

COLLEGE OF ARTS AND SCIENCES

PROGRAM OF STUDY

Introduction

The College of Arts and Sciences is a community of about 4,000 undergraduates and 600 faculty members. It is also a graduate school and research center. Altogether it attracts faculty whose research and scholarly and creative work require first-rate academic facilities and who bring to all their students the profound questioning and exciting ideas of current scholarship. Finally, the college exists within a university of other colleges at Cornell—about 19,000 undergraduate and graduate students and 1,500 faculty members. This wider community provides depth and diversity of applied and professional studies beyond what a college of the liberal arts and sciences alone can offer. Students studying the liberal arts and sciences may draw upon the knowledge and facilities of the other colleges at Cornell to complement their studies. Abundant variety and outstanding quality in many fields, including interdisciplinary fields, and emphasis on individual academic freedom and responsibility give the college and the university its distinctive character.

The richness of the college's undergraduate curriculum is extraordinary; there is no course that all students must take, and there are nearly 2,000 from which they may choose. By choosing courses each semester, students design their own education. They develop known interests and explore new subjects. An education in the liberal arts and sciences means honing one's critical and imaginative capacities, learning about oneself in nature and culture, and gaining 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 design a sensible, challenging, and appropriate course of study.

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 various disciplines and fields of study. In addition to these general areas of knowledge, students acquire effective writing and quantitative skills, study foreign languages, achieve cultural breadth, and concentrate on one particular field through which they deepen their imaginative and critical thinking as fully as possible. To accomplish these objectives, the college has certain requirements for graduation.

The College of Arts and Sciences awards one undergraduate degree, the Bachelor of Arts degree

Summary of Requirements

- 1) First-Year Writing Seminars: two courses. (See John S. Knight Institute for Writing in the Disciplines p. 568.)
- 2) Foreign language: for **graduating classes of 2006 or earlier**, proficiency in one language or qualification in two; zero

to four courses. For **graduating classes of 2007 or later**, completion of one course at the non-introductory level or above (Option 1) or at least 11 credits in one language (Option 2); one to three courses.

- 3) Distribution: nine courses (may overlap with courses counting toward a major). **Please note the two sets of distribution requirements, one for the graduating classes of 2006 and earlier and one for the graduating classes of 2007 and later.**
- 4) Breadth: two courses (may overlap with courses for distribution, major, or electives).
- 5) Major.
- 6) Electives: four or five courses (at least 15 credits) not used to fulfill other requirements and not in the major field.
- 7) Residence: eight full-time semesters, unless a student can successfully complete all other requirements in fewer than eight semesters and meet the additional criteria to accelerate graduation. (See below under "Acceleration.")
- 8) 34 courses: a three- or four-credit course counts as one course. A two-credit course counts as half a course; a one-credit course does not normally count toward the requirement; a six-credit language course counts as one and one-half courses. (See below under "Courses and Credits" for some one-credit courses in music, dance, and theatre performance that can be cumulated to count as one-half course and for counting five- and six-credit courses.)
- 9) Credits: a total of 120 academic credits, of which 100 must be taken in the College of Arts and Sciences at Cornell. (Please note "Noncredit courses" below for courses that do not count as academic credits or courses.)
- 10) Physical education: completion of the university requirement (passing a swim test and two one-credit nonacademic courses). Please note that physical education credit does not count toward graduation or toward the 12-credit minimum required for good academic standing each semester.
- 11) Application to graduate. (See below under "Graduation.")

Explanation of Requirements

Foreign Language Requirement

(Please note the different requirements for the classes of 2006 and earlier and the classes of 2007 and later. Placement into language courses is the same for all.) The faculty considers competence in a foreign language essential for an educated person. Studying a language other than one's own helps students understand the problematics of language, our fundamental intellectual

tool, and enables students to understand another culture. The sooner a student acquires competence, the sooner it will be useful. Hence, work toward the foreign language requirement should be undertaken in the first two years. Courses in foreign languages and/or literature are taught in the College of Arts and Sciences by the following departments: Africana Studies and Research Center, Asian Studies, Classics, German Studies, Linguistics, Near Eastern Studies, Romance Studies, and Russian Literature.

For students in the graduating classes of 2006 and earlier, the language requirement may be satisfied in one of two ways:

- 1) by attaining *proficiency* (competence at the intermediate level) in one language **or**
- 2) by attaining *qualification* (mastery of an introductory sequence) in two languages.

Proficiency

Proficiency may be attained in languages by passing an intermediate (200-level) Cornell course (or CHIN or JAPAN 161). Introductory courses in some less commonly taught languages are taught at the 200-level or above (for example, ancient Egyptian and Welsh); these do not confer proficiency. Proficiency can also be earned by examination. A score of 4 or 5 on an AP *literature* exam in French, Italian, or Spanish earns proficiency and three credits. A score of 4 or 5 on the AP exam in German earns proficiency and three credits. Students with those scores should also take the Cornell Advanced Standing Examination (CASE), given during orientation week, to obtain appropriate placement for further language study. A score of 4 or 5 on an AP *language* exam earns three credits but *does not* carry with it proficiency. However, a student who receives a score of 4 or 5 on an AP language exam can earn proficiency by earning a high score on the CASE. Students with appropriate scores on Cornell Language Placement tests or SAT II examinations are also eligible to take the CASE (see chart below). Native or bilingual speakers and writers of a language other than English may earn proficiency and three credits by taking the CASE or an individual exam (if no CASE is available and a qualified examiner is here).

Qualification

Qualification may be attained in any of the following ways:

- 1) Three years of high school study in any one language gives qualification in that language. No demonstration of competence is necessary. Note, however, that this route to qualification does not guarantee entrance into an intermediate-level course. Students who want to continue studying the language must be placed in the appropriate course through an examination. Being placed below the intermediate level does not cancel the qualification.

- 2) Passing the requisite Cornell course, the last course of the introductory sequence.

Note: Except in the case of Sanskrit, completion of language sequences 131–132 does not constitute qualification.

- 3) Achieving the requisite score (see chart) on the SAT II taken in high school or a score of 56 or higher on the appropriate Cornell LP (Language Placement) test.

Students may earn a score of 56 on the placement test 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.

- 4) By departmental or (when no placement test is available) individual examination at Cornell (if a qualified examiner is here).

For students in the graduating classes of 2007 and later:

Option 1: Passing a) a nonintroductory foreign language course at Cornell at the 200 level or above or b) any other nonintroductory course conducted in a foreign language at Cornell.

OR

Option 2: Passing at least eleven credits of study in a single foreign language at Cornell. Students undertaking intensive introductory language study elsewhere should consult the relevant department about applying that study toward Option 2. In most cases this will require satisfactory performance on an examination.

Students whose speaking, reading, and writing competence in a language other than English is at the same level we would expect our entering freshmen to have in English (as shown by completing high school in that language or by special examination here at Cornell) are exempt from the college's language requirement.

Placement

Entering students who have had two or more years of high school study in a language, who have been awarded credit for language work at another college or university, or who are native speakers, bilingual, or have spoken the language at home, 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 (SAT II, taken after the last course, or AP, if the score was 4 or 5) or at Cornell (LP test). Students may, but need not, retake a language test if a year or more has passed since last taking it. Being placed by examination into the first course at a non-introductory level does not earn credit toward the degree. Degree credit is earned only for demonstrated mastery of work equivalent to the first course at an intermediate level at Cornell and placement into the second intermediate course. Students should seek to satisfy the language requirement in their first years at Cornell. Those with test scores one or more years old may be required to take a Cornell placement test if the instructor deems the student is not adequately prepared for the level in which s/he has enrolled.

French			
<i>Placement Tests</i>		<i>Language Courses</i>	<i>Literature Courses</i>
<i>LPF</i>	<i>SAT II</i>		
below 37	below 410	121	
37–44	410–480	112 or 122	
45–55	490–590	123	
56–64	600–680	206 209	
65 and above	690 and above		CASE required for placement in language.
AP 4 or 5 in language, 3 credits			CASE required for placement in language.
AP 4 or 5 in literature, 3 credits and proficiency			CASE required for placement in language.
German			
<i>Placement Tests</i>		<i>Language Courses</i>	<i>Literature Courses</i>
<i>LPG</i>	<i>SAT II</i>		
below 37	below 370	121	
37–44	370–450	122	
45–55	460–580	123	
56–64	590–680	200 205	
65 and above	690 and above		CASE required for placement
AP 4 or 5, 3 credits			CASE required for placement
Italian			
<i>Placement Tests</i>		<i>Language Courses</i>	<i>Literature Courses</i>
<i>LPI</i>	<i>SAT II</i>		
below 37	below 370	121	
37–44	370–450	122	
45–55	460–580	123	
56–64	590–680	209	214 or 215, only if taken concurrently with 209 or after 209
65 and above	690 and above		CASE recommended for placement
AP 4 or 5 in language, 3 credits			CASE recommended for placement
AP 4 or 5 in literature, 3 credits and proficiency			CASE recommended for placement
Spanish			
<i>Placement Tests</i>		<i>Language Courses</i>	<i>Literature Courses</i>
<i>LPS</i>	<i>SAT II</i>		
below 37	below 370	121	
37–44	370–450	112 122	
45–55	460–580	123	
56–64	590–680	200 209 207	
65 and above	690 and above		CASE recommended for placement
AP 4 or 5 in language, 3 credits			CASE recommended for placement
AP 4 or 5 in literature, 3 credits and proficiency			CASE recommended for placement

Placement Tests and Advanced Placement Credit

1) The following language placement and advanced standing tests are scheduled at the beginning of each semester:

- Chinese, Japanese, and Korean (schedule available from the Department of Asian Studies, 350 Rockefeller Hall);
- German (schedule available from the Department of German Studies, 183 Goldwin Smith Hall);
- French, Italian, and Spanish (schedule available from the Department of Romance Studies, 303 Morrill Hall);
- Russian (schedule available from the Department of Russian, 226 Morrill Hall).

The advanced standing examination in French, German, Italian, Russian, and Spanish, is called the CASE (Cornell Advanced Standing Examination). Eligibility for the CASE may be determined from the placement tables. *In Russian only, all students seeking placement take the CASE.*

Native speakers of Spanish who have completed their secondary education in a Spanish-speaking country do not take the CASE. For these students, the Spanish program offers a walk-in service, the Native Language Accreditation for Spanish, in the third week of September and the first week of February. Students interested in this service should contact Eleanor Dozier in 414 Morrill Hall. Speakers of Spanish who completed their secondary education in a non-Spanish-speaking country are required to present either SAT II or AP or LPS scores for placement, or for eligibility to take the CASE exam.

- 2) Arabic: departmental examination, Department of Near Eastern Studies, 409 White Hall.
- 3) Greek, ancient and modern: departmental examination, Department of Classics, 120 Goldwin Smith Hall.
- 4) Hebrew: departmental examination, Department of Near Eastern Studies, 409 White Hall.
- 5) Latin: departmental examination, Department of Classics, 120 Goldwin Smith Hall.

Substitutions to the Language Requirement

Outright waivers of the requirement are never granted. However, rarely and as appropriate, alternatives to language acquisition are approved. Legitimate requests for substitutions require evidence of inability to learn foreign languages in a classroom setting. Most students provide documentation of learning disabilities relating to foreign language acquisition (e.g., an auditory processing problem) to Student Disability Services, 420 Computing and Communications Center, 255-4545. Other students who may never have been tested for a disability reveal it through repeated and dedicated but vain attempts in formal language courses. A poor grade in a Cornell introductory language course or taking the LP exam repeatedly and unsuccessfully is not adequate

evidence of disability. Such students should consult the Office of Disability Services.

Students who wish to request a substitution for the normal requirement should meet with Dean Peggy Walbridge, Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall. If Dean Walbridge determines that the request has merit, the student meets with the Language Substitution Review Committee. This committee makes the final decision for or against a substitution. If a substitution is allowed, the committee works with the student to select appropriate substitute courses.

Placement in Language Courses and Advanced Placement Credit

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

Distribution Requirements

(Please note the different requirements in the arts, humanities, and social sciences for the graduating classes of 2006 and earlier and the graduating classes of 2007 and later. The science and quantitative reasoning requirement is the same for both groups.)

In satisfying the distribution requirements, students become acquainted with a broad range of subject matter and points of view among disciplines in the college and explore areas that may be entirely new to them. Or, to look at it the other way, as first-year students explore subjects that interest them, they begin to satisfy distribution requirements. Consequently, first-year students should take courses to prepare for possible majors and to explore subjects new to them and take no course only in order to satisfy a distribution requirement. Although students may complete distribution requirements over eight semesters, they can take advanced courses in subjects they (perhaps unexpectedly) find intriguing only if they have completed the introductory prerequisites. Consequently, students should not postpone satisfying distribution requirements until the last semesters. Once sure of a major, students should consider which distribution requirements are yet unfulfilled and how to fulfill them with courses that complement their overall program.

Students in the graduating classes of 2006 and earlier must take a total of nine courses of three or more credits each for the distribution requirements: four courses from Groups I (science) and II (quantitative reasoning) below, at least two of which are from Group I and at least one of which is from Group II (for example, one chemistry, one physics, one geology, and one mathematics); five courses from Groups III (social science) and IV (humanities and the arts) 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). Courses that satisfy distribution requirements are listed and described in their departmental sections. The Roman numeral—I, II, III, or IV—indicates which group each course satisfies. If there is no numeral at all, the course satisfies no distribution requirement. Courses in the major may be applied to the distribution requirements (unless prohibited by one of the restrictions noted under restrictions on applying AP credit, transfer credit, and Cornell courses to distribution requirements).

I. Physical and Biological Sciences

In fulfilling the four courses in science and quantitative reasoning, students must take at least two science courses. At least one of these must be from the primary list of courses in science departments in the College of Arts and Sciences:

Primary list:

(The courses listed individually are all cross-listed in an A&S science department.)

Animal Science:

427 Fundamentals of Endocrinology

Anthropology:

275 Human Biology and Evolution
371 Human Paleontology
474 Lab and Field Methods in Human Biology

Applied & Engineering Physics:

470 Biophysical Methods

Astronomy: all 3- or 4-credit courses

Biological Sciences: all 3- or 4-credit courses (including any combination of two courses from BIO 101-104) *except* BIO G 209, BIO G 299, BIO G 498, and BIOSM 204. BIO G 200 and BIO G 499 require permission from the Office of Undergraduate Biology.

Biological & Environmental Engineering:

456 Biomechanics of Plants

Biology & Society:

214 Biological Basis of Sex
461 Environmental Policy

Chemistry and Chemical Biology: all courses*Cognitive Studies:*

111 Brain, Mind, and Behavior
330 Introduction to Computational Neuroscience

Crop Science:

398 Environmental Microbiology

Earth and Atmospheric Sciences: all courses *except* 150, 250, 435

Entomology:

400 Insect Development
452 Herbivores and Plants
453 Princ/Pract Historical Biogeography
455 Insect Ecology
456 Stream Ecology

Feminist, Gender, and Sexuality Studies:

214 Biological Basis of Sex

Food:

394 Applied and Food Microbiology

History:

287 Evolution

Horticulture:

243 Taxonomy of Cultivated Plants

Natural Resources:

456 Stream Ecology

Nutritional Science:

275 Human Biology and Evolution
475 Mechanisms of Birth Defects

Physics: all courses *except* 205, 209

Plant Pathology:

407 Nature of Sensing and Response

Psychology:

111 Brain, Mind, & Behavior
322 Hormones and Behavior
324 Biopsychology Laboratory

- 330 Intro to Computational Neuroscience
- 332 Biopsychology of Learning and Memory
- 396 Introduction to Sensory Systems
- 424 Neuroethology
- 429 Olfaction and Taste: Structure and Function
- 431 Effects of Aging on Sensory and Perception Systems
- 460 Human Neuroanatomy
- 492 Sensory Function

Students may select additional science courses from the following **supplementary list**:

Animal Science:

- 100 Domestic Animal Biology I
- 150 Domestic Animal Biology II
- 212 Animal Nutrition

Anthropology:

- 101 Introduction to Anthropology
- 208 The Evolution of Human Mating
- 370 Environmental Archaeology
- 375 Evolutionary Theory and Human Behavior
- 390 Primate Behavior and Ecology
- 463 Zooarchaeological Method
- 464 Zooarchaeological Interpretation

Applied and Engineering Physics:

- 110 The Laser and Its Applications in Science, Technology, and Medicine

Archaeology:

- 370 Environmental Archaeology
- 463 Zooarchaeological Method
- 464 Zooarchaeological Interpretation

Dance:

- 312 The Moving Body: Form and Function

Electrical Engineering:

- 430 Lasers and Optical Electronics

Engineering:

- 110 The Laser and Its Applications in Science, Technology, and Medicine

Entomology:

- 212 Insect Biology

Food:

- 200 Introductory Food Science

Materials Science and Engineering:

- 281 The Substance of Civilization

Natural Resources:

- 201 Environmental Conservation
- 210 Introductory Field Biology
- 301 Forest Ecology

Nutritional Science:

- 115 Nutrition and Health

Psychology:

- 223 Introduction to Biopsychology
- 326 Evolution of Human Behavior

II. Mathematics and quantitative reasoning

In completing four courses in science and quantitative reasoning, students must take at least one of the following courses (please note that EDUC 115, Introductory College Mathematics, counts neither toward the college degree nor toward distribution):

Applied Economics and Management:

- 210 Introductory Statistics

Biochemistry, Molecular and Cell Biology:

- 321 Numerical Methods in Computational Molecular Biology

Biometry:

- 301 (formerly 261) Statistical Methods

City and Regional Planning:

- 321 Introduction to Quantitative Methods

Cognitive Studies:

- 172 Computation, Information, and Intelligence
- 424 Computational Linguistics
- 476 Decision Theory

Computer Science:

- 100 Introduction to Computer Programming
- 172 Computation, Information, and Intelligence
- 211 Computers and Programming
- 280 Discrete Structures
- 312 Structure and Interpretation of Computer Programs
- 321 Numerical Methods in Computational Molecular Biology
- 424 Computational Linguistics
- 486 Applied Logic

Ecology and Evolutionary Biology:

- 362 Dynamic Models in Biology

Earth and Atmospheric Science:

- 435 Statistical Methods in Meteorology and Climatology

Economics:

- 319 Introduction to Statistics and Probability
- 320 Introduction to Econometrics
- 321 Applied Econometrics
- 325 Cross Section and Panel Econometrics
- 368 Game Theory
- 405 Auction Seminar
- 431 Monetary Economics
- 470 Economics of Information
- 476/477 Decision Theory

Engineering:

- 115 Engineering Applications of OR&IE
- 172 Computation, Information, and Intelligence
- 321 Numerical Methods in Computational Molecular Biology

Industrial and Labor Relations:

- 210 Statistical Reasoning I
- 211 Statistical Reasoning II

Linguistics:

- 424 Computational Linguistics
- 485 Topics in Computational Linguistics

Mathematics:

- all courses except 101 and 109

Philosophy:

- 231 Introduction to Deductive Logic
- 331 Deductive Logic
- 383 Choice, Chance, and Reason
- 431 Mathematical Logic
- 432 Topics in Logic
- 436 Intensional Logic

Physics:

- 205 Reasoning about Luck
- 209 Relativity and Chaos

Psychology:

- 350 Statistics and Research Design

Sociology:

- 301 Evaluating Statistical Evidence

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 may not choose two beginning courses in statistics. Nor may they earn credit toward the degree for overlapping courses: Biometry 301, formerly 261 (Statistical Methods D), CRP 223 (Intro to Statistical Reasoning), ECON 321 (Applied Econometrics), ILR 210 (Statistical Reasoning I), MATH 171 (Statistical Theory and Application in the Real World), PSYCH

- 350 (Statistics Research and Design), SOC 301 (Evaluating Statistical Evidence).

III. Social sciences and history

The following departments are included in Group III, social sciences and history. Most (although not all) courses in these departments satisfy distribution in this group. Students should consult the departmental listings for options that are noted as satisfying Group III.

- Anthropology
- Economics
- Government
- History
- Linguistics
- Psychology
- Sociology

In addition, interdisciplinary departments and programs offer courses in Group III. Again, students should consult the departmental and program listings and note which courses satisfy Group III.

- Africana Studies
- American Studies
- Archaeology
- Asian Studies
- Asian American Studies
- Biology and Society
- Cognitive Studies
- Feminist, Gender & Sexuality Studies
- Near Eastern Studies
- Religious Studies
- Science and Technology Studies

Finally, CRP 100 (The American City) and CRP 101 (Global City) and ENGRG 250 (Technology in Society) and ENGRG 298 (Inventing an Information Society) satisfy distribution in Group III.

IV. Humanities and the arts

The following departments are included in Group IV, humanities (literature and philosophy) and the arts. While language and logic courses do not count for distribution in this group, most (although not all) other courses in these departments do. Students should consult the departmental listings for options that are noted as satisfying Group IV.

- Asian Studies
- Classics
- Comparative Literature
- English
- German Studies
- History of Art
- Music: If a student applies one course in music toward distribution, it must be in music history, culture, or theory. If a student applies more than one course, an acceptable sequence may include four credits (two half courses) in musical performance, organizations, or ensembles combined with theory, history, and culture courses. Students may count performance credits as only one course toward distribution.
- Philosophy
- Romance Studies (French, Italian, and Spanish Literature)
- Russian Literature
- Theatre, Film, and Dance

In addition, the following interdisciplinary departments and programs offer courses in Group IV. Again, students should consult the departmental and program listings to find which courses satisfy Group IV.

- Africana Studies
- American Studies
- Anthropology

Archaeology
 Asian American Studies
 Biology and Society
 Feminist, Gender, & Sexuality Studies
 Near Eastern Studies
 Religious Studies
 Science and Technology Studies
 Visual Studies

Students in the graduating classes of 2007 and later must complete four courses in science and quantitative reasoning as described for the classes of 2006 and earlier. In addition, they must complete five courses of three or more credits each from the following five categories of courses in the humanities and social sciences; they must include at least one course from four different categories and no more than three in the same department. How an individual course is categorized is indicated with the appropriate abbreviation in its description.

Cultural Analysis (CA)

Courses in this area study human life in particular cultural contexts through interpretive analysis of individual behavior, discourse, and social practice. Topics include belief systems (science, medicine, religion), expressive arts and symbolic behavior (visual arts, performance, poetry, myth, narrative, ritual), identity (nationality, race, ethnicity, gender, sexuality), social groups and institutions (family, market, community), power and politics (states, colonialism, inequality).

Historical Analysis (HA)

Courses in this group interpret continuities and changes—political, social, economic, diplomatic, religious, intellectual, artistic, scientific—through time. The focus may be on groups of people, dominant or subordinate, a specific country or region, an event, a process, or a time period.

Knowledge, Cognition, and Moral Reasoning (KCM)

Offerings in this area investigate the bases of human knowledge in its broadest sense, ranging from cognitive faculties shared by humans and animals such as perception, to abstract reasoning, to the ability to form and justify moral judgments. Courses investigating the sources, structure, and limits of cognition may use the methodologies of science, cognitive psychology, linguistics, or philosophy. Courses focusing on moral reasoning explore ways of reflecting on ethical questions that concern the nature of justice, the good life, or human values in general.

Literature and the Arts (LA)

Offerings in this area explore literature and the arts in two different but related ways. Some courses focus on the critical study of artworks and on their history, aesthetics, and theory. These courses develop skills of reading, observing, and hearing and encourage reflection on such experiences; many investigate the interplay among individual achievement, artistic tradition, and historical context. Other courses are devoted to the production and performance of artworks (in creative writing, performing arts, and media such as film and video). These courses emphasize the interaction among technical mastery, cognitive knowledge, and creative imagination.

Social and Behavioral Analysis (SBA)

Courses in this area examine human life in its social context through the use of social scientific methods, often including hypothesis testing, scientific sampling techniques, and statistical analysis. Topics studied range from the thoughts, feelings, beliefs, and attitudes of individuals to interpersonal relations between individuals (e.g., in friendship, love, conflict) to larger social organizations (e.g., the family, society, religious or educational or civic institutions, the economy, government) to the relationships and conflicts among groups or individuals (e.g., discrimination, inequality, prejudice, stigmas, conflict resolution).

Breadth Requirements

Students must include in their undergraduate program at least one Arts and Sciences course that focuses on an area or a people other than those of the United States, Canada, or Europe and one course that focuses on an historical period before the twentieth century. Courses that satisfy the geographic breadth requirement are marked with an @ when described in this catalog. Courses that satisfy the historical breadth requirement are marked with a *. Many courses satisfy both requirements, and students may in fact use the same course to satisfy both. Students may use courses satisfying distribution, major, or elective—but not writing—requirements in satisfaction of either of the breadth requirements. They may also apply Cornell courses (not credit from an examination) conferring proficiency in a non-Western language toward the geographical breadth requirement.

Restrictions on Applying AP Courses and Credit from Other Institutions to the Distribution Requirements

Students may not apply AP credit or transfer credit from another institution to the breadth requirements or to any distribution requirement in the arts, humanities, or social sciences, which include the categories of CA, HA, KCM, LA, and SBA.

Students in the graduating classes of 2006 and earlier may apply up to two courses of approved advanced placement or transfer credit toward distribution requirements in Groups I and II (physical/biological sciences and quantitative/formal reasoning), as long as they take at least one course from the primary list in an Arts and Sciences science department at Cornell. Transfer credit applied to distribution in Group II (quantitative/formal reasoning) must be in mathematics, statistics, or computer science; it may not be in other quantitative subjects. Courses taken at other institutions in mathematics or computer science must be approved for transfer and distribution credit by the Departments of Mathematics or Computer Science respectively. Statistics courses taken at other institutions in social science departments must be approved by the relevant department in Arts and Sciences (e.g., psychology or sociology); statistics courses taken in mathematics or statistics departments must be approved by the Department of Mathematics.

Students in the graduating classes of 2007 and later may apply no advanced placement or transfer credit to distribution in science and quantitative reasoning.

Students who transfer to the college from another institution are under the above rules for advanced placement credit, but are eligible to have credit for post high school course work taken during regular semesters (not summer school) at their previous institution count toward all distribution requirements. Transfer students receive a detailed credit evaluation when they are accepted for admission.

Restrictions on Applying Cornell Courses to the Distribution and Breadth Requirements

- 1) First-Year Writing Seminars may not count toward any other college requirement.
- 2) No single course may satisfy more than one distribution requirement.
- 3) Students may count courses in their major toward distribution and breadth. However, **for students in the graduating classes of 2006 or earlier**, courses offered or cross-listed by their major department may be counted only toward the distribution category of the major department itself. For example, a history major may not count a course cross-listed between history and a literature department toward distribution in the humanities.

The Major

In their last two years, students devote roughly one-half their time to acquiring depth and competence in a major subject. The major does not necessarily define a student's intellect or character or lead directly to a lifetime occupation, although it sometimes does some of each. Through the major, students focus and develop their imaginative and intellectual capacities through a subject they find especially interesting.

Most departments and programs specify certain prerequisites for admission to the major; they are found on the following pages in the descriptions of each department and program.

Students may apply for acceptance into the major as soon as they have completed the prerequisites and are confident of their choice. This may be as early as the second semester of freshman year, and must be no later than second semester of sophomore year. To apply, they take a copy of their official transcript to an appointment with the director of undergraduate studies in their prospective major. A department or program may refuse admission into the major if the applicant's performance does not meet established standards. A student without a major at the beginning of the junior year is not making satisfactory progress toward the degree. That student must meet with an advising dean and may not be allowed to continue in the college.

Available majors

Majors are offered by each of the departments. There are also majors in American studies, archaeology, biology and society, information science, religious studies, science of earth systems, and feminist, gender, and sexuality studies.

Some students want to pursue a subject 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 and even colleges. See "Independent Major Program," under "Special Academic Options." Whatever the major—chemistry, math, philosophy, or music—graduates from the College of Arts and Sciences earn the one degree the college awards, a Bachelor of Arts.

Double majors

Only one major is required for graduation. Some students choose to complete two or even more majors. No special permission or procedure is required; students simply become accepted into multiple majors and find an adviser in each department. All completed majors are posted on the official transcript. However, even though courses in a second major count among the required 15 credits of electives (see immediately below), double majoring can constrict the variety of electives that might be valuable for an education in the liberal arts and sciences. Students should "double major" only if their intellects and deep interests direct them to do so.

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 course of study. Students must complete at least four courses and at least 15 credits offered outside the major field and not used to fill another requirement except breadth. AP credits not otherwise used may fulfill elective requirements. Students may group electives to complete one of the established interdisciplinary concentrations or may form their own unofficial concentration or "minor" separate from their major. Students may also group electives into a second major. Since only one major is required, students may count courses in a second major as electives. Some students choose to explore a variety of subjects; some develop a concentration in a department or subject outside Arts and Sciences to gain applied training or specialized knowledge.

Residence

The College of Arts and Sciences is a residential community for students who devote their energy and spirit to full-time study. The faculty believes that integrated, full-time study for a defined period best promotes intellectual and creative development and best prepares people for citizenship and careers.

Consequently, eight semesters of full-time study in the College of Arts and Sciences are integral to earning the B.A. 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. Students may complete their undergraduate degrees with credits earned at other institutions or as part-time or summer students at Cornell only if they have completed their eight full-time semesters of residence or satisfied the criteria listed below under "Part-time study in final semester."

For transfer students from other institutions, each full semester of study at their previous institution counts as one of the eight semesters of residence. However, even if

transfer students have completed more than four full semesters at their previous institution, they must spend a minimum of four semesters on the Cornell campus in Ithaca enrolled in the College of Arts and Sciences. Internal 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.

Approved study abroad, SEA Semester, Urban Semester, FALCON, and Cornell in Washington are considered semesters of residence but not semesters on the Cornell campus. Students may spend no more than two semesters on such programs and must be on campus during their last semester.

Semesters of extramural study in Cornell's School of Continuing Education, semesters of study at other institutions while on leave from Cornell, and summer sessions anywhere do not count as semesters of residence.

Acceleration

Some students decide that they do not need eight semesters of residence to obtain a solid undergraduate education. These students must compress the first four semesters and spend four full semesters in the major. Benefiting from opportunities for advanced, seminar, and independent (sometimes honors) work is what best characterizes undergraduate education in the college. Students considering acceleration should discuss their plans with their major adviser.

Accelerants apply to graduate one semester before their intended new graduation date. They obtain an "Application to Graduate" for this purpose in the Office of Undergraduate Admissions and Advising, 55 or 172 Goldwin Smith Hall. Accelerants must complete:

- 1) All graduation requirements except for the residency requirement (120 total credits, 100 Arts and Sciences credits, 34 courses, all college requirements, and the university's physical education requirement).
- 2) Either condition *a* or *b*:
 - a. 60 credits before beginning their last four semesters in the college and the prerequisites for admission to the major in time to spend *four* semesters in the major.
 - b. 48 credits in College of Arts and Sciences courses numbered "300" and above and prerequisites for admission to the major in time to spend *four* semesters in the major. Upper-level courses taken in other colleges at Cornell University may count toward the 48 only if approved as part of the major.
- 3) 100 credits at Cornell at "C" (not C-) or above. Courses completed with a grade of "S" will count toward the 100 credits. Advanced placement and transfer credits do not count toward this requirement.
- 4) Students may not use credits earned while on leave of absence to reduce their terms of residence. In other words, they must be eligible to accelerate without applying any credit toward the degree that they earned while on leave.
- 5) 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, Urban 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 satisfy the eight-semester residence requirement and 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 a worthy academic plan for a full ninth or tenth semester is approved, the student enrolls in the college as a special student for the additional work. Such a status allows enrollment in a full schedule of courses and full access to campus resources for full tuition, but allows financial aid only from loans or outside agencies, not from Cornell funds. Students who need fewer than 12 credits in a ninth or tenth term to graduate should complete the outstanding courses and pay prorated tuition. Students may spend a ninth term with Cornell aid only with permission of the Committee on Academic Records. Such permission is normally granted only to:

- 1) Students who have been ill or experienced other untoward circumstances beyond their control.
- 2) Students who were academically underprepared for the curriculum at Cornell and needed to begin with a lighter schedule of courses than normal. (See Dean Turner, Office of Undergraduate Admissions and Advising, 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 School of Continuing Education, but such semesters of extramural study do not count as terms of residence and credits from such semesters may not be used to reduce the terms of residence.

Part-time study in special circumstances

The college and university support students (with financial aid and services) as best they can to make full-time study possible. Occasionally, however, extraordinary but nonfinancial personal, academic, or medical circumstances make studying part-time necessary and appropriate. Students in good academic standing who face extraordinary situations may petition the Committee on Academic Records for a part-time schedule and prorated tuition in the college.

Students requesting this because of documented disabilities that, under the Americans with Disabilities Act, require appropriate accommodations, should discuss their situation with Dean Walbridge. Otherwise, students should meet with a dean of their class.

Part-time study in final semester

Students may complete their degrees with part-time study and pay prorated tuition at

Cornell after fewer than eight semesters of full-time residence only if:

- 1) They have completed all requirements by the end of the sixth or seventh term, met the criteria for accelerated graduation, and are remaining to complete study beyond what is required for the degree.
- 2) They are writing an honors thesis in the eighth semester and can complete all degree requirements by taking exactly two courses, one of which is the thesis itself. They must register for the thesis and at least one additional course.

Students must obtain approval of an advising dean and complete the pro-rated tuition form in the semester before or during the first three weeks of the semester and confirm their status and registration with college registrar Sally O'Hanlon in 55 Goldwin Smith Hall.

Courses and Credits

Counting 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 and two in the same series can be aggregated to count as one-half course (certain offerings in the Department of Music and Department of Theatre, Film and Dance fall into this category). Three one-credit courses do not aggregate to count as one course. A six-credit language course counts as 1 1/2 courses, while the summer FALCON Programs in Asian languages count as eight credits and two courses each and regular semester FALCON counts as 16 credits and four courses. Archaeology and geology fieldwork for more than six credits counts as two courses each. BIOGD 281 counts as 1 1/2 courses. Other five- or six-credit courses count as one course. Courses students place out of with AP credit count toward the 34.

Students must also complete 120 credits, 100 of which must be from courses taken in the College of Arts and Sciences at Cornell. Liberal arts 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 Cornell residential programs may be counted toward the 100 credits required in the college. Advanced placement credits, credits earned in other colleges at Cornell, or credits earned in any subject at institutions other than Cornell do not count as part of the 100. The only exceptions to the above restrictions are for courses (usually no more than three) that certain departments accept from other colleges at Cornell as fulfilling major requirements (and substituting for A&S courses) and for up to two courses that an adviser accepts as part of a completed and formally established cross-college, interdisciplinary concentration.

Using courses toward more than one requirement

A course may fulfill more than one college requirement in the following situations:

- 1) A course may be used to fulfill a distribution, breadth, and also a major requirement (except as noted under

previous section of restrictions on applying AP credits, transfer credits, and Cornell courses to distribution requirements).

- 2) A one-semester course in foreign literature (not language) or culture that is acceptable for achieving proficiency or certifying Option I in that language may also be applied to the relevant distribution requirement and, if appropriate, to the breadth requirement.
- 3) Courses may count toward breadth requirements and toward any other requirement except First-Year Writing Seminars.
- 4) Courses in a second major may count as electives.

Auditing

The college encourages its students to take advantage of its rich curriculum by sitting in on courses that interest them but that they prefer not to take 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 appear on the student's schedule or transcript.

Repeating courses

Students occasionally need to repeat courses. If the instructor certifies that the course content is different, credit is granted a second time. If the content is the same, both grades nonetheless appear on the transcript and are included in any GPA that is calculated, but the course and credit count toward the degree only once; students considering repeating a course under this circumstance should discuss the matter with their adviser and an advising dean. Students who plan to repeat a course submit a petition to the college registrar, Sally O'Hanlon, 55 Goldwin Smith Hall. If the original course grade was F, no petition is necessary.

Courses that do not count toward the degree

The college does not grant credit toward the degree for every course offered by the university. Courses in military training, training as emergency medical technician, service as a teaching assistant, physical education, remedial or developmental reading, precalculus mathematics (including EDUC 115), supplemental science and mathematics offered by the Learning Strategies Center, English as a second language, keyboarding, and shorthand are among those for which degree credit and credit toward the 12 credits required for good academic standing are not given.

Students enrolled in courses for undergraduate teaching assistants may petition once to have the nondegree credits count toward good academic standing. This would allow continued eligibility for graduating with distinction in all subjects, but would disqualify the student from being on the dean's list that semester.

Advanced placement credit

See p. 6-10. Advanced placement credits count as part of the 120 credits and 34 courses required for the degree. They do not count as part of the 100 credits required in Arts and Sciences at Cornell; their application to distribution and breadth requirements

is restricted or prohibited, as explained previously under "Restrictions." AP credits are posted on the transcript during the summer between the freshman and sophomore years, after students have decided whether to accept the credit or forfeit it by taking the Cornell course they had placed out of.

Summer session credit

A student may earn credit toward the degree by completing courses in Cornell's summer session or by successfully petitioning for credit for summer 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 on-line, www.arts.cornell.edu, and in the Office of Undergraduate Admissions and Advising, 55 or 172 Goldwin Smith Hall. Transcripts for completed work at other institutions must be sent to Robin Perry, 172 Goldwin Smith Hall. Credit approved for summer courses away from Cornell (including summer courses abroad) counts toward the 120 credits and 34 courses required for the degree, but not toward the 100 credits required in the college at Cornell. For students in the **graduating classes of 2006 or earlier**, it may be applied to part of the Group I and II distribution requirements. For all students, it may not be applied to breadth requirements but may be applied to elective requirements and to major requirements (with the approval of the department).

Entering students who want to receive credit toward the degree for courses completed before matriculation in a summer session away from Cornell should obtain approval forms as soon as possible and have transcripts sent to Robin Perry, 172 Goldwin Smith Hall. Credits completed in Cornell summer sessions will be awarded automatically.

Summer session at Cornell or elsewhere does not count toward the eight-semester residence requirement. Students are permitted to earn up to 12 credits in one summer.

Transferring credit earned away from Cornell while on leave of absence

See "Leaves of Absence" section.

Transferring credit (for transfer students from another institution or from another Cornell college)

Transfer students must satisfy all normal requirements for the degree, including eight semesters of full-time study. They must always complete at least 60 credits and 16 courses at Cornell and be in residence on campus in the college for at least four regular semesters (summer session does not count toward the residence requirement). The college evaluates credit and residence earned either at another school or college at Cornell University or at another accredited institution of collegiate rank and determines the number of credits and courses the student may apply toward the various requirements for the Bachelor of Arts degree at Cornell. In addition, it reevaluates advanced placement credit allowed by another institution, including another college at Cornell. Evaluations of transfer credits are normally provided when students are notified of their admission. Once matriculated in Arts and Sciences at Cornell, transfer students must

adhere to the same rules for transferring credit earned on leave as all other students.

SPECIAL ACADEMIC OPTIONS

Degree Programs

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

College Scholar Program

The College Scholar Program 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 study. College Scholars design idiosyncratic programs: some pursue diverse interests; others integrate a variety of courses into a coherent subject. Up to 40 students in each class are accepted into the program.

College Scholars must complete 120 credits of course work (100 in the college), 34 courses, and, unless they receive permission from the program to accelerate, eight full terms of undergraduate study but are not required to fulfill the other usual college requirements for the degree. They must, however, also complete the university's physical education requirement. All College Scholars must complete a senior project. Although they are not required to complete or fulfill the general education requirements, members of the College Scholar Advisory Board believe that the spirit of those requirements is good.

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. Students should contact Dean Ken Gabard, Office of Undergraduate Admissions and Advising, 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 ten semesters with financial aid. For further information contact Dean Kay Wagner in the Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall.

Independent Major Program

The Independent Major Program allows students to design their own interdisciplinary majors and pursue a subject that cannot be found in 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 bachelor's degree. Students should contact Dean Stephen Friedfeld, Office of Undergraduate Admissions and Advising, 172 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.

Double Registration with and Early Admission to Professional Schools

Registration in the senior year of the College of Arts and Sciences and the first year of Cornell Law School or the Johnson Graduate School of Management is occasionally possible. A very 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. They earn the B.A. degree after the first year of professional school.

Students with eight or fewer credits and two or fewer courses to complete may apply to enter the Master's of Engineering program during (but no earlier than) their eighth semester; dual-degree students may enter this program no earlier than the ninth semester. They earn the bachelor degree(s) after one semester of graduate school.

Students interested in the joint program with the Law School or the Graduate School of Management, or in early admission to the Master's of Engineering program should apply to the relevant program. All candidates should confirm their eligibility with an advising dean, Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall.

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

Teacher Education

Students at Cornell may pursue teaching credentials in agriculture, biology, chemistry, earth science, general science, mathematics, and physics. Cornell students from any college are encouraged to apply for admission to the Cornell Teacher Education Program during their sophomore or junior year. Those who are admitted complete their undergraduate major in an agricultural science, mathematics or one of the sciences, while taking education courses. They are then able to complete a Master of Arts in Teaching (MAT) in one year and earn certification in New York State.

For more information, contact the program coordinator at 255-9573.

Special-Interest Options

The following options enable students to pursue special interests within the usual degree programs.

Concentrations

Established interdisciplinary concentrations, described in alphabetical order along with departments in the pages following, provide structures for organizing electives. Completed concentrations are noted on the transcript.

Informal Minors

Some students organize electives within a discipline or department in Arts and Sciences or another college. Such informal minors can be developed with the help of the departmental directors of undergraduate studies. They are not 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 independent course, must approve the proposed study and agree to provide continuing supervision of the work. Students must prepare a proposal for independent study (proposal forms are available on-line at www.arts.cornell.edu and in the Office of Undergraduate Admissions and Advising, 55 and 172 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

An excellent way to benefit from being an undergraduate at a research university, at Cornell in particular, is to become an apprentice in ongoing 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 test their interest in pursuing a research career. Sometimes they publish their work.

The Undergraduate Research Program gathers information about research opportunities in most disciplines of the liberal arts and sciences, guides students in finding further opportunities—on campus and elsewhere and during the academic year and the summer—and helps students prepare for research and presenting themselves as candidates for apprenticeships. Other students locate research opportunities independently through faculty whose courses they have taken, through their major departments, or through published materials.

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 consult Dean David DeVries in the Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall.

Language Study

FALCON (Full-Year Asian Language Concentration). FALCON allows students who are interested in the Far East to study Chinese 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 to pursue rapid and thorough beginning studies on campus with the objective of studying abroad in China or Japan. Students interested in this program should contact the Department of Asian Studies, 350 Rockefeller Hall; e-mail: falcon@cornell.edu.

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, 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 Clare McMillan, 726 University Ave.

Prelaw Study

Law schools seek students with sound training in the liberal arts and sciences; they neither require nor prefer any particular program of study. Students should therefore study what they love and do well. While doing that, they should also develop their powers of precise, analytical thinking and proficiency in writing and speaking. Students in the College of Arts and Sciences who are applying to law school may consult Lisa Harris in the Office of Arts and Sciences Career Services, 61 Goldwin Smith Hall.

The college offers a concentration in law and society. This program offers a broad scope, complements almost any major, and attracts many students not intending to become lawyers as well as a subset of those intending to.

Premedical Study

The breadth and depth afforded by a liberal arts education are invaluable for students planning medical careers, whether they intend to practice or go into research. Such education has a profound effect on the doctor's understanding of the world and hence 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 Dean Janice Turner, Office of Undergraduate Admissions and Advising, 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. It rarely approves students' participation in more than one off-campus program.

Study Abroad

The College of Arts and Sciences encourages study, both on campus and abroad, that provides a greater understanding of the world's peoples, cultures, economies, and environments, and prepares graduates for the challenges of international citizenship in the twenty-first century. Study abroad is open to students in any major who meet the college requirements and have a strong academic goal. Well-chosen and well-planned study abroad contributes a global or comparative dimension to your chosen field, enhances critical thinking and communications skills, and provides firsthand immersion in and appreciation of another culture. Focused academic work in the right institution abroad can be excellent preparation for advanced study or honors work in your final semesters at Cornell, and can lead to a career with a global component.

Requirements

- acceptance into a major
- area-studies course work
- fulfillment of the College of Arts and Sciences residence requirement
- GPA of 3.0 or higher and good academic standing
- language study at the required level

Cornell Study Abroad students must study alongside degree candidates in their host institutions rather than in self-contained programs that offer courses specially designed for foreigners. The college will approve only those study-abroad proposals that demonstrate realistic and coherent academic goals which are consistent with the philosophy of a liberal-arts education.

The college advocates study abroad that enables students to become competent in another language, so that they can engage fully in daily life in another culture, develop social relationships, and complete formal course work in that language. To study abroad in a country where the host language is not English, you must demonstrate competence in the language as a prerequisite.

For study abroad in Western Europe and Latin America, students must complete at least **two semesters of the appropriate foreign language at the 200 level** at Cornell; additional course work is strongly encouraged and will increase your chances for acceptance into the most highly competitive programs. Consult this catalog for the required level of course work in specific languages. For study abroad in Asia, Eastern Europe, the Middle East, and parts of Africa, course work entirely in the host language is not always practical, even after several semesters of language preparation at Cornell. Students should still plan to compete as much language preparation as possible within the Cornell curriculum, at least one to two years of study, and may be approved for language-intensive programs (at least half of the permitted 15 credits) with appropriate course work in English. If Cornell does not offer instruction in the language of your proposed host country, you may be approved for a program that combines intensive language instruction with subject course work in English. All students must continue to formally study the language of the host country while abroad.

For study abroad in English-speaking countries, direct university enrollment is approved and expected. Cornell students will engage in a full course of study, generally in their major field, alongside regular degree candidates in the host country. In general, the college requires that at least 50 percent of the classes you enroll in be advanced-level course work in your major field.

You will need to acquire background knowledge of the country or region where you intend to study. At least one area-studies course or one course in the history, culture, economics, politics, or social relations of the country of destination (3 or more credits) *in addition to language study* should be part of every student's preparation for study abroad. Some especially competitive programs require substantial prior course work in the proposed course of study as a prerequisite to acceptance. If you intend to enhance your major with study abroad, you may need advanced course work in that field. As with language study, area-studies preparation beyond the minimum is highly recommended.

All A&S students must be formally accepted into a major before going abroad, and should ideally be accepted into a major before beginning the application process. Most students plan a significant amount of academic work toward the major while abroad. Whether or not you intend to earn major credit, the college requires that time spent abroad will not impede your progress toward the degree. Your faculty advisor and departmental director of undergraduate studies must review and approve your study-abroad plans before you submit your application to the college.

Study abroad can earn up to 15 A&S credits per semester of full-time course work as long as the curriculum abroad is consistent with that of the college. Completion of one trimester of study earns a maximum of 10 credits. Two terms at Oxford or Cambridge may earn up to 20 credits. You must carry a full course load as defined by the host institution, which should be equivalent to at least 15 credits at Cornell, and all courses must be taken for a letter grade. Courses that fall outside the scope of the liberal arts and sciences may only be taken with the **prior approval** of Dean Wasyliw, and will earn non-A&S credits. Some foreign universities offer courses for visiting students that do not carry any academic credit. Students may **not** earn additional credit for enrolling in extra courses during the semester or year abroad.

Credit for study abroad will be awarded only after completion of the term abroad, and after the college receives your official transcript. To receive credit, you must fill out a **Request for Credit from Study Abroad** form and submit it to the advising office along with a copy of your transcript. 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, since grades at other institutions are rarely equivalent to grades at Cornell. **You must save all written work from all courses until your grades are received and recorded on your Cornell transcript.**

The maximum length of study abroad that can count toward A&S degree requirements is two semesters, which is also the amount of time recommended for true immersion

in another culture and language. Approved semesters away from campus include Cornell in Washington, Urban Semester, Rome Program, and SEA Semester as well as all Cornell Abroad destinations. Students who transfer to Cornell must complete a minimum of four semesters of residence on campus in Ithaca and may not study abroad during any of those four semesters. Internal transfers must complete four semesters of residence on campus in the Internal Transfer Division and/or the College of Arts and Sciences.

All applicants for study abroad during the academic year must go through the Cornell Abroad office after being approved by the College of Arts and Sciences. For more information, see Dean Wasyliv, 55 Goldwin Smith Hall.

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 Central America, Greece, Israel, Italy, Turkey, and New York State. Students should contact the Archaeology Program for information about the sites currently available. Students planning on attending field schools organized by other institutions should see Prof. Peter Kuniholm, B48 Goldwin Smith Hall.

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 Shoals Marine Laboratory Office, G14 Stimson Hall, for further information.

Cornell in Washington

The Cornell in Washington program offers students from all colleges in 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 unique externship opportunities: 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. 21 or inquire at M101 McGraw Hall, 255-4090. Study in Washington during a final semester of residence is allowed rarely and only by petition. Students should consult with the dean of seniors, Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall.

ACADEMIC INTEGRITY

Academic integrity is the heart of intellectual life—both in learning and in research. All members of the university community simply

must support each other's efforts to master new material and discover new knowledge by sharing ideas and resources, by respecting each other's contributions, and by being honest about their own work. Otherwise the university will fail to accomplish its most central and important goals.

Cornell's Code of Academic Integrity and policy about acknowledging the work of others are among the documents new students receive. Students should read them carefully and not assume they understand what integrity and cheating are and are not. Academic integrity implies more here at the university than it usually did in high school. The standards of integrity are those that prevail in professional life. This means that students must acknowledge and cite ideas they adopt from others (not just direct quotations) and help them receive from colleagues or parents. With productive emphases on collaborative learning and writing, students must understand the general standards and policies about academic integrity and be sure they understand the expectations in individual courses as well. When in doubt, ask the instructor.

ADVISING

The following advisers and offices provide academic advising, help with problems, and information on college procedures and regulations.

Faculty Advisers

Each new student is assigned a faculty adviser. Advisers help students plan programs of study and advise them about ways to achieve their academic goals. Advisers may also help students with study or personal problems or may direct them to other offices on campus where help is available. Academic difficulties may frequently be solved or avoided if students and advisers recognize and address problems early.

Advisers and new advisees meet first during orientation week to discuss course selection. 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 progress and to become better acquainted. Advisers and advisees meet at least once each semester to discuss courses for the following term, and more often if advisees wish to discuss academic or personal issues or to petition for an exception to college rules.

Student Advisers

Student advisers pass on lore about the college and life at Cornell and help new students understand requirements and negotiate the university.

Major Advisers

After acceptance into a major, students are assigned a major adviser, a faculty member in the major department, with whom they shape and direct their course of study. The adviser eventually certifies the completion of the major. Students should consult their major adviser 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 normal procedures or requirements.

Office of Undergraduate Admissions and Advising

This office, 55 Goldwin Smith Hall, 255-5004 and 172 Goldwin Smith Hall, 255-4833, is a resource for faculty and student advisers and for individual students and their parents. Advising deans are available to help students define their academic and career goals, to help with special academic options and exceptions to college rules, and to help when problems arise:

David DeVries, associate dean for undergraduate admissions and advising and undergraduate research—255-3386

Yolanda Clarke, juniors, seniors, internal transfers, and minority students—255-4833

Maria Davidis, juniors, seniors, Dean's Scholars, Cornell Presidential Research Scholars Fellowships, and Mellon Fellows—255-4833

James Finlay, first- and second-year students, Dean's Scholars, Cornell Presidential Research Scholars Fellowships, undergraduate research—255-5004

Stephen Friedfeld, Independent Major Program and student ambassadors—255-4833

Ken Gabard, first- and second-year students and College Scholar Program—255-5004

Lisa M. Harris, career services and pre-law advising—255-6926

Irene Komor, career counseling—254-5295

Clare McMillan, Language House Program—255-6543

Diane J. Miller, career services—255-6924

Sally O'Hanlon, registrar—255-5051

Janice Turner, minority students and pre-med advising—255-9497

Catherine Wagner, juniors, seniors, and dual-degree students—255-4833

Peggy Walbridge, juniors, seniors, transfer students, and students with disabilities—255-4833

Patricia Wasyliv, first- and second-year students, academic integrity, study abroad, and student advisers—255-5004

Committee on Academic Records

The college faculty's standing Committee on Academic Records has two main tasks: 1) to decide on students' petitions for exceptions to college requirements or rules and 2) to review the records of students who fail to maintain good academic standing and to take appropriate action. It accomplishes both those tasks without formulae and with attention to each individual situation. Its overriding goal is to help students achieve the best undergraduate education possible.

Petitions

The college faculty takes graduation requirements seriously, and the faculty's Committee on Academic Records virtually never waives a requirement outright. However, some students, with the support of their advisers, propose structuring their educations or fulfilling the spirit of college requirements in ways other than the specified norms. The Committee on Academic Records

decides on such requests. If you find that your undergraduate education would be better realized by satisfying requirements or proceeding in a way that requires an exception to normal rules, you should meet with an advising dean in the Office of Undergraduate Admissions and Advising. The deans are expert in the college's expectations and procedures and can help you formulate a petition, if appropriate. The committee decides petitions on the basis of their educational merit.

Actions

The College of Arts and Sciences has no minimum grade requirement for graduation beyond the guideline that at least 100 Cornell credits of the 120 total required for graduation be passed with grades of C (not C-) or above. Consequently, only through actions of the Committee on Academic Records, described below under Academic Standing, does the college maintain the quality of the degree and attend to individual situations when things academic are not going well.

REGISTRATION AND COURSE SCHEDULING

Enrollment in Courses in the College of Arts and Sciences

New Students

During orientation week, new students attend briefings and other information sessions, meet with faculty advisers, and sign into courses. The college reserves spaces in courses for its incoming students.

Continuing Students

Continuing students select and schedule up to five courses of 3 or more credits and as many 1- and 2-credit courses as they would like during the semester prior to the one in which the courses will be taken. Students who do not "pre-enroll" during the designated period must wait until the beginning of the term and may have difficulty securing places in the courses they most want. Before enrolling in courses, students plan their programs and discuss long-range goals with their faculty advisers. In addition, all students are welcome to discuss programs and plans with an advising dean in the Office of Undergraduate Admissions and Advising, 55 or 172 Goldwin Smith Hall.

At the beginning of each term, students find their schedules on "Just the Facts." Periodically during the term, they should confirm the accuracy of their records.

Limits on Numbers of 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 must average 15 credits per semester. (AP credit and/or summer credits may reduce the average numbers of courses and credits required each semester.)

Minimum number of credits per semester

To maintain good academic standing as a full-time student, students must complete at least twelve degree credits per semester; if

for compelling personal or academic reasons students need to carry fewer than 12 credits, they should consult their faculty adviser and an advising dean. Permission is by petition only; it is freely given for first-year students.

Maximum number of credits per semester

First-term freshmen must petition to register for more than 18 credits; other students may register for up to 22 credits if their previous term's average was 3.0 or higher and they are in good academic standing. No more than 22 credits may be taken in a regular semester without permission of the college faculty's Committee on Academic Records. Students who fail to receive approval for excess credits from the committee may count only 18 credits for the semester toward the degree.

Attendance

Attendance in classes is expected. Absences are a matter between students and their instructors. If a student cannot attend classes because of illness or family crisis, the Office of Undergraduate Admissions and Advising will notify instructors at the request of the student or the family. Nonetheless, the student must arrange to make up examinations or other work with each instructor. A student who will be absent because of religious holidays or athletic competitions must discuss arrangements for making up work with his or her instructors well in advance of the absence. A student who must miss an examination must also consult with the professor in advance. Alternative arrangements are at the discretion of the instructor.

Student athletes should discuss scheduled absences with their instructors at the beginning of the term. Courses vary in their tolerance of absences. Instructors are not obligated to approve absences for purposes of participating in extracurricular activities, although most will be as flexible as is sensible for a student's academic program.

Adding and Dropping Courses

After course enrollment (also known as pre-enrollment), students may not adjust their schedules until the new term begins. During the first three weeks of the semester, students may change courses without petitioning. (Note: the add period for First-Year Writing Seminars is only two weeks.)

After the third week of classes, students must petition to add courses and may add them only for a letter grade. They may drop courses through the seventh week of the term, if the department approves and no issue of academic integrity is at stake. Between the seventh and twelfth weeks students may petition to withdraw from courses, if 1) the instructor approves; 2) the adviser approves; 3) an advising dean approves; 4) the drop does not result in fewer than 12 credits; and 5) no issue of academic integrity is at stake. Students must meet with an advising dean to obtain petition forms.

Courses officially dropped after the seventh week will be noted on the transcript by a "W" where the grade would normally appear. **This is a matter of record and cannot be petitioned. Petitions to withdraw from courses may not 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.

The effective date of all course changes will be the day the student submits all completed paperwork to the Office of Undergraduate Admissions and Advising.

Leaves of Absence (LOAs)

Taking time off from college to gain experience or funds, or to find direction, is sometimes useful. In general, students arrange in advance for leaves to take effect the following semester. Students in good academic standing may take a personal leave of absence up to the beginning of the semester (defined as the first day of classes). Students not in good academic standing may pursue a conditional leave of absence from the college up to the first day of classes. If medical issues are involved, students must consult Gannett: Cornell University Health Services about the advisability of a medical leave of absence. **Any student who wishes to take a leave of absence should consult with an advising dean in the Office of Undergraduate Admissions and Advising, 55 or 172 Goldwin Smith Hall.**

Students sometimes find it necessary to take a leave of absence at some point during the semester. In addition to the serious financial consequence of taking leaves after the semester has begun (see the Proration Schedule for Withdrawals and Leaves of Absence in the General Information section of this catalog), all leaves taken during the semester are granted at the discretion of the college. Please discuss your need for a LOA with an advising dean.

Leaves of Absence are of four types:

- 1) *Personal leaves* impose no conditions concerning reentering the college except for the five-year limit (see below, under Return from Leave). Readmission is automatic upon written request made by August 1 for a fall term, or January 1 for a spring term.
- 2) *Conditional leaves* are granted by the college for students who wish to take a leave but are not in good academic standing, or for students who wish to take a leave during the current semester. In consultation with the student, an advising dean and the Committee on Academic Records set the conditions for the student's return. Students may not return from conditional leaves for at least two terms and/or until specific and individual conditions, such as completing unfinished work, have been met. Students may be granted conditional leaves after the twelfth week of a term only under extraordinary circumstances and with the approval of the faculty's Committee on Academic Records.
- 3) *Medical leaves* are granted by the college only upon the recommendation of Gannett, and are usually issued for at least six months. The college may attach additional conditions appropriate to the individual situation. The student's academic standing is also subject to review at the time of the leave and on return. Students must then receive clearance from both Gannett and the college in order to be readmitted to study. Students wishing to return from a medical leave should contact Gannett several months in advance to initiate the

return process, and only then contact the college.

- 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 Academic Actions in this catalog.

Students on conditional or required leaves of absence (LOA) may not attend any classes at Cornell through the School of Continuing Education and Summer Sessions. Students on a medical LOA may not register for classes at Cornell unless they obtain the permission of the college and a recommendation from Gannett. Courses taken without college permission will not count toward degree requirements.

Return from Leave

Students wishing to return from leave must contact the college and, where appropriate, provide documentation that all conditions for readmission have been satisfied. All requests for readmission must be received by the college by August 1 for the fall term and January 1 for the spring term. In the case of conditional and/or medical leaves, substantial advance consultation with both the college and Gannett: Cornell University Health Services is necessary. On readmission, the student's graduation date will be recalculated. Five years is the maximum length of time a student may be on leave before being withdrawn from the college.

Transferring Credits Earned While on Leave

Students who take courses elsewhere in the United States while on leave may petition to have credits transferred. Petitions are available in 55 and 172 Goldwin Smith Hall and at www.arts.cornell.edu. Approval depends on acceptable grades and the judgment of the relevant departments about the quality of the courses. If approved, these credits may be applied toward the 120 credits and 34 courses needed for graduation, but not toward the 100 credits required in the college. They may be applied to elective requirements or to the major, as allowed by the department, but not to breadth requirements or to distribution in the humanities and the social sciences. For students in the **graduating classes of 2006 or earlier**, they may be applied to part of Group I and II distribution requirements. For students in the **graduating classes of 2007 and later**, they may not be applied to any distribution requirement at all. **Credits earned during a leave do not count toward the eight semesters of residence and may not be used to reduce the terms of residence below the required eight. See the section "Residence."**

Study Abroad and International Students on Leave of Absence

Study abroad undertaken during a leave of absence will not receive academic credit. International students on leave of absence from the College of Arts and Sciences may enroll in courses at a college or university in their home country **only**, as such enrollment is not defined as study abroad. They may petition for transfer of credit upon return to Cornell. If approved, the credit will count as described in the previous paragraph.

Withdrawals

A withdrawal is a permanent severance from the university and from candidacy for the degree. Students planning to withdraw should consult an advising dean. Students not requesting a leave and failing to register for a term will be withdrawn from the college. The college faculty's Committee on Academic Records may require a student to withdraw because of a highly unsatisfactory academic record.

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 (or become more focused). Students who want to transfer should discuss their eligibility with a counselor in 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 a 3.0 average and with no grades of *Incomplete*, S-U grades (unless only S-U grades are offered for that particular course), or grade below C (C- is 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. It is also based on ability to complete the B.A. degree within a reasonable time. Internal transfers are required to spend four semesters in Arts and Sciences and thus should initiate the transfer process no later than the second semester of sophomore year. They also must complete at least 100 credits at Cornell with grades of C (not C-) or above. Interested students should see Dean Yolanda Clarke, 172 Goldwin Smith Hall.

ACADEMIC STANDING

Students are in good academic standing for the term if they successfully complete at least 12 degree credits by the end of the term and earn 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 120 credits for the degree. Courses listed under "courses that do not count toward the degree" do not count toward good academic standing in a semester.

Academic Actions

Students who are not in good academic standing will be considered for academic action by the college faculty's Committee on Academic Records or by one of the advising deans of the college. Students are urged to explain their poor academic performance and submit corroborating documentation. Students may appeal a decision or action of the committee if they have new relevant information and documentation. They must consult an advising dean about appealing.

Warning

Any student who fails to maintain good academic standing will, at a minimum, be warned. A warning is posted on a student's college record 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 faculty Committee on Academic Records to take a leave of absence, normally for a full year. Usually, but not always or necessarily, the Committee on Academic Records warns students before suspending them. Before being allowed to return and reregister in the college, students must document what they did on leave and how they resolved their problems, and they must submit a plan for completing the degree. In some cases students will be required to furnish evidence that they are ready to return or satisfy other conditions before being allowed to reregister in the college. Students who request to return in less than a year must present to the committee extraordinarily convincing evidence of their readiness to return. "Required leave" is posted on the student's official transcript.

Required withdrawal

The faculty 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 degree requirements. This action expels the student permanently from the college. "Required withdrawal" is posted on the student's official transcript.

Forgery or Fraud 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's 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 response in addition to the uniform penalty, the Academic Integrity Hearing Board might recommend further action, such as a notation on the student's transcript, suspension, or dismissal.

GRADES

Letter Grades

See Grading Guidelines, page 14-15.

S-U Grades

The S-U (satisfactory-unsatisfactory) option allows students to explore unfamiliar subjects or take advanced courses in subjects relatively new to them without being under pressure to compete with better-prepared students for high grades. Students are expected to devote full effort and commitment to a course and complete all work in a course they take for an S-U grade. The S-U option is contingent

upon the instructor's willingness to assign such grades. Students must select their grading option and obtain the instructor's approval for the S-U option during the first three weeks of the term. Virtually no exceptions to this deadline are permitted, and consequently students adding courses after the third week of the term must add them for a letter grade. 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.

Prerequisite courses for graduate school and courses counting toward the major should not be taken for an S-U grade, unless the department grants permission. Students may elect the S-U option in courses used to satisfy distribution and elective requirements, provided that such courses do not also count toward major requirements or serve as prerequisites for admission to the major. First-year writing seminars and most language courses disallow the S-U option. In any case, 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.

Note of Incomplete

An incomplete (INC) signifies that a course was not completed before the end of the term for reasons beyond the student's control and acceptable to the instructor. Students must have substantial (normally at least 50 percent) equity in the course, be able to complete the remaining work, and 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 (or permanent—"frozen"—incomplete) earned if the work is not completed by that date. When a final grade is determined, it is recorded on the official transcript with an asterisk and a footnote explaining that this grade was formerly an incomplete.

Students must resolve (make up or "freeze") any incompletes with their instructors before graduation.

Note of R

R is recorded for satisfactory progress at the end of the first semester of a two-semester course. Students enroll in such courses both semesters, each time for the full number of credits for the whole course. The grade recorded at the end of the second term evaluates the student's performance in the course for the entire year.

Grade Reports

Grade reports are available on-line on Just the Facts; they are not mailed to students. Students should periodically check their courses and grades to be sure that they are recorded correctly.

Class Rank

The college does not compute class rank.

Dean's List

Inclusion on the Dean's List is an academic honor bestowed by the dean of the college semester by semester. Based on grades, the criteria include about the top 30 percent of students and vary with the number of credits the student completes. The criteria are subject to slight changes from semester to semester and are available at www.arts.cornell.edu/stu-adv/deanslist.asp and in the Office of Undergraduate Admissions and Advising, 55 Goldwin Smith Hall.

GRADUATION

The Degree

The College of Arts and Sciences grants only one degree (no matter the student's major): the A.B. (or B.A.). A.B. is the abbreviation of the Latin name for the degree, "Artium Baccalarius," or translated into English, B.A., "Bachelor of Arts."

Application to Graduate

In the first semester of their senior year, students attend senior briefings and then complete an application to graduate. The application allows the college to 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. *Nonetheless, 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.

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 the following May.

Honors

Bachelor of Arts with Honors

Almost all departments offer honors programs for students who have demonstrated exceptional accomplishment in the major and succeeded in research. The honors programs are described by individual departments. The degree of Bachelor of Arts *cum laude*, *magna cum laude*, or *summa cum laude* will be conferred upon a student who, in addition to having completed the requirements for the degree of Bachelor of Arts, has been recommended for a level of honors by the 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 the 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) have no frozen *Incompletes* on their records; and
- 6) maintained good academic standing, including completing a full schedule of at least 12 credits, in each of their last four terms.

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 2004	Spring 2005
Last day for adding courses without petition.	Sept. 17	Feb. 11
Last day for adding a First-Year Writing Seminar.	Sept. 10	Feb. 4
Last day for changing grade option to S-U or letter.	Sept. 17	Feb. 11
First deadline for submitting independent major requests. Go to 172 Goldwin Smith Hall for further information.	Sept. 27	Feb. 21
Last day for dropping courses without petition.	Oct. 15	March 11
Last day to petition to withdraw from a course.	Nov. 19	April 22
Second deadline for submitting independent major requests. Go to the Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall, for further information.	Nov. 29	April 4
Deadline for requesting internal transfer to the College of Arts and Sciences for the following term.	Dec. 4	May 7
Deadline for applying to the College Scholar Program.		May 4
Deadline for applying to study abroad.	See Cornell Abroad, 474 Uris Hall	
Course enrollment (preregistration) for the following term.	TBA	TBA

ADMINISTRATION

Peter Lepage, acting dean—255-4146

David DeVries, associate dean of undergraduate admissions and education—255-3386

Paul Houston, senior associate dean—255-4147

Jonathan B. Monroe, associate dean and director of writing programs—255-4061

Jane V. Pedersen, associate dean of administration—255-7507

Harry Shaw, senior associate dean—255-4147

Departments, Programs and Courses

AFRIKAANS

See Department of German Studies (Dutch).

AFRICANA STUDIES AND RESEARCH CENTER

D. Ohadike, director (255-0532); A. Adams, N. Assié-Lumumba, A. Bekerie, L. Edmondson, R. Harris, S. Hassan, A. Mazrui, A. Nanji, J. Turner. Offices: 310 Triphammer Road, 255-4625 or 255-4291.

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. African languages such as Swahili are consistently offered fall and spring semesters and also taught during summer/winter session.

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 minor concentration 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 minor 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 (Swahili), 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, African, and Caribbean experiences. Because of the comprehensive nature of the program, it is to 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, African-American, or Caribbean) for the major; and
- 3) a full transcript of courses taken and grades received.

The center's director of undergraduate studies, A. Bekerie, 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 eight 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 (Minor Concentration)

The center encourages joint majors (minor concentration) 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 director of undergraduate studies, A. Bekerie, will assist students in the design and coordination of joint major programs. However, in any joint major program, the center will require that 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, AS&RC 191, 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 AS&RC 205, 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 A. Bekerie (the center's director of undergraduate studies), 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.

Language Requirement

Courses in Swahili may be used to satisfy the College of Arts and Sciences language requirement. In Swahili, successful completion of AS&RC 131, 132, 133, and 134 provides qualification, and the addition of 202 provides proficiency. AS&RC majors are not required to take an African language, but the center recommends the study of Swahili to complete the language requirement.

AS&RC 131 Swahili

Fall. 4 credits. Language laboratory time TBA. A. Nanji.

Beginner's Swahili. Part 1—Grammar for speaking, reading, and writing. Requires no knowledge of language. Swahili is spoken in the East and Central parts of Africa.

AS&RC 132 Swahili

Spring. 4 credits. Prerequisite: AS&RC 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 are used in this course to help develop the student's comprehension of the language. Swahili tapes are utilized during all of these sequences.

AS&RC 133 Swahili

Fall. 4 credits. Prerequisites: AS&RC 131 and 132. Language laboratory time TBA. A. Nanji.

Advanced study in reading and composition.

AS&RC 134 Swahili

Spring. 4 credits. Provides language qualification. Prerequisite: AS&RC 133. A. Nanji.

In this course 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 (III) (SBA)

Fall. 3 credits. G. Jackson.
This course provides an examination of the evolution of the Black family from its roots in Africa, the evolution of family forms, the impact of social policy, and a consideration of the literature stressing family and child well-being. Among the major topics considered are male/female relationships, childbearing and parental roles, the extended family, and economic and health issues. The component of the course focusing on youth primarily covers child and adolescent development.

AS&RC 172 The Education of Black Americans: Historical and Contemporary Issues (III) (SBA)

Spring. 3 credits. G. Jackson.
This course is devoted to the history of educating Black Americans. Considerable attention is given to contemporary issues. The major topics of focus include an examination of the debates concerning the type of the education needed, public and private schooling efforts, the Africana Studies movement, community control issues, busing, affirmative action, resegregation debates, and new initiatives in education including vouchers and charter schools.

AS&RC 191 Africa: The Continent and Its People @ (III) (HA)

Spring. 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 Africity, Islam, and Western civilization; main historical developments and transitions; and 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 are also explored.

AS&RC 202 Swahili Literature @ (IV) (LA)

Fall. 4 credits. Prerequisite: AS&RC 134.
A. Nanji.
Students gain mastery over spoken Swahili and are introduced to the predominant Swahili literary forms.

[AS&RC 204 History and Politics of Racialization: A Comparative Study (III)]

Spring. 4 credits. Not offered spring 2005.
A. Bekerie.]

AS&RC 205 African Cultures and Civilizations # @ (III) (CA)

Spring. Offered in summer session. 3 credits. D. Ohadike and A. Bekerie.
This course is concerned with the peoples of Africa and the development of African cultures and civilizations from the earliest times to the present day. It focuses on the near modern civilizations of Africa south of the Sahara, and the ancient civilizations of Egypt and the Nile Valley, together with their contributions to the development of the major world civilizations. The course also deals with the sociopolitical organization of African societies, their kinship systems, cross-cutting ties, rites of passage, gender relations, and arts (including music,

dance, folklore, architecture, sculpture, painting, and body decoration).

AS&RC 207 Black Theatre (also THETR 207)

Spring. 3 credits. L. Grady-Willis.
This performance-based course will introduce students to Black Theatre through the interpretation of classic and contemporary plays. Students will read works often overlooked in mainstream theatre and literature courses, while experiencing firsthand the challenges and triumphs of creating theatre together. Students will participate in individual and/or group presentations of dramatic materials. Through dialogue as well as hands-on exploration, students will gain insight into various aspects of performance and production. This course will culminate in a public performance. Students will serve as actors as well as members of the production team.

AS&RC 210 Major Works of Black World Writing (IV) (LA)

Fall. 3 credits. P. Kaurouma.
This course surveys classic texts by African American, Caribbean, and African writers. The focus is on literary texts by authors such as Langston Hughes, Toni Morrison, James Baldwin, Maryse Conde, and Chinua Achebe, with a view toward analyzing common experiences, references, themes, and literary strategies across the Black world. The works of fiction, poetry, and drama that constitute the central material of the course are supplemented by essays and biographies from other authors who have influenced the creative vision and the movement of the peoples of Africa and the Diaspora, e.g., W. E. B. DuBois and Marcus Garvey, Nelson and Winnie Mandela.

AS&RC 231 Afro-American Social and Political Thought (III) (SBA)

Spring. 3 credits. J. Turner.
This is an introductory course that reviews and analyzes the major theoretical and ideological formulations developed and espoused by African-Americans in the struggle for liberation. We 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 are discussed. Black political thought is viewed in its development as responses to concrete conditions of oppression and expression.

AS&RC 280 Race, Power, and Privilege in the United States (formerly Racism in American Society) (III) (SBA)

Spring. 3 credits. D. Barr and J. Turner.
This course is a topical treatment of the history and theory of racism in the United States. The course begins with an examination of basic concepts and theories of racism. From there we examine the history of racial groups in America—African Americans, Native Americans, Asian Americans, and the Hispanic groups. Particular attention is paid to the political economy of racism and the sociological and psychological aspects of race relations in America, with specific reference to the differences and intersections of race, class, gender, and ethnicity.

[AS&RC 283 History of Resistance Movements in Africa and the Diaspora @ # (III) (HA)]

Fall. 3 credits. Not offered fall 2004.
D. Ohadike.]

AS&RC 290 The Sociology of the African-American Experience (III) (SBA)

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 humankind 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. The course is required for all undergraduate students majoring at the Africana Center.

AS&RC 301 Politics of Global Africa (also AS&RC 501) @ (III) (SBA)

Fall. 3 credits. A. Mazrui.
This course combines the study of Africa with the study of two diasporas. The *Diaspora of Enslavement* concerns enslaved Africans 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. By contrast recent Algerian immigrants into France are part of the Diaspora of Colonization. Jamaicans and Trinidadians in Britain are a *double diaspora*—products of both enslavement and colonialism. African and diaspora studies converge as Africans of the soil belong to the African continent but not necessarily to the Black race. Africans of the blood belong to the Black race but not necessarily to the African continent.

AS&RC 304 African American Art (also ART H 377) (IV) (LA)

Spring. 3 credits. Faculty.
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 starts 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, quilting, and 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" are also explored. Slides, films, and film strips are used extensively to illustrate topics discussed. Visits to museums and relevant current exhibitions may be arranged.

AS&RC 310 Introduction to African Art (also ART H 378) @ (IV) (LA)

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 are explored through the analysis of myth, ritual, and cosmology. In-depth analysis of particular African societies is

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 are also explored. These include tourist art, popular art, and elite art.

[AS&RC 311 Government and Politics in Africa @ (III) (SBA)]

Fall. 3 credits. Not offered fall 2004.
A. Mazrui.]

AS&RC 332 Twentieth-Century Black Cultural Movements @ (IV) (CA)

Spring. 4 credits. P. Kaurouma.

This course will examine the major cultural currents of the 20th century in the Black World. Major movements/currents that will be considered include the Harlem Renaissance, Negritude, Indigenismo, Black Arts Movement, Creolite. Basing the study primarily in the reading of literary texts, the artistic/cultural movements will be studied within the historical, social, and political forces that produced or influenced them, e.g., religion, colonialism, social protest, African and Caribbean independence, womanism. Particular attention will be given to comparisons across geographic regions, principally the African continent, North America, and the Caribbean. The reading of the literary texts will be supported by theoretical readings as well as references to other artistic forms, such as visual arts and music.

[AS&RC 352 Pan-Africanism and International Politics (III) (SBA)]

Spring. 3 credits. Not offered spring 2005.
L. Edmondson.]

[AS&RC 362 Global Perspectives on Gender @ (III)]

Spring. 4 credits. Not offered spring 2005.
N. Assiè-Lumumba.]

[AS&RC 380 African History: Earliest Times to 1800 # @ (III) (HA)]

Fall. 3 credits. Not offered fall 2004.
A. Bekerie.]

[AS&RC 381 African History, 1800–Present @ (III) (HA)]

Spring. 3 credits. Not offered spring 2005.
D. Ohadike.]

AS&RC 390 African American Cinema (also AM ST 386, ART H 390, and FILM 390) (IV) (LA)

Fall. 4 credits. Faculty.

This seminar looks at the history of African American filmmaking from the perspective of directors, actors, studios, and audiences. We study the works of pioneering Black filmmakers from Oscar Micheaux to Julie Dash. Other topics include Race Cinema, "blaxploitation" films, the New Black Cinema, Black women's filmmaking, and documentaries. Readings in film studies and critical race theory direct our analyses of the films. Weekly screenings in addition to regular seminar meetings. Mandatory Wednesday evening film screenings.

[AS&RC 404 Afrocentricity: Paradigm and Critical Readings @ (III) (CA)]

Fall. 4 credits. Not offered fall 2004.
A. Bekerie.]

[AS&RC 410 African American Politics (III) (HA)]

Spring. 4 credits. Not offered spring 2005.
J. Turner.]

AS&RC 420 Public Policy and the African-American Urban Community (III) (SBA)

Spring. 4 credits. J. Turner.

The socioeconomic conditions of the African-American urban community are the central focus of the course. Community development models are explored in relationship to the social needs of the African-American population. The changing configuration of internal organization of the African American community nationally is examined.

[AS&RC 422 African Literature @ (IV) (LA)]

Spring. 4 credits. Not offered spring 2005.
A. Adams.]

[AS&RC 435 African Cinema (also ART H 478 and S HUM 435) @ (IV) (LA)]

Fall. 4 credits. Not offered fall 2004.
S. Hassan.]

[AS&RC 451 Politics and Social Change in the Caribbean @ (III) (SBA)]

Fall. 4 credits. Not offered fall 2004.
L. Edmondson.]

[AS&RC 455 Caribbean Literature @ (IV) (LA)]

Fall. 4 credits. Not offered fall 2004.
A. Adams.]

AS&RC 459 Education in Africa and the Diaspora @ (III) (SBA)

Fall. 4 credits. N. Assiè-Lumumba.

This course deals with educational innovations geared to promoting equal opportunity based on gender, race, and class in Africa and the African diaspora. After an introduction on the concepts of education and innovations and the states of innovation as planned change, the course focuses on concrete historical and contemporary cases of educational innovations. The case studies in the United States include the creation and expansion of historically black institutions such as Lincoln University, Spelman College, Tuskegee Institute (now Tuskegee University), and other schools in the South, and the Westside Preparatory School in Chicago. The African cases studied include African languages for instruction with a focus on a Nigerian case, Ujamaa and education for self-reliance in Tanzania, and the case of Cote d'Ivoire, which adopted television as a medium of instruction.

[AS&RC 463 Islam in Global Africa (III) (CA)]

Fall. 4 credits. Not offered fall 2004.
A. Mazrui.]

AS&RC 468–469 Honors Thesis

468, fall; 469, spring. Africana Center faculty.

For senior Africana Studies majors working on honors theses, with selected reading, research projects, etc., under the supervision of a member of the Africana Studies and Research Center faculty. Permission of the AS&RC director of undergraduate studies is required.

AS&RC 475 Black Leaders and Movements in African-American History (III) (HA)]

Fall. 4 credits. R. Harris.

The course analyzes the personalities, ideas, and activities central to the struggle for African-American liberation from the eighteenth century to the present. It 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 The Family and Society In Africa @ (III) (SBA)]

Fall. 4 credits. N. Assiè-Lumumba.

The family, as a social institution, is structured according to historical, socioeconomic, political, and cultural factors. Course topics include the concepts of the nuclear and extended family; the roles, rights, and obligations of age groups and generations; and marriage and its related issues, including parenthood, childrearing, and gender roles. Other issues examined are reproductive health, family planning, sexuality and fertility (particularly during adolescence), family codes, and legal implications. The course deals also with structural change and continuity, the impact of westernization, urbanization, formal education, and the contemporary economy on the structure and challenges of the family in Africa. Finally, the legacy of African family values and traditions in the African Diaspora, with a focus on the African-American experience, is discussed.

AS&RC 479 Women and Gender Issues in Africa @ (III) (SBA)]

Spring. 4 credits. N. Assiè-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, they are economically active and independent and they have an identity independent of men. In this seminar we discuss the status and role of women in Africa historically as well as in the contemporary period. Among the topics covered are: women in non-westernized/pre-colonial societies; the impact of colonial policies on the status of women; gender and access to schooling, participation in the economy and politics; women and the law; women and health issues; gender issues in southern Africa; womanism and feminism; the United Nations Decade of Women; and the four World Conferences on Women (Mexico 1975, Copenhagen 1986, Nairobi 1985, and Beijing 1995).

[AS&RC 483 History of African Political Thought @ # (III)]

Fall. 4 credits. Not offered fall 2004.
D. Ohadike.]

AS&RC 484 Politics and Social Change in Southern Africa @ (III) (SBA)]

Spring. 4 credits. L. Edmondson.

This course focuses on the legacies of apartheid and the challenges of transformation toward a post-apartheid society in South Africa. Topical emphases include the rise and decline of apartheid; the historical continuity of Black resistance against racism; women under, against, and after apartheid; South Africa's relations with its neighbors; geo-political, economic, and racial dimensions of the American connection; politics of negotiation and transition to majority rule; prospects for stability, democracy, and equality; and South Africa's new role in the African continental and global arenas. Instructor's lectures are supplemented by films and class discussions.

AS&RC 490 Nile Valley Civilization: Ethiopia, Nubia, and Egypt @ (IV) (HA)

Spring. 4 credits. A. Bekerie.

This course focuses on "Nile Valley" civilizations and their contributions to African and world history. Since natural and human resources provide the foundation for civilizations, the course also examines the ecological and cultural compositions of the river. We concentrate on the Aksumite civilization of Ethiopia, Nubian civilizations of the Sudan, and the Kemetic civilizations of Egypt. We use archaeological, literary, oral, biological, and religious sources to study civilization centers along the Nile. We discuss civilizations as artifacts that have material, spiritual, social, and philosophical dimensions. Students are introduced to the Ethiopic writing system as a practical lesson in the conception and understanding of aspects of African civilizations.

AS&RC 498-499 Independent Study

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

Fall. 4 credits. Cross-listed with AS&RC 301. A. Mazrui.

This seminar addresses 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. The majority of African-Americans are 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 addresses 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; and Comparative Quest for Global Equality.

AS&RC 502 Education and Development in Africa

Spring. 4 credits. N. Assie-Lumumba.

Human capital theory establishes a positive and linear relationship between formal education and individual productivity and socioeconomic attainment and economic growth and development of nations. While enjoying considerable popularity in industrial and developing countries, including African countries, education has also been perceived as a hindrance to development. The concept of human capital and paradigms of development including modernization, dependency, and Third World Forum are first introduced. Specific issues discussed include schooling and nonformal education; the role of primary, secondary, and higher education in development; and language, access, output, and outcome based on social class, ethnicity, race, and gender. Employment, migration and international brain drain, the information and communication technologies, indigenous knowledge systems, and the role of higher education in regional and international cooperation are also examined.

[AS&RC 503 African Aesthetics (also ART H 571)]

Fall. 4 credits. Not offered fall 2004. S. Hassan.]

[AS&RC 504 Political Change in Africa

Fall. 4 credits. Not offered fall 2004. A. Mazrui.]

AS&RC 506 Contemporary African Diaspora Art (also ART H 506)

Fall. 4 credits. Faculty.

Since the 1950s, projects of African decolonization and Black liberation and empowerment have influenced the work of African Diaspora artists in the Black Atlantic. Pivotal historic events, such as the civil rights movement, the dismantling of colonial rule in Africa and the Brixton race riots in England, have urged Black artists to reexamine issues of memory, identity, history, and belonging. This course considers those artists who trace a visual genealogy of the African Diaspora and work in what has been identified as a practice of remembrance. We focus on artists working after 1960, but also study their roots in the twentieth century and earlier.

[AS&RC 510 Historiography and Sources: The Development of African-American History

Spring. 4 credits. Prerequisite: upperclass or graduate standing or permission of instructor. Not offered spring 2005. R. Harris.]

[AS&RC 530 Womanist Writing in Africa and the Caribbean

Spring. 4 credits. Not offered spring 2005. A. Adams.]

AS&RC 532 Twentieth-Century Black Cultural Movements

Spring. 4 credits. P. Kaurouma.

This course will examine the major cultural currents of the 20th century in the Black World. Major movements/currents that will be considered include the Harlem Renaissance, Negritude, Indigenismo, Black Arts Movement, Creolité. Basing the study primarily in the reading of literary texts, the artistic/cultural movements will be studied within the historical, social, and political forces that produced or influenced them, e.g., religion, colonialism, social protest, African and Caribbean independence, womanism. Particular attention will be given to comparisons across geographic regions, principally the African continent, North America, and the Caribbean. The reading of the literary texts will be supported by theoretical readings as well as references to other artistic forms, such as visual arts and music.

AS&RC 598-599 Independent Study

598, fall; 599, spring. Variable credit. For graduate students.

AS&RC 601-602 Africana Studies Graduate Seminar

601, fall; 602, spring. 4 credits. Africana Studies faculty.

This course, which is conducted as a seminar, is designed for first-year AS&RC graduate students. It is coordinated and supervised by one professor but team-taught by three or four faculty members per semester. Each participating faculty member is responsible for a topical *segment* of the course related to her/his areas of specialization or an area of interest pertaining to theory and methodology of Africana Studies.

AS&RC 698-699 Thesis

698, fall; 699, spring. Limited to Africana Studies and Research Center graduate students.

AKKADIAN

See Department of Near Eastern Studies.

AMERICAN STUDIES

R. L. Moore, director; G. Altschuler, E. Baptist, R. Benschel, S. Blumin, M. P. Brady, J. Brumberg, D. Chang, E. Cheyfitz, J. Cowie, J. E. Gainor, M. C. Garcia, S. Haenni, R. Harris, M. Jones-Correa, M. Kammen, R. Kline, I. Kramnick, T. J. Lowi, B. Maxwell, D. E. McCall, K. McCullough, L. L. Meixner, S. Morgan, V. Nee, M. B. Norton, J. Parmenter, R. Polenberg, S. Pond, J. Porte, J. Rabkin, A. Sachs, N. Salvatore, S. Samuels, M. E. Sanders, V. Santiago-irizarry, M. Shefter, H. Spillers, N. Waligora-Davis, M. Washington, S. Wong, M. Woods. Affiliated faculty: J. E. Bernstock, H. Gottfried, M. Hatch, L. Herrin, J. Jennings, P. McClelland, J. Peraino, P. Sawyer. Emeritus: J. Silbey

The Major

The major in American Studies, appropriate for a wide array of future professions, began as a program of coordinated study in the history, literature, and politics of the United States. These remain the core elements, but American Studies aims to be inclusive in its subject matter. Given the nation's diverse population and cultures, the program wants its majors to examine American experience in broad terms, drawing on the materials and methods of a variety of disciplines.

The prerequisites are two courses from the following: AM ST 101, AM ST 102, AM ST 109, AM ST 110, ENGL 240, ENGL 262, ENGL 265, ENGL 275, GOVT 111, HIST 153, HIST 154, HIST 260, HIST 261. Students normally complete the prerequisite courses by the end of their sophomore year, but they may sign up for the major while enrolled in one of the courses. Students with a score of 5 on the AP exam in American history may use that credit to satisfy HIST 154.

Students who contemplate becoming an American Studies major are encouraged to speak with the program director as early as possible to arrange for a major adviser.

In consultation with their advisers, American Studies majors elect, in addition to the prerequisites, nine courses above the 100 level chosen from the American Studies course list (these courses are usually crosslisted with another department). Their work must include courses in all of the three large periods into which the nation's development can be divided (colonial, nineteenth century, and twentieth century). Students must take no fewer than four courses before 1900. At least one of these courses must be in the period before 1800. Each student must also take one of AM ST 430 seminars or an appropriate substitute seminar at the 400 level. (AM ST 500/501, taught in Washington, D.C., does not fulfill the seminar requirement.) Students are given considerable freedom in creating a balanced program, but no more than five courses may be in any one department.

Beyond the basic core requirements for the major, two courses of work in the history or literature of a culture outside the United States are required. Students who study abroad for one semester usually satisfy this requirement.

Students may find courses relevant to American experience that they wish to take but that are not on the American Studies course list. With their adviser's approval, students may count two such courses toward fulfilling the major.

Honors

Candidates for honors must maintain an average of B+ in courses pertinent to the major and have taken at least one course in which they wrote a research paper. Normally, at the end of the junior year students who wish to write a senior honors essay must approach a member of the American Studies Program faculty and discuss their ideas for a project. With approval from the faculty member students may then register in the fall of their senior year for AM ST 493, the honors essay tutorial. At the end of the fall semester, honors candidates will meet with their adviser and a second member of the American Studies faculty to discuss their progress. If satisfactory, honors students will complete their honors essays in the spring by enrolling in AM ST 494.

Prerequisite Courses (see also under appropriate departments)

[AM ST 101 Introduction to American Studies: History and Literature, the Nineteenth Century (LA)]

4 credits. Not offered 2004–2005.

G. C. Altschuler and D. McCall.

This interdisciplinary course analyzes American values and behavior as the intersection of culture, politics, literature, and society by examining eight "great" classic texts written between 1776 and 1900. The historical context of these texts is explored in lecture, and they are treated as literature and historical/cultural documents. Texts include *Common Sense* by Thomas Paine; *The Blithedale Romance* by Nathaniel Hawthorne; The Lincoln-Douglas Debates; Henry James' *The Bostonians*; Mark Twain's *Huckleberry Finn*; and William Dean Howells' *The Rise of Silas Lapham*.

[AM ST 102 Introduction to American Studies: History and Literature, the Twentieth Century (III) (LA)]

4 credits. Not offered 2004–2005.

G. Altschuler and D. McCall.

In this interdisciplinary course we analyze American values and behavior as the intersection of culture, politics, literature, and society. We do so by examining eight "great" or classic texts written between 1900 and the present. Texts include Joseph Wood Krutch, *The Modern Temper*; Hemingway, *A Farewell to Arms*; Fitzgerald, *The Great Gatsby*; Reinhold Niebuhr, *Children of Light, Children of Darkness*; Faulkner, *The Sound and the Fury*; Ellison, *Invisible Man*; Roth, *American Pastoral*; and Updike, *Rabbit Is Rich*.

[AM ST 109 Introduction to American Studies: New Approaches to Understanding American Diversity, the Nineteenth Century # (III) (HA)]

4 credits. Not offered 2004–2005.

N. Salvatore.

This course examines the first century-and-one-half of American national life and asks a series of interrelated questions about the changing meaning of national identity during this time. What did it mean to become an American, a process often urged on new immigrants, in light of the values and perceptions immigrants brought with them? What did democracy, a core element of becoming that American, mean if one were African or Native American? Irish or German? Jewish or Chinese? In what ways did racial and ethnic perceptions help structure political and cultural life during this period; and how does understanding the diverse historical reactions to these perceptions aid us in understanding the complexity of American life? This is an interdisciplinary course in which students analyze historical, literary, and cultural evidence in exploring these and other issues.]

AM ST 110 Introduction to American Studies: New Approaches to Understanding American Diversity, the Twentieth Century (also HIST 161, LSP 110, AAS 111) (III or IV) (HA)

Fall. 4 credits. M. C. Garcia and D. Chang. This course examines American national life in the twentieth century and asks questions about the changing meaning of national identity. What does it mean to be an American in the twentieth century? What does it mean to assimilate: can one assimilate structurally and yet maintain a distinct cultural identity? In what ways do racial and ethnic perceptions structure political, economic, and cultural life? This is an interdisciplinary course in which students analyze historical, literary, and cultural evidence in exploring these and other issues.

American Studies 430 Seminars

AM ST 430.2 America in the Camera's Eye (also HIST 430, ART H 430)

Fall. 4 credits. Prerequisite: permission of instructor. R. L. Moore.

Photographs and films have become archives for historical research. From the era of Matthew Brady's Civil War images, the United States has been recorded by documentary photographers who have called attention to the country's progress and its poverty. Hollywood filmmakers also have recorded endless images of American landscape and placed against that landscape fictionalized accounts of the country's history and its social problems. What can we learn from these images? What is their relation to written texts and to other documents that tell us about the past? How truthful is documentary? How misleading is Hollywood? One key text will be James Agee's and Walker Evans' *Let Us Now Praise Famous Men*. The seminar will meet once each week for discussion and periodically during the semester to view films.

AM ST 430.3 Americans at Play: World's Fairs, Amusement Parks, Movie Theaters (also VISST 430)

Fall. 4 credits. Prerequisite: permission of instructor required. S. Haenni.

The late nineteenth century saw an explosion of new leisure practices—from world's fairs to amusement parks, museums, vaudeville and movie theaters—that led to what historians have called the "twentieth-century entertainment revolution." Suddenly, Americans seemed to be defined by how they played rather than how they worked; leisure

practices assumed a crucial function in U.S. self-definition. In this course, we explore the cultural functions of leisure spaces: What are the connections between play and work, play and everyday life? How are leisure spaces connected to utopian traditions? How do they reproduce and allow us to negotiate the traumatic experiences of modern life? How do they reflect and intervene in U.S. cultural politics? How are they contested and regulated? We begin with the ways in which nineteenth- and early-twentieth-century world's fairs—such as the 1893 Columbian Exposition and the 1915 Panama-Pacific International Exposition—collected and displayed culture(s), establishing the contradictory impulses of U.S. entertainment and (self) display; case studies include Coney Island and Disneyworld, Picture Palaces, drive-ins, and mall theaters. Students are encouraged to develop a project on a leisure space of their choice. The course is interdisciplinary: we read cultural history, fiction, and cultural and social theory; and we look at photographs and watch several films.

AM ST 430.5 The Rabinor Seminar (also HIST 448)

Spring. 4 credits. Prerequisite: permission of instructor. M. Washington.

The Rabinor Seminar in American Studies explores the role of diversity in the formation of a distinct American tapestry. The specific topic varies each year, but the general subject is the promise and experience of pluralism. Topic for spring 2005: Diversity and Civil Disobedience. This seminar focuses on specific issues and historical moments in which citizens challenged discriminatory governmental policies and societal customs. Most of the material covered relates to American history (the abolitionists, Thoreau, Bishop Gilbert Haven, Susan B. Anthony, the Black Panthers, and the Peace and Freedom Party), but material is also drawn from protest movements in South Africa and India (Mandela and Gandhi).

[AM ST 430.6 The Milman Seminar

4 credits. Prerequisite: permission of instructor. Not offered 2004–2005.

G. C. Altschuler.

The Milman Seminar: Baseball in American Culture. Through a reading of fiction and nonfiction, we examine the role of baseball as it has shaped and reflected the attitudes and values of Americans. Novels assigned in the course include Bernard Malamud, *The Natural*; Mark Harris, *Bang the Drums Slouly*; Philip Roth, *The Great American Novel*; and Robert Coover, *The Universal Baseball Association*. Nonfiction works include Warren Goldstein, *Playing for Keeps*; Robert Peterson, *Only the Ball Was White*; and Andrew Zimbalist, *Baseball and Billions*. Each student in the course writes a 25- to 35-page research paper.]

Anthropology, Sociology, and Economics

AM ST 221 Anthropological Representation: Ethnographies of Latino Culture (also ANTHR 221 and LSP 221)

Fall. 3 credits. V. Santiago-Irizarry.

For description, see ANTHRO 221.

[AM ST 377 The United States (also ANTHR 377 and LSP 377)]

4 credits. Not offered 2004–2005.

V. Santiago-Irizarry.

For description, see ANTHRO 377.]

Literature and Theatre Arts**AM ST 206 Introduction to American Literature (also ENGL 203)**

Fall. 4 credits. E. Cheyfitz.
For description, see ENGL 203.

AM ST 207 Introduction to American Literature (also ENGL 204)

Spring. 4 credits. J. Carlacio.
For description, see ENGL 204.

AM ST 215 Comparative American Literature (also COM L 215)

Spring. 4 credits. B. Maxwell.
For description, see COM L 215.

[AM ST 219 Introduction to Narrative: LA Close Up (also ENGL 206)

4 credits. Not offered 2004-2005.
M. P. Brady.
For description, see ENGL 206.]

[AM ST 220 Film Style and the Cinema Experience (also FILM 202)

4 credits. Limited to 15. Preference given to sophomores. Not offered 2004-2005.
S. Haenni.

Though maybe best known for their urban thrillers, both Fritz Lang and Martin Scorsese have made films in a wide variety of genres. This course is designed to give students a good grounding in film style, film analysis, and writing about film, while it also takes up larger questions of film authorship and the artist's status in capitalistic culture. Tracing the careers of Lang and Scorsese across seven decades of film history, the course introduces students to a wide variety of genres these directors worked in or touched upon—film noir, detective films, the gangster film, science fiction, social melodramas, historical dramas, comedies, even the musical. We ask what it means for a director to work in different genres, with a number of different collaborators, and under a capitalist mode of production. And we also pay attention to the director's different—and ever changing—status in recent decades. Much emphasis is placed on close analyses of the films and on writing based on these analyses. Screenings include films such as *Fury*, *The Big Heat*, *Woman in the Window*, *Metropolis*, *While the City Sleeps*, *Rancho Notorious*, *Tiger of Eschnapur*, *Mean Streets*, *Taxi Driver*, *GoodFellas*, *King of Comedy*, *The Last Waltz*, *The Last Temptation of Christ*, and *The Age of Innocence* and will be accompanied by readings in film history and film analysis.]

[AM ST 230 Survey of American Film (also FILM 276) (IV) (LA)

4 credits. Each student must enroll in a section. Each student must attend one screening per week. Not offered 2004-2005. S. Haenni.

Focusing mostly on Hollywood film, this course surveys some major developments in and approaches to twentieth-century American cinema. We trace changes in film aesthetics and film style, the development of the American cinema as an institution that comprises an industrial system of production, social and aesthetic norms and codes, and particular modes of reception. The course introduces methodological issues in American film history—especially questions of narrative, genre, stardom, and authorship—and focuses on the ways film shapes gender, race, class, ethnic, and national identities. Screenings include work by D. W. Griffith, John Ford, Howard Hawks, Orson Welles, Vincente Minnelli, Robert Altman, Charles Burnett,

Spike Lee, and others and are supplemented by readings in film criticism and history.]

[AM ST 240 Survey in U.S. Latino Literature (also ENGL 240, LSP 240)

4 credits. Not offered 2004-2005.
M. P. Brady.
For description, see ENGL 240.]

AM ST 252 Twentieth-Century Women Writers (also ENGL 251, FGSS 251)

Spring. 4 credits. K. McCullough.
For description, see ENGL 251.

AM ST 253 Late Twentieth-Century Women Writers and Visual Culture (also FGSS 252, VISST 252)

Spring. 4 credits. S. Samuels.
For description, see ENGL 252.

[AM ST 260 Introduction to American Indian Literature (also ENGL 260)

4 credits. Not offered 2004-2005.
E. Cheyfitz.
For description, see ENGL 260.]

[AM ST 262 Asian American Literature (also ENGL 262, AAS 262)

4 credits. Not offered 2004-2005. S. Wong.
For description, see ENGL 262.]

AM ST 268 The Culture of the 1960s (also ENGL 268)

Spring. 4 credits. P. Sawyer.
For many people, the sixties was a time of revolutionary hopefulness, when the civil rights movement, the Cold War, and the Vietnam War stimulated impassioned critiques and alternative experiments in living that changed American society forever. What can the experiences of young "boomers" and others who lived through that famously turbulent decade teach a later generation living through similar times of social crisis and war? This course tries to answer that question and others by combining a political overview with the close reading of texts. The main topics are racial justice, the Vietnam War, the counterculture, the New Left, the woman's movement, and the movement for gay and lesbian rights. Texts include *The Autobiography of Malcolm X*, *Dispatches*, *Slaughterhouse Five*, the poems of Ginsburg and Rich, speeches of King, films, manifestos, and music.

[AM ST 275 The American Literary Tradition (also ENGL 275)

4 credits. Not offered 2004-2005.
N. Waligora-Davis.

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.]

[AM ST 293 Survey in African American Literature (also ENGL 293)

4 credits. Not offered 2004-2005.
H. Spillers.
For description, see ENGL 293.]

[AM ST 318 Queer Theatre (also THETR 320)

4 credits. Not offered 2004-2005. E. Gainor.
For description, see THETR 320.]

[AM ST 334 American Drama and Theatre (also THETR 336 and ENGL 336)

4 credits. Not offered 2004-2005. E. Gainor.
For description, see THETR 336.]

[AM ST 335 Contemporary American Theatre (also THETR 337 and ENGL 337)

4 credits. Not offered 2004-2005. E. Gainor.
For description, see THETR 337.]

AM ST 338 American Film Melodrama (also FILM 344, ENGL 344)

Spring. 4 credits. S. Haenni.
For description, see FILM 344.

[AM ST 348 Film Noir (also FILM 346) (IV) (LA)

Spring. 4 credits. Some course work in film useful but not required. Not offered 2004-2005. S. Haenni.

At the close of World War II, the French coined the term "film noir" to describe a new, "dark," and "gloomy" set of Hollywood films that were populated by femmes fatales, criminal gangs, private eyes, and lovers on the run, and that centered on issues of violence, crime, paranoia, betrayal, pessimism, and self-doubt. Deriving from hard-boiled detective fiction, and influenced by German expressionist cinema, *film noir* has now become one of the most acclaimed genres in Hollywood film. In this course, we explore both the stylistic characteristics and thematic and cultural contexts of *film noir*. We examine the history and function of "noir" as a critical term, the influence of hard-boiled fiction, and the evolution of *noir* style and *noir* narratives. We investigate how *film noir* articulates anxieties about postwar masculinity and about the sexual and social roles of women; how it popularizes psychology; how it portrays the city as an "urban jungle"; and how it represents a response to fears about communism and the atomic bomb. Screenings include major studio features such as *Double Integrity* and *Laura*, B-pictures such as *Detour* and *Gun Crazy*, and "neo-noirs" such as *Chinatown* and *Devil in a Blue Dress*. Our discussion of films will be guided by readings in film criticism and history.]

AM ST 361 Studies in the Formation of U.S. Literature: Emerson to Melville (also ENGL 361)

Spring. 4 credits. D. Fried.
For description, see ENGL 361.

[AM ST 362 The American Renaissance (also ENGL 362)

4 credits. Not offered 2004-2005. D. Fried.
For description, see ENGL 362.]

[AM ST 363 American Fiction at the Turn of the Century (also ENGL 363)

4 credits. Not offered 2004-2005.
K. McCullough.
For description, see ENGL 363.]

[AM ST 365 American Literature Since 1945 (also ENGL 365)

4 credits. Not offered 2004-2005.
B. Maxwell.
For description, see ENGL 365.]

AM ST 366 Studies in U.S. Fiction before 1900: The Nineteenth-Century American Novel (also ENGL 366)

Spring. 4 credits. S. Samuels.
For description, see ENGL 366.

AM ST 367 Studies in U.S. Fiction After 1900 (also ENGL 367)

Fall. 4 credits. E. Cheyfitz.
For description, see ENGL 367.

[AM ST 368 The American Novel Since 1950 (also ENGL 368)]

4 credits. Not offered 2004–2005. P. Sawyer.
For description, see ENGL 368.]

[AM ST 370 Survey in African American Literature: 1918 to Present (also ENGL 376)]

4 credits. Not offered 2004–2005.
H. Spillers.
For description, see ENGL 376.]

[AM ST 372 American Poetry Since 1950 (also ENGL 378)]

4 credits. Not offered 2004–2005.
R. Gilbert.
For description, see ENGL 378.]

[AM ST 374 Slavery in Twentieth Century American Film and Fiction (also ENGL 374 and FGSS 378)]

4 credits. Not offered 2004–2005.
N. Waligora-Davis.
For description, see ENGL 374.]

[AM ST 386 African American Cinema (also AS&RC 390, ART H 390, FILM 390)]

Fall. 4 credits. Staff.
For description, see AS&RC 390.

[AM ST 393 International Film of the 1970s (also FILM 393)]

4 credits. Not offered 2004–2005.
S. Haenni.

More than being characterized by a retreat from political, critical cinema and by the reemergence of the Hollywood blockbuster such as *The Godfather*, *Star Wars*, and *Jaws*, the seventies were also a period of enormous innovation and cross-fertilization in film history and film style. Profound changes in the film industry and film technology, along with larger social, political, and cultural developments, enabled new ways of understanding—and using—the cinematic image as well as film sound. In this course, we focus on the transnational nature of seventies film; the influence of European art cinema on American film; the reworking and rejuvenation of genre films (neo-noir, western, horror film, road movie, etc.); European responses to and appropriation of American film genres, film conventions, and subject matter; Asian influence in the United States particularly the martial arts film; the emergence of film subcultures, such as black independent film and blaxploitation. Screenings include work by Arthur Penn, Robert Altman, Francis Ford Coppola, Steven Spielberg, Charles Burnett, John Cassavetes, Mario Van Peebles, Gordon Parks, Milos Forman, Sergio Leone, Michelangelo Antonioni, Lina Wertmüller, Bertrand Blier, Louis Malle, Eric Rohmer, Chantal Akerman, Rainer Werner Fassbinder, Wim Wenders, Nicholas Roeg, and Stanley Kubrick and are guided by readings in film criticism and film history.]

[AM ST 395 Policing and Prisons in American Culture (also ENGL 397)]

Spring. 4 credits. B. Maxwell.
For description, see ENGL 397.

[AM ST 396 Latina/o Cultural Practices (also ENGL 398, LSP 398)]

4 credits. Not offered 2004–2005.
M. P. Brady.
For description, see ENGL 398.]

[AM ST 403 Studies in American Poetry: A. R. Ammons (also ENGL 403)]

4 credits. Not offered 2004–2005.
R. Gilbert.
For description, see ENGL 403.]

[AM ST 452 Senior Seminar in Latino/a Studies: Chicana Feminism (also ENGL 462, LSP 462)]

Spring. 4 credits. M. P. Brady.
For description, see LSP 462.

[AM ST 465 American Violence (also ENGL 465)]

Fall. 4 credits. S. Samuels.
For description, see ENGL 465.

[AM ST 468 Intersections in Lesbian Fiction (also ENGL 478, FGSS 477)]

Spring. 4 credits. K. McCullough.
For description, see ENGL 478.

[AM ST 469 William Faulkner (also ENGL 469)]

4 credits. Not offered 2004–2005.
H. Spillers.
For description, see ENGL 469.]

[AM ST 473 American Indian Autobiography (also ENGL 473)]

4 credits. Not offered 2004–2005.
L. Donaldson.
For description, see ENGL 473.]

[AM ST 475 Seminar in Cinema I (also FILM 475)]

4 credits. Not offered 2004–2005.
D. Frederickson.
For description, see FILM 475.]

[AM ST 476 American Melodrama and Film (also FILM 476)]

4 credits. Not offered 2004–2005.
S. Haenni.
For description, see FILM 476.]

[AM ST 477 Melville (also ENGL 477)]

Fall. 4 credits. B. Maxwell.
For description, see ENGL 477.

[AM ST 479 Jewish-American Writing (also ENGL 479 and JWST 478)]

4 credits. Not offered 2004–2005. J. Porte.
For description, see ENGL 479.]

Government and Public Policy**GOVT 111 Introduction to American Government and Politics**

Fall. 3 credits. M. Jones Correa.
An introduction to government through the American experience. Concentration on analysis of the institutions of government and politics as mechanisms of social control.

[AM ST 302 Social Movement in American Politics (also GOVT 302)]

4 credits. Not offered 2004–2005.
M. E. Sanders.
For description, see GOVT 302.]

[AM ST 310 Civil Liberties in the United States (also GOVT 327)]

4 credits. Not offered 2004–2005. J. Rabkin.
For description, see GOVT 327.]

[AM ST 311 Urban Politics (also GOVT 311)]

Spring. 4 credits. M. Shefter.
For description, see GOVT 311.

[AM ST 313 Racial and Ethnic Politics (also GOVT 319)]

Spring. 4 credits. M. Jones-Correa.
For description, see GOVT 313.

[AM ST 315 Prisons (also GOVT 314)]

4 credits. Not offered 2004–2005.
M. Katzenstein.
For description, see GOVT 314.]

[AM ST 316 The American Presidency (also GOVT 316)]

Fall. 4 credits. M. E. Sanders.
For description, see GOVT 316.

[AM ST 319 The U.S. Congress (also GOVT 318)]

Fall. 4 credits. M. Shefter.
For description, see GOVT 318.

[AM ST 326 Imagining America: Race and National Fantasy in European Travel Writing from De Tocqueville to Baudrillard (also COM L 341, GOVT 303) (III or IV) (CA)]

Fall. 4 credits. D. Rubenstein.
This course addresses nineteenth- and twentieth-century European travel writing about America from Alexis de Tocqueville's landmark work, *Democracy in America*, to Jean Baudrillard's polemical *America* and Umberto Eco's *Travels in Hyperreality*. We will be concerned with the question of what America, as both "utopian" ideal and as a living example, represents for the European philosophical voyager. For example, what role does national fantasy play in the encounters revealed in Julia Kristeva's excursion to American universities in *The Samourai* or in Simone de Beauvoir's guided (by Richard Wright) tour as recounted in her diary *America Day by Day*? We will also discuss Francois-René de Chateaubriand's *René* and *Atala* as a literary limit case of intercultural exchange. We will also consider how race is implicated in these writings (e.g., de Tocqueville, de Beauvoir; Kristeva's consideration of "the foreigner") and the pertinence of American genres such as the captivity narrative for readings of Chateaubriand or de Tocqueville and Beaumont's writings on prison.

[AM ST 328 Constitutional Politics: The United States Supreme Court (also GOVT 328)]

4 credits. Not offered 2004–2005. J. Rabkin.
For description, see GOVT 328.]

[AM ST 350 Atomic Consequences: The Incorporation of Nuclear Weapons in Postwar America (also S&TS 350, GOVT 305)]

4 credits.
For description, see S&TS 350.]

[AM ST 353 Feminism Movements and the State (also GOVT 353, FGSS 353)]

4 credits. Not offered 2004–2005.
M. Katzenstein.
For description, see GOVT 353.]

[AM ST 376 American Political Thought from Madison to Malcolm X (also GOVT 366 and HIST 316)]

4 credits. Not offered 2004–2005.
I. Kramnick.
For description, see GOVT 366.]

[AM ST 388 Science in the American Polity, 1800–1960 (also S&TS 390, GOVT 308)]

4 credits. Not offered 2004–2005.
For description, see S&TS 390.]

[AM ST 389 Science in the American Polity, 1960-Now (also S&TS 391, GOVT 309)]

4 credits. Not offered 2004-2005.
For description, see S&TS 391.]

AM ST 404 American Political Development in the Twentieth Century (also GOVT 404)

Fall. 4 credits. M. E. Sanders.
For description, see GOVT 404.

AM ST 422 War at Home (also GOVT 420)

Fall. 4 credits. M. Shefter and J. Rabkin.
For description, see GOVT 420.

AM ST 424 Contemporary American Politics (also GOVT 424)

Spring. 4 credits. M. Shefter.
For description, see GOVT 424.

[AM ST 428 Government and Public Policy: An Introduction to Analysis and Criticism (also GOVT 428)]

4 credits. Not offered 2004-2005. T. Lowi.
For description, see GOVT 428.]

[AM ST 429 Government and Public Policy: An Introduction to Analysis and Criticism (also GOVT 429)]

4 credits. 428 and consent of instructor are required for 429. Not offered 2004-2005. T. Lowi.
For description, see GOVT 429.]

AM ST 501 Politics and Policy: Theory, Research, and Practice (also GOVT 500, ALS 500, PAM 406)

Fall and spring. 8 credits each term.
S. Jackson.

Offered in the Cornell in Washington Program. This course, taught in Washington, D.C., forms the core of the public policy option of the Cornell in Washington Program.

History**AM ST 103 Introduction to American History (also HIST 153)**

Fall. 4 credits. E. Baptist.
A survey of American history from the beginning through the Civil War. Topics include cultural encounters in the age of Columbus, European colonization, the American Revolution, the early republic, antebellum reform movements, and the coming of the Civil War.

AM ST 104 Introduction to American History (also HIST 154)

Spring. 4 credits. M. C. Garcia.
An introductory survey of the development of the United States since the Civil War.

AM ST 124 Democracy and Its Discontents: Political Traditions in the United States (also HIST 124)

Summer. 3 credits. N. Salvatore.
An examination of democracy and its critics. The course explores the evolution of democracy in America, focusing on some of the dramatic and important episodes in American history. It considers the struggles over the emancipation of slaves in the nineteenth century and expanded rights for women and working people in the twentieth century, free-speech issues, the civil-rights movement, religious-based critiques of American culture, and conservative critiques of American liberalism. The course serves as an investigation of the ways in which political expression takes forms in modern American culture. In addition to lectures, the course features several afternoon programs. These

programs include guest lecturers and hands-on instruction in how to use the modern electronic research library.

[AM ST 158 Introduction to Native American History (also HIST 158)]

4 credits. Not offered 2004-2005.
J. Parmenter.
For description, see HIST 158.]

AM ST 201 Popular Culture in the United States, 1900-1945 (HA)

Fall. 4 credits. G. Altschuler.
AM ST 201 deals 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 try to better understand the ways in which 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; and Jackie Robinson and the American Dilemma.

AM ST 202 Popular Culture in the United States, 1945-Present (HA)

Spring. 4 credits. G. Altschuler.
AM ST 202 treats the period from 1945 to the present. As we examine best-sellers, films, sports and television, radio, ads, newspapers, magazines, and music, we try to better understand the ways in which popular culture shapes and/or reflects American values. The course also depicts popular culture as "contested terrain," the place where social classes, racial and ethnic groups, women and men, the powerful and less powerful, seek to "control" images and themes. Topics for 202 include: *The Honeymooners* and 1950s television, soap operas; "Gross-out" movies; Elvis; the Beatles, and Guns 'n Roses; Gothic Romances; and *People Magazine* and *USA Today*.

[AM ST 204 Comparative Migration in the Americas (also HIST 202)]

4 credits. Not offered 2004-2005.
M. C. Garcia.
For description, see HIST 202.]

[AM ST 208 Seminar: Era-Franklin D. Roosevelt (also HIST 208)]

4 credits. Not offered 2004-2005.
R. Polenberg.
For description, see HIST 208.]

[AM ST 209 Seminar in Early America (also HIST 209)]

4 credits. Limited to 20 students. Not offered 2004-2005. M. B. Norton.
For description, see HIST 209.]

AM ST 210 The Emergence of Modern Conservative Movement: From Strom Thurmond to Ronald Reagan

Fall. 4 credits. Limited to 15 students.
Preference given to sophomores.
N. Salvatore.

This course explores the social and cultural roots of modern American conservatism and its rise to political prominence in the post-1945 era. We examine the movement's intellectual origins, social and cultural attitudes, and the political figures who presented conservatism's analysis to the public. The interplay between this revived

political movement and a more liberal approach deeply grounded in the New Deal and its legacy receives attention as well.

AM ST 212 African American Women: Twentieth Century (also HIST 212 and FGSS 212)

Spring. 4 credits. M. Washington.
For description, see HIST 212.

AM ST 213 Introduction to Asian American History (also HIST 264 and AAS 213)

Fall. 4 credits. D. Chang.
For description, see HIST 264.

[AM ST 214 Seminar on American Foreign Policy (also HIST 214)]

3 credits. Prerequisite: permission of instructor. Not offered 2004-2005. W. LaFeber.
For description, see HIST 214.]

AM ST 218 Road Trip in American History and Culture (also HIST 220)

Fall. 4 credits. A. Sachs.
For description, see HIST 220.

[AM ST 225 The U.S.-Mexico Border: History, Culture, Representation (also HIST 225 and LSP 225)]

4 credits. Not offered 2004-2005. M. C. Garcia and R. Craib.
For description, see HIST 225.]

AM ST 229 Jefferson and Lincoln (also HIST 229)

Spring. 4 credits. Limited to 15 students.
Preference given to underclassmen.
E. Baptist.
For description, see HIST 229.

AM ST 236 Native People of the Northeast, Pre-Contact to the Present (also HIST 236, AIS 236)

Fall. 4 credits. J. Parmenter.
For description, see HIST 236.

AM ST 239 Immigration and Ethnicity in Twentieth-Century United States (also HIST 240, LSP 241)

Fall. 4 credits. M. C. Garcia.
For description, see HIST 240.

[AM ST 241 History of Childhood in the United States (also HD 241 and HIST 271)]

4 credits. Not offered 2004-2005. J. Brumberg.
For description, see HD 241.]

AM ST 242 Religion and Politics in American History from J. Winthrop to R. Reed (also HIST 242 and RELST 242)

Fall. 4 credits. Prerequisite: permission of instructor. R. L. Moore.
For description, see HIST 242.

AM ST 251 Black Religious Traditions from Slavery to Freedom (also HIST 251 and RELST 251)

Fall. 4 credits. M. Washington.
For description, see HIST 251.

[AM ST 258 Historical Development of Women as Professionals, 1800 to Present (also HD 258, HIST 278, FGSS 238)]

4 credits. Not offered 2004-2005. J. Brumberg.
For description, see HD 258.]

[AM ST 259 Latinos in the United States: Colonial Period to 1898 (also HIST 260, LSP 260)

4 credits. Not offered 2004–2005.
M. C. Garcia.

For description, see HIST 260.]

[AM ST 261 Latinos in the United States: 1898 to the Present (also HIST 261, LSP 261)

4 credits. Not offered 2004–2005.
M. C. Garcia.

For description, see HIST 261.]

AM ST 266 Introduction to Native American History (also HIST 266, AIS 266)

Spring. 4 credits. J. Parmenter.

For description, see HIST 266.

AM ST 272 The Atlantic World from Conquest to Revolution (also HIST 272)

Spring. 4 credits. M. B. Norton and R. Weil.

For description, see HIST 272.

[AM ST 273 Women in American Society, Past and Present (also HIST 273)

4 credits. Not offered 2004–2005.
M. B. Norton.

For description, see HIST 273.]

AM ST 292 Inventing an Information Society (ECE 298, ENGRG 298, HIST 292, S&TS 292)

Spring. 3 credits. R. Kline.

For description, see ECE 298.

[AM ST 303 African American Women in Slavery and Freedom (also HIST 303 and FGSS 307)

4 credits. Not offered 2004–2005.
M. Washington.

For description, see HIST 303.]

AM ST 304 American Culture and Social Change, 1880–1980 (also HIST 304)

Fall. 4 credits. M. Kammen.

For description, see HIST 304.

[AM ST 306 History of American Workers: 1960–1990s (also ILRCB 306)

3 credits. Not offered 2004–2005. J. Cowie.

For description, see ILRCB 306.]

[AM ST 308 Working-Class America in Mass Media and Popular Culture (also ILRCB 303)

3 credits. Not offered 2004–2005. J. Cowie.

For description, see ILRCB 303.]

AM ST 309 The Cinema and the American City (also FILM 342)

Spring. 4 credits. S. Haenni.

The emergence of the cinema in the late nineteenth century coincided with the emergence of a new kind of metropolis, characterized by, among other things, new traffic systems (elevated train, subway, automobile); new racial, ethnic, and sexual regimes; and new urban planning. The cinema was inevitably affected by the ways in which the city developed, while at the same time it also made the city legible. In this course, we examine how American cities and towns have been represented in film in different ways, as, for instance, musical symphonies, mysteries to be deciphered, or post-apocalyptic wastelands. We explore how gender, racial, ethnic, class, and sexual identities are negotiated in the modern, cinematic city. Screenings range from silent and early sound films, such as *The Crowd* and 1930s musicals, to contemporary cinema, such as *Do the Right Thing* and *Blade*

Runner; our viewings are guided by readings in film and urban theory and history.

AM ST 314 The British-French North America (also HIST 314)

Fall. 4 credits. J. Parmenter.

For description, see HIST 314.

AM ST 317 American Constitutional Development (also HIST 318)

Spring. 4 credits. R. Polenber.

For description, see HIST 318.

[AM ST 320 Understanding Work in America, 1800–1990 (also HIST 315)

4 credits. Not offered 2004–2005.

N. Salvatore.

This course examines both the experience and the perception of work in American life in the century framed by two fundamental formations: the emergence of a system of industrial capitalism largely nationalistic in its orientation and the development of a more international economic system in more recent times. Among the topics considered are the effects of technological change, its impact on the experience of work across numerous occupational categories, and the changing perceptions of work as reflected in contemporary cultural expression, literature, and commentary across the century.]

[AM ST 321 Colonial North America to 1763 (also HIST 321)

4 credits. Not offered 2004–2005.

M. B. Norton.

For description, see HIST 321.]

[AM ST 322 Age of the American Revolution, 1763–1815 (also HIST 325)

4 credits. Not offered 2004–2005.

M. B. Norton.

For description, see HIST 325.]

[AM ST 324 Varieties of American Dissent, 1880–1990 (also HIST 324)

4 credits. Not offered 2004–2005.

N. Salvatore.

The idea of dissent in American society raises a variety of images. Civil rights activists, striking workers, and student radicals of the 1960s are familiar enough symbols of dissent. But might we understand a Pentecostal believer, filled with the spirit of his or her God in critiquing contemporary society, as an example of American dissent? This course explores the varieties of economic, political, and cultural dissent in American between 1880 and 1990, and examines how understanding dissent in its specific historical context illuminates major aspects of American life and culture.]

[AM ST 331 Causes of the American Civil War, 1815–1860 (also HIST 331)

4 credits. Not offered 2004–2005.

E. Baptist.

For description, see HIST 331.]

AM ST 332 The Urbanization of American Society, 1600 to 1860 (also HIST 332)

Fall. 4 credits. S. Blumin.

For description, see HIST 332.

AM ST 333 The Urbanization of American Society, 1860–2000 (also HIST 333)

Spring. 4 credits. S. Blumin.

For description, see HIST 333.

[AM ST 336 Capitalism and Society in Developing America, 1607–1877 (also HIST 336)

4 credits. Not offered 2004–2005.
S. Blumin.

For description, see HIST 336.]

[AM ST 337 Entrepreneurialism and Organization in the Age of the Corporation: Capitalism and Society in Modern America, 1840–2000 (also HIST 337)

4 credits. Not offered 2004–2005.
S. Blumin.

For description, see HIST 337.]

AM ST 340 Recent American History, 1925–1960 (also HIST 340)

Fall. 4 credits. R. Polenber.

For description, see HIST 340.

[AM ST 341 Recent American History, 1960–Present (also HIST 341)

4 credits. Not offered 2004–2005.
R. Polenber.

For description, see HIST 341.]

[AM ST 343 American Civil War and Reconstruction, 1860–1877 (also HIST 343)

4 credits. Not offered 2004–2005.
E. Baptist.

For description, see HIST 343.]

[AM ST 344 African-American History (also HIST 335)

4 credits. Not offered 2004–2005.

M. Washington.

For description, see HIST 335.]

[AM ST 345 Intellectual/Cultural Life of Nineteenth-Century Americans (also HIST 345 and RELST 345)

4 credits. Not offered 2004–2005.
R. L. Moore.

For description, see HIST 345.]

AM ST 346 Modernization of the American Mind (also HIST 346)

Spring. 4 credits. R. L. Moore.

For description, see HIST 346.

AM ST 349 Environmental History: The United States and the World Culture (also HIST 315)

Spring. 4 credits. A. Sachs.

For description, see HIST 315.

AM ST 356 Engineering in American Culture (also ENGRG 357, HIST 357, S&TS 357)

Fall. 4 credits. R. Kline.

For description, see ENGRG 357

AM ST 357 Latinos, Law, and Identity (also LSP 355, D SOC 355)

Spring. 3 credits. R. Mize.

For description, see LSP 355.

[AM ST 359 American Families in Historical Perspective (also HD 359 and FGSS 357)

3 credits. Not offered 2004–2005.

J. Brumberg.

For description, see HD 359.]

AM ST 375 Comparative U.S. Racial and Ethnic Relations (also LSP 375, DSOC 375)

Fall. 3 credits. R. Mize.

For description, see LSP 375.

[AM ST 378 Topics in U.S. Women's History (also HIST 378 and FGSS 378)]

4 credits. Not offered 2004-2005.
M. B. Norton.

For description, see HIST 378.]

[AM ST 411 Undergraduate Seminar in the History of the American South: Race and Sex, Men and Women; Gender of the Old South (also HIST 411)]

4 credits. Limited to 15 students. Not offered 2004-2005. E. Baptist.

For description, see HIST 411.]

[AM ST 417 History of Female Adolescence (also HD 417, HIST 458, FGSS 438)]

Spring. 4 credits. Prerequisite: permission of instructor. J. Brumberg.

For description, see HD 417.

[AM ST 419 Seminar in American Social History (also HIST 419)]

Spring. 4 credits. Taught in Washington, D.C. S. Blumin.

For description, see HIST 419.

[AM ST 420 Asian American Communities (also HIST 420, AAS 424)]

4 credits. Limited to 15 students. Not offered 2004-2005. D. Chang.

For description, see HIST 420.]

[AM ST 421 Undergraduate Seminar in American Cultural History (also HIST 421, ART H 421)]

Fall. 4 credits. Prerequisite: permission of instructor. M. Kammen.

For description, see HIST 421.

[AM ST 426 The West and Beyond: Frontiers and Borders in American History and Culture (also HIST 426)]

Spring. 4 credits. A. Sachs.

For description, see HIST 426.

[AM ST 439 Reconstruction and the New South (also HIST 439)]

4 credits. Limited to 15 students. Not offered 2004-2005. M. Washington.

For description, see HIST 439.]

[AM ST 440 Undergraduate Seminar in Recent American History (also HIST 440)]

4 credits. Prerequisite: permission of instructor. Not offered 2004-2005.

R. Polenberg.

For description, see HIST 440.]

[AM ST 444 American Men (also HIST 444)]

Fall. 4 credits. E. Baptist.

For description, see HIST 444.

[AM ST 455 Bad Boys (also HD 455, FGSS 465, and HIST 465)]

4 credits. Not offered 2004-2005.

J. Brumberg.

For description, see HD 455.]

[AM ST 466 Iroquois History (also HIST 466)]

4 credits. Not open to freshmen. Not offered 2004-2005. J. Parmenter.

For description, see HIST 466.]

[AM ST 499 New World Encounters, 1500-1800 (also HIST 499)]

4 credits. Not offered 2004-2005.

J. Parmenter.

For description, see HIST 499.]

[AM ST 500 Research Seminar in American Studies (also HIST 500)]

Fall or spring. Offered in Cornell in Washington Program only. S. Blumin and others.

For description, see HIST 500.

[AM ST 501 Politics and Policy: Theory, Research, and Practice (also GOVT 500, ALS 500, and PAM 406)]

Fall, spring. Offered in Cornell in Washington Program only. S. Jackson.

For description, see GOVT 500.

Music and Visual Studies**[AM ST 105 Popular Music in America: 1850-1985 (also MUSIC 101)]**

3 credits. Not offered 2004-2005. S. Pond.

For description, see MUSIC 101.]

[AM ST 222 A Survey of Jazz (also MUSIC 222)]

Fall. 3 credits. S. Pond.

For description, see MUSIC 222.

[AM ST 223 History of Rock Music (also MUSIC 221)]

Spring. 3 credits. J. Peraino.

For description, see MUSIC 221.

[AM ST 243 Inside Out: The American Everyday Interior (also DEA 243, FGSS 243)]

3 credits. Not offered 2004-2005.

J. Jennings.

For description, see DEA 243.]

[AM ST 270 Mapping American (also ART H 270)]

4 credits. Not offered 2004-2005.

L. L. Meixner.

For description, see ART H 270.]

[AM ST 282 The American Landscape (also LA 282)]

Fall. 3 credits. H. Gottfried.

For description, see LA 282.

[AM ST 355 U.S. Art from FDR to Reagan (also ART H 365)]

4 credits. Not offered 2004-2005.

J. E. Bernstock.

For description, see ART H 365.]

[AM ST 360 Painting and Everyday Life in Nineteenth-Century America (also ART H 360)]

Spring. 4 credits. L. L. Meixner.

For description, see ART H 360.

[AM ST 390 American Architecture and Building I (also ARCH 390)]

Fall. 3 credits. Prerequisites: ARCH 181-182 or permission of instructor. M. Woods.

For description, see ARCH 390.

[AM ST 391 American Architecture and Building II (also ARCH 391)]

Spring. 3 credits. Prerequisites: ARCH 181-182 or permission of instructor. M. Woods.

[AM ST 397 Special Topics in the History of Architecture and Urbanism (also ARCH 398)]

3 credits. Prerequisites: ARCH 181-182 or permission of instructor. Not offered 2004-2005. M. Woods.

For description, see ARCH 398.]

[AM ST 462 Topics in Early Modernism (also ART H 462)]

4 credits. Not offered 2004-2005.

L. L. Meixner.

For description, see ART H 462.]

[AM ST 463 Art and Social Histories (also ART H 461)]

Spring. 4 credits. L. L. Meixner.
For description, see ART H 461.

Honors

Please see description of major for information about registration in these courses.

[AM ST 493-494 Honors Essay Tutorial

493, fall; 494, spring. Up to 4 credits each semester. See R. L. Moore for appropriate advisers.

ANTHROPOLOGY

J. Fajans, chair; P. S. Sangren, director of graduate students; A. Clark Arcadi, director of undergraduate studies—fall; M. Small, director of undergraduate studies—spring; D. Boyer, D. Greenwood, J. Henderson, director of archaeology program; D. Holmberg, B. Lambert, K. March, H. Miyazaki, V. Munasinghe, J. Rigi, A. Riles, N. Russell, V. Santiago-Irizarry, J. Siegel, T. Volman, A. Willford. Emeritus: R. Ascher, B. J. Isbell, J. Murra, R. Smith.

Anthropology is one of the most diverse disciplines in the university. Spanning human evolution, the development and heterogeneity of language and culture, human history, and the diversity of cultures past and present, the field has broad scope, uses a variety of methods, addresses basic issues about human origins and human life, and maintains commitment to understanding social life and using this understanding to improve society. Anthropology is an ideal "liberal arts" major. It also serves as a major that, when well designed by the student with his or her adviser, prepares students for a wide range of professional careers, e.g., law, medicine, foreign service, human rights, social services, international development, and business, among others.

Courses for nonmajors: Anthropology welcomes nonmajors into many of its courses. Unless prerequisites are explicitly stated, 200- and 300-level courses do not have formal prerequisites and can be taken by students without prior experience in anthropology. Such students are welcome in these upper-level courses. For additional information to assist nonmajors and students from other colleges in selecting anthropology courses, see the anthropology department web page (falcon.arts.cornell.edu/Anthro/).

The Major

The range and complexity of the field of Anthropology requires active collaboration between the student and a faculty adviser in developing an individualized program of study. To enter the anthropology major, a student must pass one course in each of the two broad introductory areas of anthropology: "Nature and Culture" and "Culture and History" listed below under "Introductory Courses." Provisional acceptance into the major is possible before completing these courses, with permission from the director of undergraduate studies in anthropology. Students are encouraged to contact the director of undergraduate studies or other faculty members as soon as possible in their studies to discuss their interests and a possible major in anthropology.

Students see the director of undergraduate studies to apply to the major and get an adviser. They prepare a short statement about their interests and goals for the major, then meet with their adviser to develop a course plan reflecting these special interests. This concentration should include at least 32 credits in addition to the two introductory courses used to enter the major. Examples of possible concentrations are myth and ritual; ethnicity and identity; action research; nature and culture in human history; anthropology and literature, or law, or the arts, or medicine; human origins; ethnomusicology; primate and human behavior; prehistory of the Americas, or Europe, or Africa; cultural construction of the person. When warranted, the adviser is free to approve up to two cognate courses from other departments totaling up to eight credit hours to fulfill the 32-credit requirement. Students may revise their program of study in consultation with their adviser as they move through their studies. Our goal is to provide a close and supportive advising relationship and a strong and coherent structure for the student's major.

All anthropology majors are required to take one Anthropology seminar at the 400 level during their senior year (463, 420, and 458 are not seminar courses and do not fill the requirement). These seminars are designed to provide broad integrating perspectives on the field of anthropology by engaging important issues in contemporary anthropology.

Study abroad and off-campus study programs: The Department of Anthropology encourages students to consider a semester of study abroad or off-campus study developed as an integral part of the student's major concentration. The director of undergraduate studies serves as the Anthropology Study Abroad adviser.

The Cornell-Nepal Study Program: The Cornell-Nepal Study Program is a joint program of Cornell University and Tribhuvan University, the national university of Nepal. Qualified juniors, seniors, and first- or second-year graduate students work with faculty from both universities to prepare for and undertake field research projects in Nepal. Students receive 15 credits per semester; students may enroll for either fall or spring semester, or for the entire year; application is through Cornell Abroad. For further information, consult David Holmberg or Kathryn March in the Department of Anthropology.

Other anthropologically relevant study abroad options, using existing Cornell Abroad and off-campus options, can be worked out in consultation with the major adviser, the Anthropology Study Abroad adviser, and Cornell Abroad.

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 in their junior year. To qualify for entrance into the Honors Program, a student must have at least a 3.0 GPA overall and 3.3 GPA in the major, and the consent of a faculty member in anthropology who will guide the honors thesis. After applying to the program and being admitted as a candidate by the Honors Committee, the student conducts

research and writes a thesis. This thesis is 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. Honors candidates must start this process by consulting their major adviser about the honors program early in their junior year.

In addition, students may enroll in ANTHR 483 (fall or spring) "Honors Thesis Research." To complete the thesis, students must enroll in 491 (fall or spring) "Honors Thesis Write-up." Only ANTHR 483 may count toward hours for completion of the anthropology major requirements. The credit hours for these courses are variable, grades for these courses are given by the faculty research adviser, and they are based on performance during thesis research and writing.

Any honors candidate whose research directly involves working with human subjects must receive approval for the project from the Cornell University Committee on Human Subjects.

Special Programs and Facilities

Collections: the department has an extensive collection of archaeological and ethnological materials housed in the anthropology collections. A limited number of students can make arrangements to serve as interns in the anthropology collections. Olin Library houses some of the most extensive collections of materials on the ethnology of Southeast Asia, South Asia, East Asia, and Latin America to be found anywhere in the United States. The biological anthropology laboratory (McGraw B65) houses an extensive collection of materials for teaching purposes, including 1) human skeletal remains, 2) articulated skeletons and cranial casts of primates, and 3) casts of important fossils in the human lineage.

Independent Study: specialized individual study programs are offered in Anthropology 497, Topics in Anthropology, a course open to a limited number of juniors and seniors who have obtained consent and supervision of a faculty member. Undergraduates should note that many 600-level courses are open to them by consent of the instructor.

Colloquia: The Department of Anthropology holds colloquia almost every week of the semester on Friday at 3:30 p.m. in McGraw 215. Faculty members from Cornell and other universities participate in discussions of current research and problems in anthropology. Students are encouraged to attend.

For more complete information about the anthropology major, see the director of undergraduate Studies or visit the Anthropology Department web page (falcon.arts.cornell.edu/Anthro/).

I. Introductory Courses

A. Nature and Culture:

ANTHR 101 Introduction to Anthropology: Biological Perspectives on the Evolution of Humankind (I/PBS Supplementary List)

Fall. 3 credits. Fee for lab usage and maintenance, \$5. A. Clark Arcadi.

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.

ANTHR 103 The Scope of Anthropology

Spring. 1 credit. Prerequisite: concurrent enrollment in or prior completion of ANTHR 101 or ANTHR 102. This course does not satisfy the major requirement to take two broad introductory courses. S-U grades only. Staff.

This course is intended for majors or prospective majors in anthropology. Each week a different member of the faculty in anthropology at Cornell makes a presentation on the nature of his or her work within the field and discusses 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 203 Early People: The Archaeological and Fossil Record (also ARKEO 203) # (III) (HA)]

Spring. 3 credits. Not offered 2004–2005. T. Volman.]

[ANTHR 211 Sophomore Seminar: Nature and Culture @ (III) (SBA)]

Spring. 4 credits. Limited to 15. Sophomore Writing Seminar. Not offered 2004–2005. S. Sangren.

This is a special seminar sponsored by the John S. Knight Institutes Sophomore Seminars Program. Seminars offer discipline-specific study within an interdisciplinary context. While not restricted to sophomores, the seminars aim at initiating students into the disciplines outlook, discourse community, modes of knowledge, and ways of articulating that knowledge. Enrollment is limited to 15. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.]

[ANTHR 275 Human Biology and Evolution (also BIOEE 275 and NS 275) (I) (PBS)]

Fall. 3 credits. Not offered 2004–2005. Offered alternate years. J. D. Haas.]

B. Culture and History:

ANTHR 100 Introduction to Archaeology (also ARKEO 100) # @ (III or IV) (HA)

Fall. 3 credits. J. Henderson.

A broad introduction to archaeology—the study of material remains to answer questions about the human past. Case studies highlight the variability of ancient societies and illustrate the varied methods and interpretive frameworks archaeologists use to reconstruct them. This course can serve as a platform for both archaeology and anthropology undergraduate majors.

ANTHR 102 Introduction to Anthropology: The Comparison of Cultures @ (III) (CA)

Spring. 3 credits. K. March.

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 pose distinct cultural systems in belief are 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 ANTHR 101 or ANTHR 102. This course does not satisfy the major requirement to take two broad introductory courses. S-U grades only. Staff.

For course description, see section I.A, Introductory Courses.

ANTHR 200 Cultural Diversity and Contemporary Issues @ (III) (SBA)

Fall. 3 credits. A. Willford.

This course introduces students to the meaning and significance of forms of cultural diversity for understanding contemporary issues. Drawing from films, videos, and selected readings, students are confronted with different representational forms that portray cultures in various parts of the world and they are asked to critically examine their own prejudices as they influence the perception and evaluation of cultural differences. We 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; and global process and cultural integrity.

ANTHR 215 Stone Age Art (also ARKEO 215) # (III) (CA)

Fall. 3 credits. T. 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 that have enlivened the study of human evolution for more than a century. Critical evaluation of evidence and interpretation will be stressed. Demonstrations and films supplement the lectures.

[ANTHR 240 Old World Prehistory (also ARKEO 240) # (III) (HA)]

Fall. 3 credits. Not offered 2004-2005.]

II. Honors and Independent Study

ANTHR 483 Honors Thesis Research

Fall or spring. Credit TBA. Prerequisite: consent of the Honors Committee. Staff. Independent work under the close guidance of a faculty member selected by the student.

ANTHR 491 Honors Thesis Write-Up

Fall or spring. Credit TBA. Staff.

ANTHR 497 Independent Study: Undergrad I

Fall or spring. Credit TBA. 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.

ANTHR 498 Independent Study: Undergrad II

Fall or spring. Credit and hours TBA. Intended for undergraduate students only. Staff.

For course description, see ANTHR 497, section II, Honors and Independent Study.

III. Understanding Cultures and Societies

Anthropologists examine the diversity of human behaviors, social relationships and structures, 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. Anthropologists work from a holistic perspective to account for differences and similarities across cultures. Anthropologists also take small-scale societies and local sociocultural systems as the object of analysis. They collect data primarily through ethnographic fieldwork, that is, months or years of participating in and observing of the societies they study. Anthropologists see inherent linkages between the practical and the meaningful dimensions of human existence.

A. Anthropological Approaches to Economy, Society, Law, and Politics:

The courses below take as their starting point what are usually defined as the social, political, legal, and economic practices and structures of human life and show how they are shaped culturally and how they shape culture.

[ANTHR 310 Nationalism and Revivalism (III) (CA)]

Spring. 4 credits. Not offered 2004-2005. A. Willford.]

ANTHR 313 Topics in the Anthropology of Japan @ (III) (SBA)

Spring. 4 credits. H. Miyazaki.

In this survey course, we seek to understand contemporary Japanese society by focusing on a particular social and cultural issue hotly debated in Japan. The ultimate goal of the course is to appreciate anthropology as a particular form of engagement with contemporary issues, distinct from other forms of engagement such as journalism, policy-oriented social research, and philosophical and ethical contemplation. No prior knowledge of Japan or anthropology is necessary to take this course.

ANTHR 321 Sex and Gender in Cross-Cultural Perspective (also ANTHR 621 and FGSS 321/631) @ (III) (SBA)

Fall. 4 credits. K. 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 definitions around the world.

ANTHR 323 Kinship and Social Organization (III) (SBA)

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 325 Anthropology of the University

Spring. 4 credits. D. Greenwood.

Turning an anthropological gaze on the contemporary university as a social and cultural system, this seminar involves an examination of the convergences and divergences between the trajectories of the sciences and engineering, the humanities, and the social sciences in contemporary universities; and some international comparisons with the trajectories of universities around the world. The overall aim is to link an ethnographic analysis of the microstructures of departmental differentiation, professional hegemonies, and local financing with the larger-scale processes of transformation of universities' place in society under the pressures of corporativization, globalization, and competition from a host of alternative higher-education institutions.

[ANTHR 326 Economic Anthropology (III) (SBA)]

Fall. 4 credits. Not offered 2004-2005.]

[ANTHR 328 Conflict, Dispute Resolution, and Law in Cultural Context (III) (SBA)]

Fall. 4 credits. Not offered 2004-2005. V. Santiago-Irizarry.]

ANTHR 382 Human Rights, Cultural Rights, and Economic Rights: Views from the South

Spring. 4 credits. J. Schoss.

Globalization, democratization, and new emphasis on universal human rights have radically altered the way people understand themselves as "members" of a global world. This course examines contemporary social, political, and economic claims in Africa and Latin America, juxtaposing three rights concepts—cultural (i.e., group/indigenous), economic, and environmental—as key components of human rights.

[ANTHR 385 The Anthropology of Intellectuals (III) (CA)]

Fall. 4 credits. Not offered 2004-2005. D. Boyer.]

ANTHR 388 Masks of Power and Strategies of Resistance and Subversion (also ANTHR 688) @ (III) (SBA)

Fall. 4 credits. J. Rigi.

The aim of the course is to provide a broad theoretical and ethnographic orientation on various forms of power relations, strategies of resistance/subversion and the role of human agency in historical change. The course explores various concepts of power on both macro and micro levels, tracing their genealogies and looking comparatively at relevant ethnographies. Although a pillar of the course is the comparative anthropology of state, it also examines power relations in stateless societies. Various forms of state are contrasted to each other on the one hand and to forms of political power in the stateless societies on the other. The course also covers micro processes of power relation related to gender relations and body politics.

[ANTHR 422 Anthropology and Environment @ (III) (SBA)]

Fall. 4 credits. Prerequisite: anthropology major or permission of instructor. Not offered 2004-2005. D. Holmberg.]

[ANTHR 426 Ideology and Social Production (also ANTHR 726) (III) (SBA)]

Spring, 4 credits. Not offered 2004–2005. S. Sangren.]

ANTHR 429 Anthropology and Psychoanalysis @ (III) (SBA)

Fall, 4 credits. S. Sangren.

Psychoanalysis holds that desire emerges from the clash between individuals' predisposition and the need to accommodate to others in society. Yet anthropology has been resistant to the role that psychoanalytic theory might play in linking individual desire to culture. Does psychoanalysis have anything to offer cultural anthropology? Can an understanding of collective institutions be advanced with reference to theories of individual motivation and desire? Conversely, can collective life be understood without reference to individual motivation and desire? Is desire best understood as sexual in nature, or is it better understood in more abstract and existential terms? With such questions in mind, this course surveys anthropology's engagements with psychoanalysis. We read theoretical works as well as ethnographically grounded case studies on topics including religious experience, mythic narratives, the cultural construction of gender and desire, and modern popular culture.

[ANTHR 440 Ethnographic Approaches to Studying Professionals and Institutions (III) (SBA)]

Spring, 4 credits. Not offered 2004–2005. D. Boyer.]

[ANTHR 442 Violence, Symbolic Violence, Terror, and Trauma in South Asia and the Himalayas (also ANTHR 642) @ (III) (CA)]

Spring, 4 credits. Not offered 2004–2005. D. Holmberg.]

ANTHR 444 God(s) and the Market @ (III) (CA)

Spring, 4 credits. H. Miyazaki.

One of the oldest and most powerful insights of anthropology is that different domains of society such as religion and economy shape and condition each other. We discuss a variety of old and new anthropological explorations into the intersections of religion and economy, from Max Weber's classical study of the relationship between Protestantism and the rise of capitalism to recent studies of the work of faith in financial markets. This seminar is intended to bring together students interested in religion and students interested in business and economy.

[ANTHR 479 Ethnicity and Identity Politics: An Anthropological Perspective (also AAS 479) (III) (SBA)]

Spring, 4 credits. Not offered 2004–2005. V. Munasinghe.]

B. Interpretive Approaches in Cultural Anthropology:

These courses stress symbolic or textual approaches to human society. They take as their object of analysis structures of meaning in such diverse areas as performance and text, myth and religion, views of the self, gender, and the sociology of knowledge. These same topics arise in many of the area-focused courses as well (Section D), but take center stage in the following courses.

[ANTHR 232 Media, Culture, and Society (III) (SBA)]

Fall, 3 credits. Not offered 2004–2005. D. Boyer.]

ANTHR 250 The Anthropology of Food and Cuisine @ (III) (CA)

Spring, 4 credits. J. Fajans.

You are what you eat! This course examines the way food is produced, prepared, exchanged, presented, and given meaning in cultures around the world. It examines the symbolism of specific foodstuffs. Who prepares food and how it is done? Who feeds whom and how are these relations expressed and valued? In addition to looking at these questions we analyze ideas about commensality; how food is used in public contexts for presentation or exchange, and how food is a marker of gender, class, status, ethnicity, and identity. In addition to looking specifically at food, we analyze cultural ideas about gender, the body, and identity in terms of how these cultural patterns are produced and expressed through concrete activities like eating, fasting, and special diets. In this class we stress critical and comparative thinking about subjects we tend to take for granted.

ANTHR 320 Myth, Ritual, and Symbol (also RELST 320) @ (III) (CA)

Spring, 4 credits. A. Willford.

This course examines how systems of thought, symbolic forms, and ritual practice are formulated and expressed in primarily non-Western societies. It focuses on anthropological interpretations of space, time, cosmology, myth, classificatory systems (such as color, totems, food, dress, kinship), taboos, sacrifice, witchcraft, sorcery, and rites of passage (birth, initiation, marriage, death). Examines both the roles of specialists (spirit mediums, curers, priests, ascetics, etc.) and nonspecialists in producing these cultural forms.

ANTHR 343 Anthropology Through China Ethnography @ (III) (SBA)

Fall, 4 credits. S. Sangren.

For description, see section III. C., Understanding Cultures and Societies.

ANTHR 379 Culture, Language, and Thought (III) (CA)

Spring, 4 credits. V. Santiago-Irizarry.

The relationship among culture, language, and thought has been a core concern in anthropology. Language and culture are commonly defined as processes that are public and shared yet they also operate within and upon subliminal experiential realms. In this course we examine how anthropologists have explored this relationship, which is engendered in the interaction between culture and language as parallel mediating devices for the constitution, interpretation, and expression of human experience.

[ANTHR 381 Anthropology and Religion (also RELST 381) @ (III) (CA)]

Fall, 4 credits. Not offered 2004–2005. A. Willford.]

[ANTHR 406 The Culture of Lives (also FGSS 406) @ (III) (CA)]

Spring, 4 credits. Not offered 2004–2005.]

[ANTHR 408 Gender Symbolism (also FGSS 408) @ (IV) (CA)]

Spring, 4 credits. Not offered 2004–2005.]

ANTHR 410 Rousseau and Anthropology (also FRLIT 411)

Fall, 4 credits. J. Siegel and A. Berger. Lévi-Strauss wrote that Rousseau's work laid the theoretical grounds for modern anthropology. Kant, a reader of Rousseau, coined the term "anthropology" at the end of the eighteenth century. Philosophers, scientists, and people of letters of that time all strove to produce a "knowledge of man" and to understand "human diversity." They denounced "ethnocentrism" and reflected on differences. We study proto-anthropological works of that period and ask in which ways Enlightenment thinking has inflected and continues to inflect anthropology today. Readings may include Buffon, Rousseau, Diderot, Lévi-Strauss, and Mauss.

[ANTHR 421 Comparative Islamic Movements]

Fall, 4 credits. Not offered 2004–2005. J. Rigi.]

[ANTHR 425 Hope as a Method (also S HUM 420)]

Spring, 4 credits. Not offered 2004–2005. H. Miyazaki.]

ANTHR 428 Deconstruction and Anthropology

Spring, 4 credits. J. Siegel.

Deconstruction offers a challenge to the idea of the study of the other and also suggests new studies. We read selected works of Jacques Derrida, in particular, alongside ethnographic studies of death, witchcraft, and language.

[ANTHR 445 Gift and Exchange @ (III) (SBA)]

Fall, 4 credits. Not offered 2004–2005. H. Miyazaki.]

ANTHR 456 Mesoamerican Religion, Science, and History (also ARKEO 456) @ # (III) (CA)

Fall, 4 credits. J. Henderson.

An introduction to belief systems in ancient Mexico and Central America, emphasizing the blending of religion, astrology, myth, history, and prophecy. A major focus is the interpretation of text and image in pre-Columbian books and inscriptions.

[ANTHR 469 Gender and Age in Archaeology (also ARKEO 469) # (III) (SBA)]

Spring, 4 credits. Not offered 2004–2005.]

C. Cultures in Anthropological Perspective:

Anthropology constructs its theories in the comparison of different social and cultural systems and thus depends integrally on knowledge about particular places. The courses below are all focused on the cultures and societies of particular areas of the world and organize knowledge about these areas in reference to key anthropological questions. Students without prior experience in anthropology are welcome in these courses.

ANTHR 210 Sophomore Seminar: South Asian Diaspora (also AAS 210)

Spring, 3 credits. Limited to 15. Sophomore Writing Seminar. V. Munasinghe.

This interdisciplinary course (with an emphasis in anthropology) will introduce students to the multiple routes/roots, lived experiences and imagined worlds of South Asians who have traveled to various lands at different historical moments spanning Fiji.

South Africa, Mauritius, Britain, Malaysia, the United States, Trinidad, and even within South Asia itself such as the Tamil-speaking population of Sri Lanka. The course will begin with the labor migrations of the 1830s and continue to the present. The primary exercise will be to compare and contrast the varied expressions of the South Asian Diaspora globally to critically evaluate this transnational identity. Thus, we will ask what, if any, are the ties that bind a fifth-generation Indo-Trinidadian whose ancestor came to the New World as an indentured laborer or "coolie" in the mid-nineteenth century to labor in the cane fields, to a Pakistani medical doctor who migrated to the United States in the late 1980s. If diaspora violates a sense of identity based on territorial integrity, then could "culture" serve as the basis for a shared identity?

This is a special seminar sponsored by the John S. Knight Institutes Sophomore Seminars Program Seminars offer discipline-specific study within an interdisciplinary context. While not restricted to sophomores, the seminars aim at initiating students into the disciplines outlook, discourse community, modes of knowledge, and ways of articulating that knowledge. Enrollment is limited to 15. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

ANTHR 221 Anthropological Representation: Ethnographies on Latino Culture (also LSP 221 and AM ST 221) (III) (CA)

Fall. 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 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 @ # (III) (CA)

Fall. 4 credits. B. Lambert.
A survey of the principal Eskimo and American Indian culture areas north of Mexico. Selected cultures are 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 260 Japanese Popular Culture @ (III) (CA)

Fall. 3 credits. H. Miyazaki.
In this course, we examine a wide range of genres of Japanese popular culture from manga to fashion, musical, jazz and techno music from an anthropological perspective. Topics of investigation include gender and sexuality, nationalism and nostalgia, and problems of authenticity and creativity.

ANTHR 303 Asians in the Americas: A Comparative Perspective (also AAS 303) (III) (CA)

Fall. 4 credits. V. Munasinghe.

The common perception of ethnicity is that it is a "natural" and an inevitable consequence of cultural difference. "Asians" overseas, in particular, have won reputations as 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 examines 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 focus on the East Indian and Chinese experiences in the Caribbean and the Chinese, Korean, Japanese, Filipino, and Indian experiences in the United States.

ANTHR 313 Topics in the Anthropology of Japan @ (III) (SBA)

Spring. 4 credits. H. Miyazaki.
For description, see section III A, Understanding Cultures and Societies.

ANTHR 316 Power, Society, and Culture in Southeast Asia @ (III) (CA)

Spring. 4 credits. Not offered 2004-2005.
A. Willford.]

ANTHR 336 Change and Continuity in the Pacific Islands @ (III) (CA)

Fall. 4 credits. Not offered 2004-2005.
J. Fajans.]

ANTHR 337 Gender, Identity, and Exchange in Melanesia @ (III) (SBA)

Fall. 4 credits. Not offered 2004-2005.]

ANTHR 339 Peoples and Cultures of the Himalayas (also ANTHR 739) @ (III) (CA)

Spring. 4 credits. Not offered 2004-2005.
K. March.]

ANTHR 343 Anthropology Through China Ethnography @ (III) (SBA)

Fall. 4 credits. S. Sangren.
This course develops an integrative approach to anthropological theory by means of an intensive examination of local life in China. Among the linked topics are family and kinship, local identity, ritual, cultural constructions of space and time, gender, ideology, and "modes of production of desire." Its primary objective is to illustrate the advantages of a broadly synthetic approach to sociocultural anthropology by means of a close analytical examination of elements among historical, psychoanalytic, and Marxian perspectives.

ANTHR 344 Male and Female in Chinese Culture and Society (also FGSS 344) @ (III) (SBA)

Fall. 4 credits. Not offered 2004-2005.
S. Sangren.]

ANTHR 355 Ancient Mexico and Central America (also ARKEO 355) @ # (III) (HA)

Spring. 4 credits. Not offered 2004-2005.
J. Henderson.]

ANTHR 356 Archaeology of the Andes (also ARKEO 356) @ # (III) (HA)

Spring. 4 credits. J. Henderson.]

A survey of the rise and decline of civilizations in the Andean region of western South America before the European invasion. Key topics include the use of invasion-period and ethnographic information to interpret Pre-Columbian societies, the emergence of settled farming life, and the development of the state.

[ANTHR 377 The United States (also LSP 377 and AM ST 377) (III) (CA)

Fall. 4 credits. Not offered 2004-2005.
V. Santiago-Irizarry.]

[ANTHR 383 Topics in African Ethnography: The State and Civil Society in Colonial and Contemporary Africa @ (III) (SBA)

Fall. 4 credits. Not offered 2004-2005.
J. Schoss.]

[ANTHR 384 Africa in the Global Economy (also ANTHR 784) @ (III) (SBA)

Fall. 4 credits. Not offered 2004-2005.
J. Schoss.]

ANTHR 413 Religion and Politics in Southeast Asia (also ASIAN 413) @ (III) (CA)

Spring. 4 credits. A. Willford.
This course explores how religious beliefs and practices in Southeast Asia have been transformed by the combined forces of colonialism, nationalism, and globalization. By examining both diversity and resurgence in one of the world's most rapidly modernizing regions, we aim to understand the common economic, social, and political conditions that are contributing to the popularity of contemporary religious movements. At the same time, we also consider the unique ideological, theological, and cultural understandings behind different religions and movements. Through this process we also rethink conceptions of modernity.

[ANTHR 421 Comparative Islamic Movements

Fall. 4 credits. Not offered 2004-2005.
J. Rigi.]

[ANTHR 441 Himalayan Ethnographies (also ANTHR 741) @ (III) (CA)

Fall. 4 credits. Not offered 2004-2005.
D. Holmberg.]

[ANTHR 442 Violence, Symbolic Violence, Terror, and Trauma in South Asia and the Himalayas (also ANTHR 642) @ (III) (CA)

Spring. 4 credits. Not offered 2004-2005.
D. Holmberg.]

ANTHR 450 Europe (also ANTHR 750) (III)

Fall. 4 credits. D. Boyer, D. Greenwood, J. Rigi.

This rotating seminar deals with diverse topics related to the anthropology of Europe. Examples are postsocialist transitions, the ethnographic representation of transnational relations and institutions in Europe, integration in the West and disintegration in the East of Europe, immigration, regionalism, and ethnic conflict. Each year it is staffed by one of the three Europeanists in the Department of Anthropology—Dominic Boyer (post-Socialist transition), Davydd Greenwood (ethnicity and nationalism), and Jakob Rigi (post-Socialist capitalism). The course serves to balance the area curriculum of the department by adding Europe to our offerings. It also serves the Modern European Studies Concentration and the International Relations Concentration

directly as an additional, much-needed offering at the upper levels. As the topics and professors shift, students can take more than one of these seminars.

ANTHR 456 Mesoamerican Religion, Science, and History @ # (III) (CA)

Fall. 4 credits. J. Henderson.

For description, see section III B, Understanding Cultures and Societies.

[ANTHR 462 Catalhoyuk and Archaeological Practice (also ANTHR 762 and ARKEO 462/762) @ # (III) (HA)

Fall. 4 credits. Not offered 2004–2005. N. Russell.]

[ANTHR 477 Ethnology of Island Southeast Asia @ (III) (CA)

Fall. 4 credits. Not offered 2004–2005.]

[ANTHR 493 Seminar in Archaeology: The Aztecs (also ARKEO 493) (III) (HA)

Fall. 4 credits. Not offered 2004–2005.]

IV. Anthropological Thought and Method

As a form of inquiry, anthropology has a long and complex history and utilizes a wide variety of theories and methods. In this section, topics in the history of anthropological thought and numerous anthropological approaches are presented, along with courses focused on the design of anthropological research projects.

ANTHR 215 Stone Age Art (also ARKEO 215) # (III) (CA)

Fall. 3 credits. T. Volman.

For description, see section IB, Introductory Courses.

[ANTHR 306 Ethnographic Description (III)]

Fall. 4 credits. Not offered 2004–2005.]

ANTHR 324 Anthropology Amongst the Disciplines (III) (CA)

Spring. 4 credits. J. Siegel.

Ethnography has as one of its aims the comprehension of the "other" in whose eyes the "I" or the first person is constructed. The history of this idea in Western philosophy and literature has influenced anthropologists' understanding. We look at this history and its inflection in ethnography, particularly in the study of ritual.

[ANTHR 330 Humans and Animals (also ARKEO 330) @ # (III) (CA)

Spring. 4 credits. Not offered 2004–2005. N. Russell.]

ANTHR 362 Democratizing Research: Participation, Action, and Research (also ANTHR 662) (III) (SBA)

Fall. 4 credits. D. J. Greenwood.

This course poses an alternative to distanced, "objectivist" social science by reviewing some of the numerous approaches to socially engaged research. Among the approaches discussed are those centering on the pedagogy of liberation, feminism, the industrial democracy movement, "Southern" participatory action research, action science, and participatory evaluation. There are no prerequisites and undergraduates are welcome.

ANTHR 368 Marx: An Overview of His Thought (also ANTHR 668) (III) (SBA)

Spring. 4 credits. J. Rigi.

A reading and interpretation of Marx's principal writings, emphasizing both the continuities and the changes from his earlier to his later works, with attention given to contemporary developments and controversies in Marxian scholarship.

[ANTHR 372 Hunters and Gatherers (also ANTHR 672 and ARKEO 372/672) # @ (III) (SBA)

Fall. 4 credits. Not offered 2004–2005. T. Volman.]

ANTHR 403 The Craft of Anthropology: Ethnographic Field Methods (also ANTHR 603) (III) (SBA)

Fall. 4 credits. V. Santiago-Irizarry.

This course will give students a practical understanding of what anthropologists actually do in the field. We examine problems that emerge in conducting fieldwork which raise ethical, methodological, theoretical, and practical issues in the observation, participation in, recording, and representation of culture(s). Students are expected to develop a semester-long, local research project that allows them to experience fieldwork situations.

[ANTHR 405 Archaeology Research Design (also ANTHR 605 and ARKEO 405/605) (III) (SBA)

Spring. 4 credits. Not offered 2004–2005.]

[ANTHR 412 Contemporary Anthropological Theory (III) (CA)

Spring. 4 credits. Not offered 2004–2005.]

ANTHR 420 Development of Anthropological Thought (also ANTHR 720) (III) (SBA)

Fall. 4 credits. Prerequisite: undergraduates must have two prior anthropology courses or permission of instructor. J. Fajans.

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

[ANTHR 458 Archaeological Analysis (also ANTHR 658 and ARKEO 458/658) (III) (SBA)

Spring. 4 credits. Prerequisite: one course in archaeology or permission of instructor. Limited to 15 students. Not offered 2004–2005. J. Henderson.]

[ANTHR 459 Archaeology of the Household (also ANTHR 659 and ARKEO 459/659) # (III) (HA)

Fall. 4 credits. Not offered 2004–2005.]

[ANTHR 463 Zooarchaeological Method (also ARKEO 463) (I/PBS Supplementary List)

Fall. 5 credits. Not offered 2004–2005. N. Russell.]

[ANTHR 464 Zooarchaeological Interpretation (also ARKEO 464) (I/PBS Supplementary List)

Spring. 4 credits. Permission of instructor only. Not offered 2004–2005. N. Russell.]

[ANTHR 467 Origins of Agriculture (also ARKEO 467) # (III) (HA)

Spring. 4 credits. Not offered 2004–2005.]

ANTHR 480 Anthropology and Globalization (also ANTHRO 680) (III)

Fall. 4 credits. A. Willford.

This course examines anthropological perspectives on globalization and assesses the cultural, political, and social implications of contemporary global processes. In exploring the factors that are contributing to the production of diasporic consciousness, the intensity and variety of transnational flows of culture, commodities, corporations, and people are considered to assess challenges these processes pose to the modern nation-state. Has culture been liberated from the control of the nation-state through the emergence of new cultural networks created by immigration, electronic media, tourism, and multinational corporations and organization? Or, has the acceleration of global processes within the modern world system created new tools of domination within an increasingly stratified global economy? This course addresses these and related questions utilizing both anthropological theories of and ethnographic studies on globalization, ethnicity, diaspora, and nationalism.

ANTHR 487 Field Research Abroad

Fall or spring. Credit TBA. Intended for undergraduate students only. Staff.

Field research abroad as part of the Cornell-Nepal Studies Program, the Cornell-Honduras Program, or other departmentally approved programs. Topics are selected and project proposals prepared by students in consultation with faculty. Fieldwork typically involves extended research (usually four–six weeks) in a foreign setting with faculty supervision, culminating in a major paper or report.

[ANTHR 494 Seminar in Archaeology: The Archaeology of Human Origins (also ARKEO 494) (III) (HA)

Spring. 4 credits. Not offered 2004–2005. T. Volman.]

[ANTHR 495 Action Research Practicum

Fall and spring. 2 credits. Prerequisite: student must be holder of Bartels Action Research Undergraduate Fellowship. Not offered 2004–2005. D. Greenwood.]

V. Human History and Archaeology

Archaeology 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, while also teaching field and laboratory methods for uncovering the human past.

[ANTHR 203 Early People: The Archaeological and Fossil Record (also ARKEO 203) # (III) (HA)

Spring. 3 credits. Not offered 2004–2005. T. Volman.]

ANTHR 215 Stone Age Art (also ARKEO 215) # (III) (CA)

Fall. 3 credits. T. Volman.

For description, see IB, Introductory Courses.

[ANTHR 240 Old World Prehistory (also ARKEO 240) # (III) (HA)

Fall. 3 credits. Not offered 2004–2005.]

[ANTHR 242 Early Agriculture (also ARKEO 242) @ # (III) (HA)

Spring. 3 credits. Not offered 2004–2005. N. Russell.]

ANTHR 317 Stone Age Archaeology (also ARKEO 317) (III) (HA)

Fall. 4 credits. T. 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.

[ANTHR 330 Humans and Animals (also ARKEO 330) # (III) (CA)
Spring. 4 credits. Not offered 2004-2005.
N. Russell.]

[ANTHR 355 Ancient Mexico and Central America (also ARKEO 355) @ # (III) (HA)
Spring. 4 credits. Not offered 2004-2005.
J. Henderson.]

ANTHR 356 Archaeology of the Andes (also ARKEO 356) @ # (III) (HA)
Spring. 4 credits. J. Henderson.
For description, see section IIIC, Understanding Cultures and Societies.

[ANTHR 370 Environmental Archaeology (also ANTHR 670 and ARKEO 370/670) (I/PBS Supplementary List)
Fall. 4 credits. Not offered 2004-2005.
T. Volman.]

[ANTHR 372 Hunters and Gatherers (also ANTHR 672 and ARKEO 372/672) # @ (III) (SBA)
Fall. 4 credits. Not offered 2004-2005.
T. Volman.]

[ANTHR 405 Archaeological Research Design (also ANTHR 605 and ARKEO 405/605) (III) (SBA)
Spring. 4 credits. Not offered 2004-2005.]

[ANTHR 409 Approaches to Archaeology (also ANTHR 609 and ARKEO 409/609) (III) (CA)
Fall. 4 credits. Not offered 2004-2005.]

ANTHR 456 Mesoamerican Religion, Science, and History (also ARKEO 456) @ # (III) (CA)
Fall. 4 credits. J. Henderson.
For description, see section IIIB, Understanding Cultures and Societies.

[ANTHR 458 Archaeological Analysis (also ANTHR 658 and ARKEO 458/658) (III) (SBA)
Spring. 4 credits. Not offered 2004-2005.
J. Henderson.]

[ANTHR 459 Archaeology of the Household (also ANTHR 659 and ARKEO 459/659) # (III) (HA)
Fall. 4 credits. Not offered 2004-2005.]

[ANTHR 462 Catalhoyuk and Archaeological Practice (also ANTHR 762 and ARKEO 462/762) @ # (III) (HA)
Fall. 4 credits. Not offered 2004-2005.
N. Russell.]

[ANTHR 463 Zooarchaeological Method (also ARKEO 463) (I/PBS Supplementary List)
Fall. 5 credits. Not offered 2004-2005.
N. Russell.]

[ANTHR 464 Zooarchaeological Interpretation (also ARKEO 464) (I/PBS Supplementary List)
Spring. 4 credits. Not offered 2004-2005.
N. Russell.]

[ANTHR 467 Origins of Agriculture (also ARKEO 467) # (III) (HA)
Spring. 4 credits. Not offered 2004-2005.]

[ANTHR 469 Gender and Age in Archaeology (also ANTHR 669, ARKEO 469/669) # (III) (SBA)
Spring. 4 credits. Not offered 2004-2005.
N. Russell.]

[ANTHR 493 Seminar in Archaeology: The Aztecs (also ARKEO 493) (HA)
Fall. 4 credits. Not offered 2004-2005.]

[ANTHR 494 Seminar in Archaeology: The Archaeology of Human Origins (also ARKEO 494) (III) (HA)
Spring. 4 credits. Not offered 2004-2005.
T. Volman.]

VI. Nature and Culture

Thinking about nature and culture and their interaction is central to contemporary anthropology. The courses in this section present a biological and evolutionary perspective on behavior, focus on the interplay between nature and culture, and discuss the controversies surrounding these relationships between these dimensions of human life.

ANTHR 208 Anthropology of Human Mating (I/PBS Supplementary List)
Spring. 4 credits. M. Small.

This course explores the human mating career from evolutionary, biological, and current behavioral perspectives. The course includes evolutionary theory, focusing on the concepts of reproductive success, mate choice, parental investment, sexual selection, and mating strategies. Lectures also include the hormonal, chemical, nervous-system contributions to animal sexuality, and eclectic forms of mating and marriage across culture.

[ANTHR 211 Sophomore Seminar: Nature and Culture @ (III) (SBA)
Spring. 4 credits. Not offered 2004-2005.
S. Sangren.

For course description, see section IA, Introductory Courses.

This is a special seminar sponsored by the John S. Knight Institutes Sophomore Seminars Program. Seminars offer discipline-specific study within an interdisciplinary context. While not restricted to sophomores, the seminars aim at initiating students into the disciplines outlook, discourse community, modes of knowledge, and ways of articulating that knowledge. Enrollment is limited to 15. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.]

[ANTHR 242 Early Agriculture (also ARKEO 242) @ # (III) (HA)
Spring. 3 credits. Not offered 2004-2005.
N. Russell.]

[ANTHR 344 Male and Female in Chinese Culture and Society (also FGSS 344) @ (III) (SBA)
Fall. 4 credits. Not offered 2004-2005.
S. Sangren.]

[ANTHR 370 Environmental Archaeology (also ANTHR 670 and ARKEO 370/670) (I/PBS Supplementary List)
Fall. 4 credits. Not offered 2004-2005.
T. Volman.]

[ANTHR 372 Hunters and Gatherers (also ANTHR 672 and ARKEO 372/672) # @ (III) (SBA)
Fall. 4 credits. Not offered 2004-2005.
T. Volman.]

[ANTHR 375 Evolutionary Theory and Human Behavior (also ANTHR 675) (I/PBS Supplementary List)
Spring. 4 credits. Not offered 2004-2005.]

[ANTHR 390 Primate Behavior and Ecology (I/PBS Supplementary List)
Spring. 4 credits. Prerequisite: ANTHR 101 or permission of instructor. Not offered 2004-2005. A. Clark Arcadi.]

[ANTHR 409 Approaches to Archaeology (also ANTHR 609 and ARKEO 409/609) (III) (CA)
Fall. 4 credits. Not offered 2004-2005.]

[ANTHR 422 Anthropology and Environment @ (III) (SBA)
Fall. 4 credits. Limited to 15 students. Prerequisite: anthropology major or permission of instructor. Not offered 2004-2005. D. Holmberg.]

ANTHR 490 Topics in Biological Anthropology
Spring. 4 credits. Prerequisites: ANTHR 101, ANTHR 390, or permission of instructor. A. Clark Arcadi.
Current topics in biological anthropology are explored. Topics change each semester. Topic for Spring 2005: Scenarios of Hominid Evolution.

Relevant courses in other departments

BIOPL 247 Ethnobiology
Fall. 3 credits. D. M. Bates.

[BIOPL 348 The Healing Forest
Spring. 2 credits. Not offered 2004-2005.
D. M. Bates, E. Rodriguez.]

[BIOPL 442 Current Topics in Ethnobiology
Fall. 2 credits. Permission to register is required. Limited to 12 students. Not offered 2004-2005. D. Bates.]

[MUSIC 104 Introduction to World Music II: Asia
Fall. 3 credits. Not offered 2004-2005.
M. Hatch.]

MUSIC 245 Gamelan in Indonesian History and Cultures
Fall. 3 credits. Permission of instructor required. M. Hatch.

[NS/HD/B&SOC 347 Human Growth and Development: Biological and Social Interactions
Spring. 3 credits. Not offered 2004-2005.
J. Haas, S. Robertson.]

NS 630 Anthropometric Assessment
Spring. 1 credit. J. Haas.

VII. Graduate Seminars

The graduate program in anthropology is described in much greater detail on the anthropology department web page at falcon.arts.cornell.edu/Anthro/. The seminars described immediately below pertain to the program in sociocultural anthropology. For information about graduate study in archaeology and biological anthropology, see the anthropology department web page.

A core set of seminars is required of all graduate students in sociocultural anthropology: ANTHR 600 and 601. ANTHR 603 is strongly recommended. These courses are open to graduate students from other related fields. This sequence, and the graduate

curriculum in general, is premised on the idea that anthropology is best defined as the comparative study of human social life. This definition resists institutional pressures in the academy to distinguish social science from humanistic or cultural studies and scholarly from more worldly applications. Our most important method, ethnography, is at once scientific and humanistic; disciplinary aspirations refuse to view cultural interpretation and analytic explanation as separable values. Furthermore, theory in anthropology is directly related to practice in the world whether in relation to research or more action-oriented pursuits. Consequently, the core sequences as well as most other courses for graduate students are oriented explicitly toward subverting an ideological construction of social life as separable into cultural and social (or political-economic) domains.

ANTHR 600 Proseminar: Culture and Symbol

Fall. 6 credits. J. Siegel.

This course focuses on an appreciation of symbolic, expressive, and representational forms and processes both as producers and products of social activities. Through the study of symbolic anthropology, structuralism, exchange, myth and ritual, religion, gender, personhood, linguistics, semiology, etc., we investigate how identity and meaning are linked to the practical exigencies of social life. While emphasizing aspects of the discipline generally associated with cultural anthropology, the course endeavors to set the stage for a dialectical understanding of social, political, economic, and symbolic activities as interrelated phenomena. The works of de Saussure, Levi-Strauss, Dumont, Geertz, Victor Turner, Sahlins, among others, as well as contemporary theories are given careful attention.

ANTHR 601 Proseminar: Social Organization

Spring. 6 credits. D. Boyer.

This course focuses on linkages between culture and social institutions, representations and practices. The nature of these linkages is debated from strongly contesting points of view in social theory (structuralist, poststructuralist, utilitarian, hermeneutic, Marxist). Unlike debates in critical theory where the form of contestation has been mainly philosophical, in anthropology, these issues have developed in ethnographic analyses. The course briefly surveys kinship theory and economic anthropology with a focus on implications for general issues in social theory. Discussion of attempts to develop dialectical syntheses around the motion of "practice" follows. The issues addressed in this section carry over into the next, colonialism and post-colonialism, in which poststructuralist readings of history are counterposed to Marxist ones. Finally, Lacanian and Marxist visions of ideology as they relate to anthropological theory and ethnographic analysis are examined with particular emphasis on the cultural and social production of persons.

[ANTHR 602 The Practices of Anthropology

Fall. 4 credits. Not offered 2004–2005.]

ANTHR 603 The Craft of Anthropology (also ANTHRO 403)

Fall. 4 credits. V. Santiago-Irizarry.

For description, see ANTHR 403, section IV, Anthropological Thought and Method.

[ANTHR 604 Praxis and Culture

Spring. 4 credits. Not offered 2004–2005.]

[ANTHR 605 Archaeological Research Design (also ANTHR 405 and ARKEO 405/605)

Spring. 4 credits. Not offered 2004–2005.]

[ANTHR 606 Professional Ethics for Anthropologists

Spring. 4 credits. Non-anthropology grads with consent of instructor. Not offered 2004–2005.]

[ANTHR 609 Approaches to Archaeology (also ANTHR 409 and ARKEO 409/609)

Fall. 4 credits. Not offered 2004–2005.]

[ANTHR 610 Language and Myth

Fall. 4 credits. Not offered 2004–2005.]

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

Spring. 4 credits. Not offered 2004–2005. D. Holmberg.]

[ANTHR 615 Reading Contemporary Ethnographies (1960–1990)

Fall. 4 credits. Not offered 2004–2005.]

[ANTHR 616 Cultural Production of the Person

Spring. 4 credits. Not offered 2004–2005. J. Fajans.]

ANTHR 621 Sex and Gender in Cross-Cultural Perspective (also ANTHR 321 and FGSS 321/631)

Fall. 4 credits. Prerequisite: concurrent attendance in the lectures and films of ANTHR/FGSS 321 and permission of instructor. K. March.

For course description, see ANTHR 321, section IIIA, Understanding Cultures and Societies.

ANTHR 624 Ethnoracial Identity in Anthropology, Language, and Law (also LSP 624)

Spring. 4 credits. V. Santiago-Irizarry.

This course examines the roles that both law and language, as mutually constitutive mediating systems, occupy in constructing ethnoracial identity in the United States. We approach the law from a critical anthropological perspective—as a signifying and significant sociocultural system rather than as an abstract collection of rules, norms, and procedures—to examine how legal processes and discourses contribute to processes of cultural production and reproduction that contribute to the creation and maintenance of differential power relations. Course material draws on anthropological, linguistic, and critical race theory as well as ethnographic and legal material to guide and document our analyses.

[ANTHR 628 Social Forms of Violence in Anthropological Perspective

Fall. 4 credits. Not offered 2004–2005. J. Siegel.]

ANTHR 629 Chinese Ethnology

Spring. 4 credits. S. Sangren.

This seminar is designed for graduate students specializing in the study of Chinese culture and society and for advanced undergraduates who plan to pursue careers in the academic study of Chinese culture. The course focuses on close readings of theoretical

and conceptual problems and issues in the study of Chinese culture and society, with an emphasis on perspectives provided by cultural anthropology. Among topics that may be included are the social production of gender, ideology in myth and ritual, the cultural uses of history, and political culture; but the particular emphases of the seminar may vary from year to year. Those with a reading knowledge of Chinese are encouraged to explore Chinese sources, but use of such sources is not a requirement of the course.

[ANTHR 632 Andean Symbolism

Spring. 4 credits. Not offered 2004–2005.]

ANTHR 635 Southeast Asia: Readings in Special Problems

Fall or spring. Credit TBA. Staff.

Independent reading course on 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.

[ANTHR 640 Problems in Himalayan Studies

Fall, spring. 4 credits. Not offered 2004–2005. D. Holmberg.]

ANTHR 641 South Asia: Readings in Special Problems

Fall or spring. Credit TBA. 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.

[ANTHR 642 Violence, Symbolic Violence, Terror and Trauma in South Asia and the Himalayas (also ANTHR 442)

Spring. 4 credits. Not offered 2004–2005. D. Holmberg.]

ANTHR 644 Research Design

Spring. 4 credits. J. Schoss.

This seminar focuses on preparing a full-scale proposal for anthropological fieldwork for a dissertation. Topics include identifying appropriate funding sources; defining a researchable 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; considering ethical issues 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 650 Social Studies of Economics and Finance

Fall. 4 credits. H. Miyazaki.

This course has two purposes. The first is to examine recent efforts to extend theoretical insights from the social studies of science to studies of the market. The second is to consider the implications of these efforts for anthropological critiques of capitalism and neoliberal reforms. Topics of investigation include the relationship between theory and practice in the market, the emergence of risk as a calculable entity, and the place of the category of the social in knowledge about the market.

[ANTHR 652 Evidence: Ethnography and Historical Method]

Fall. 4 credits. Not offered 2004-2005.
H. Miyazaki.]

ANTHR 655 East Asia: Readings in Special Problems

Fall or spring. Credit TBA. 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.

ANTHR 656 Maya History (also ARKEO 656)

Spring. 4 credits. J. Henderson.
An exploration of Maya understandings of their own history, drawing on ethnographic, historical, and archaeological sources. Analysis of hieroglyphic inscriptions from ancient Maya cities is a major focus.

[ANTHR 658 Archaeological Analysis (also ANTHR 458 and ARKEO 458/658)]

Spring. 4 credits. Not offered 2004-2005.
J. Henderson.]

[ANTHR 659 Archaeology of the Household (also ANTHR 459 and ARKEO 459/659)]

Fall. 4 credits. Not offered 2004-2005.]

[ANTHR 660 Language, Ideologies and Practices (also LSP 660)]

Spring. 4 credits. Not offered 2004-2005.
V. Santiago-Irizarry.]

ANTHR 662 Democratizing Research: Participation, Action, and Research (also ANTHR 362)

Fall. 4 credits. D. J. Greenwood.
For description, see ANTHR 362, Section IV, Anthropological Thought and Method.

ANTHR 663 Action Research

Spring. 4 credits. D. Greenwood.
This seminar is a practicum in action research (AR) in which the semester becomes a self-managing learning environment for the exploration of the techniques and group processes involved in AR, including co-generative learning, searching, and AR facilitation. Participation in a seminar-centered listserv on the Internet is expected.

[ANTHR 665 Topics in Native American Societies and Cultures (also AIS 665)]

Spring. 4 credits. Not offered 2004-2005.
B. Lambert.]

[ANTHR 667 Contemporary Archaeological Theory (also ARKEO 667)]

Fall. 4 credits. Prerequisite: undergraduates with permission of instructor only. Not offered 2004-2005. N. Russell.]

ANTHR 668 Marx: An Overview of His Thought (also ANTHR 368)

Spring. 4 credits. J. Rigi.
For course description, see ANTHR 368, section IV, Anthropological Thought and Method.

[ANTHR 669 Gender and Age in Archaeology (also ANTHR 469 and ARKEO 469/669)]

Spring. 4 credits. Not offered 2004-2005.
N. Russell.]

[ANTHR 670 Environmental Archaeology (also ANTHR 370 and ARKEO 370/670)]

Fall. 4 credits. Not offered 2004-2005.
T. Volman.]

ANTHR 671 Palaeoanthropology of South Asia (also BIOEE 671 and ASIAN 620)

Fall. 3 credits. K. A. R. Kennedy.
For description, see BIOEE 671.

[ANTHR 672 Hunters and Gatherers (also ANTHR and ARKEO 372/672)]

Fall. 4 credits. Not offered 2004-2005.
T. Volman.]

ANTHR 673 Human Evolution: Concepts, History, and Theory (also BIOEE 673)

Fall. 3 credits. Prerequisite: one year of introductory biology, ANTHR 101, or permission of instructor. Offered alternate years. K. A. R. Kennedy.
For description, see BIOEE 673.

[ANTHR 677 The Anthropology of Global Turbulence]

Fall. 4 credits. Not offered 2004-2005.
J. Rigi.]

[ANTHR 678 Value and Life: From Gift to Spectacle]

Spring. 4 credits. Not offered 2004-2005.
J. Rigi.]

[ANTHR 679 Technocracy: Anthropological Approaches]

Spring. 4 credits. Not offered 2004-2005.
A. Riles.]

ANTHR 680 Anthropology and Globalization (also ANTHR 480)

Fall. 4 credits. A. Willford.
For description, see ANTHR 480, section IV, Anthropological Thought and Method.

ANTHR 681 Empire and Imperialism

Spring. 4 credits. J. Rigi.
This course deals with histories and ethnographies of empire from a comparative perspective. It focuses on the modern era, though it also considers ancient and medieval forms of empire. The course explores the formation of the world system with reference to contemporary theories of globalization over the last five hundred years. It examines the formation of hegemonies, hegemonic crises, and transformations. Particular attention is paid to the current hegemonic crisis with regard to globalization and neoliberalism and the responses of ordinary people to such crises. We revisit old theories and discuss new elaborations of these concepts, including a spectrum of views and political positions from the right to the left.

[ANTHR 682 Perspectives on the Nation]

Fall. 4 credits. Not offered 2004-2005.
V. Munasinghe.]

[ANTHR 690 Ritual and Myth: Structure, Process, Practice]

Spring. 4 credits. Not offered 2004-2005.]

[ANTHR 693 Law and Social Movement in East Asia (also LAW 744)]

Spring. 4 credits. Not offered 2004-2005.
A. Riles.]

[ANTHR 699 Current Fields in Biological Anthropology]

Fall. 4 credits. Not offered 2004-2005.]

ANTHR 701 Independent Study: Grad I

Fall or spring. Credit TBA. Intended for graduate 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.

ANTHR 702 Independent Study: Grad II

Fall or spring. Credit TBA. Intended for graduate students only. Staff.
For course description, see ANTHR 701, section VII, Graduate Seminars.

ANTHR 703 Independent Study: Grad III

Fall or spring. Credit TBA. Intended for graduate students only. Staff.
For course description, see ANTHR 701, section VII, Graduate Seminars.

ANTHR 720 Development of Anthropological Thought (also ANTHR 420)

Fall. 4 credits. J. Fajans.
For description, see ANTHR 420, section IV, Anthropological Thought and Method.

[ANTHR 726 Ideology and Social Production (also ANTHR 426)]

Spring. 4 credits. Not offered 2004-2005.
S. Sangren.]

[ANTHR 739 Peoples and Cultures of the Himalayas (also ANTHR 339)]

Spring. 4 credits. Not offered 2004-2005.
K. March.]

[ANTHR 741 Himalayan Ethnographies (also ANTHR 441) @]

Fall. 4 credits. Not offered 2004-2005.
D. Holmberg.]

ANTHR 750 Europe (also ANTHR 450) @

Fall. 4 credits. D. Boyer, D. Greenwood, J. Rigi.
For description, see ANTHR 450, section III. A., Understanding Cultures and Societies.

[ANTHR 762 Catalhoyuk and Archaeological Practice (also ANTHR 462 and ARKEO 462/762)]

Fall. 4 credits. Not offered 2004-2005.
N. Russell.]

[ANTHR 784 Africa in the Global Economy (also ANTHR 384)]

Fall. 4 credits. Not offered 2004-2005.
J. Schoss.]

ARABIC AND ARAMAIC

See Department of Near Eastern Studies.

ARCHAEOLOGY

S. Baugher (Landscape Architecture), R. G. Calkins (History of Art), K. M. Clinton, director of graduate studies (Classics), J. E. Coleman (Classics), K. L. Gleason (Landscape Architecture), J. S. Henderson, chair (Anthropology), K. A. R. Kennedy (Ecology and Evolutionary Biology), P. I. Kuniholm (Lab of Dendrochronology), R. McNeal (Asian Studies), D. I. Owen (Near Eastern Studies), A. Ramage (History of Art), N. Russell (Anthropology), B. S. Strauss (History), M. A. Tomlan (City and Regional Planning), T. P. Volman, director of undergraduate studies (Anthropology), J. R. Zorn (Near Eastern 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 and a master's degree. 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 ARKEO 100 or one of the basic courses as defined below before they will be admitted to the major. This 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 at least 32 additional credits from the courses listed below, or from related fields selected in consultation with a major adviser of their choosing. The courses chosen should provide exposure to a broad range of cultures known through archaeology and the methods of uncovering 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 the following categories: B. Anthropological Archaeology; C. Classical, Near Eastern, and Medieval Archaeology; and D. Methodology and Technology. Only four credits of ARKEO 300 (Individual Study) or other supervised study can count toward the major.

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 take at least two of the basic courses in each category. Further courses in languages and geology are also recommended.

Honors. Honors in archaeology are awarded on the basis of the quality of an honors essay and the student's overall academic record. Prospective honors students should have at least a 3.5 grade point average 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 over two semesters in consultation with a faculty adviser during the senior year. Students enroll in ARKEO 481 Honors Thesis Research, and to complete the thesis, they enroll in ARKEO 482 Honors Thesis Writeup. Both courses are offered in the fall and spring. Only ARKEO 481 may count toward hours for completion of the archaeology major requirements. The credit hours for these courses are variable.

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) ARKEO 100 and four other courses from categories B–D (described above), 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 for Hirsch Scholarships in support of fieldwork on the same basis as majors.

First-Year Writing Seminars

For course descriptions, see the first-year writing seminar brochure.

I. Introductory Courses and Independent Study Courses

ARKEO 100 Introduction to Archaeology (also ANTHR 100) # @ (III or IV) (HA)

Fall. 3 credits. Basic. J. Henderson.
A broad introduction to archaeology: the study of material remains to answer questions about the human past. Case studies highlight the variability of ancient societies and illustrate the varied methods and interpretive frameworks archaeologists use to reconstruct them. This course can serve as a platform for both Archaeology and Anthropology undergraduate majors.

ARKEO 300 Individual Study in Archaeology and Related Fields

Fall and spring. Credit TBA. Prerequisite: ARKEO 100 or permission of instructor. Students pursue topics of particular interest with the guidance of a faculty member.

ARKEO 481 Honors Thesis Research

Fall or spring. 4 credits variable.
Prerequisite: admission to Honors Program. Independent work under the close guidance of a faculty member.

ARKEO 482 Honors Thesis Writeup

Fall or spring. 4 credits variable.

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. 4 (V) credits.
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.

II. Anthropological Archaeology

[ARKEO 203 Early People: The Archaeological and Fossil Record (also ANTHR 203)

Spring. 3 credits. Basic. Not offered 2004–2005. T. P. Volman.]

ARKEO 215 Stone Age Art (also ANTHR 215)

Fall. 3 credits. Basic. T. P. Volman.
For description, see ANTHR 215.

[ARKEO 242 Early Agriculture (also ANTHR 242)

Spring. 3 credits. Basic. Not offered 2004–2005. N. Russell.]

[ARKEO 255 Great Empires of the Andes (also ANTHR 255) @ # (III) (HA)

Summer only. 3 credits. Basic. Not offered 2004–2005. M. Malpass.]

ARKEO 317 Stone Age Archaeology (also ANTHR 317)

Fall. 4 credits. Basic. T. P. Volman.
For description, see ANTHR 317.

[ARKEO 330 Humans and Animals (also ANTHR 330)

Spring. 4 credits. Not offered 2004–2005. N. Russell.]

[ARKEO 355 Ancient Mexico and Central America (also ANTHR 355)

Spring. 4 credits. Basic. Not offered 2004–2005. J. Henderson.]

ARKEO 356 Archaeology of the Andes (also ANTHR 356) # @ (III) (HA)

Spring. 4 credits. Basic. J. Henderson.
For description, see ANTHR 356.

[ARKEO 372 Hunters and Gatherers (also ARKEO 672 and ANTHR 372/672)

Spring. 4 credits. Not offered 2004–2005. T. Volman.]

[ARKEO 409 Approaches to Archaeology (also ARKEO 609 and ANTHR 409/609)

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2004–2005. Staff.]

ARKEO 456 Mesoamerican Religion, Science, and History (also ANTHR 456)

Fall. 4 credits. J. Henderson.
For description, see ANTHR 456.

[ARKEO 459 Archaeology of the Household (also ARKEO 659 and ANTHR 459/659)

Fall. 4 credits. Not offered 2004–2005. J. Henderson and N. Russell.]

[ARKEO 462 Catalogy and Archaeological Practice (also ARKEO 762 and ANTHR 462/762)

Fall. 4 credits. Not offered 2004–2005. N. Russell.]

[ARKEO 469 Gender and Age in Archaeology (also ARKEO 669 and ANTHR 469/669)

Spring. 4 credits. Not offered 2004–2005. N. Russell.]

[ARKEO 493 Seminar in Archaeology: The Aztecs (also ANTHR 493)

Fall. 4 credits. Not offered 2004–2005.]

[ARKEO 494 Seminar in Archaeology: The Archaeology of Human Origins (also ANTHR 494)

Spring. 4 credits. Not offered 2004–2005. T. P. Volman.]

[ARKEO 609 Approaches to Archaeology (also ARKEO 409 and ANTHR 409/609)

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2004–2005. N. Russell.]

ARKEO 656 Maya History (also ANTHR 656)

Spring. 4 credits. J. Henderson.
For description, see ANTHR 656.

[ARKEO 659 Archaeology of the Household (also ARKEO 459 and ANTHR 459/659)

Fall. 4 credits. Not offered 2004-2005.
J. Henderson and N. Russell.]

[ARKEO 667 Contemporary Archaeological Theory (also ANTHR 667)

Spring. 4 credits. Prerequisite: undergraduates by permission of instructor. Limited to 14 students. Not offered 2004-2005. N. Russell.]

[ARKEO 669 Gender and Age in Archaeology (also ARKEO 469 and ANTHR 469/669)

Spring. 4 credits. Not offered 2004-2005.
N. Russell.]

[LA 260 Preindustrial Cities and Towns of North America (also CRP 260)

Fall. 3 credits. Basic. Not offered 2004-2005. S. Baugher.]

III. Classical, Near Eastern, and Medieval Archaeology**ARKEO 221 Minoan-Mycenaean Art and Archaeology (also CLASS 221 and ART H 221)**

Spring. 3 credits. Basic. J. Coleman.
For description, see CLASS 221.

[ARKEO 227 The Bible and Ancient Near Eastern Civilization (also NES 227, JWST 227, and RELST 227)

Spring. 3 credits. Not offered 2004-2005.
J. Zorn.]

[ARKEO 240 Old World Prehistory (also ANTHR 240)

Fall. 3 credits. Basic. Not offered 2004-2005. N. Russell.]

ARKEO 260 Daily Life in the Biblical World (also NES 262, JWST 262)

Spring. 3 credits. Basic. J. Zorn.
For description, see NES 262.

[ARKEO 263 Introduction to Biblical History and Archaeology (also NES 263, JWST 263, and RELST 264)

Spring. 3 credits. Basic. Not offered 2004-2005. J. Zorn.]

ARKEO 266 Jerusalem through the Ages (also NES 266, JWST 266, RELST 266)

Fall. 3 credits. Basic. J. Zorn.
For description, see NES 266.

ARKEO 268 Ancient Egyptian Civilization (also NES 268 and JWST 268)

Spring. 3 credits. Basic. G. Kadish.
For description, see NES 268.

[ARKEO 275 Ancient Seafaring (also JWST 261 and NES 261)

3 credits. Basic. Not offered 2004-2005.
D. I. Owen.]

[ARKEO 321 Mycenae and Homer (also CLASS 321 and ART H 321)

Fall. 4 credits. Basic. Prerequisite: at least 1 previous course in archaeology, classics, or history of art. J. Coleman.]

[ARKEO 360 Ancient Iraq: Mesopotamian Civilization (also NES 360, JWST 360)

4 credits. Basic. Not offered 2004-2005.
D. Owen.]

[ARKEO 361 Sumerian Language and Culture (also NES 361, JWST 361)

4 credits. Not offered 2004-2005.
D. Owen.]

ARKEO 362 Sumerian Language and Culture II (also NES 362, JWST 362)

Fall. 4 credits. D. Owen.
For description, see NES 362.

ARKEO 363 Ancient Iraq II: From the Beginning of the Second Millennium to the Conquest of Alexander the Great (also NES 363, JWST 363)

Fall. 4 credits. D. Owen.
For description, see NES 363.

[ARKEO 366 The History and Archaeology of the Ancient Near East (also JWST 366 and NES 366)

Fall. 4 credits. Basic. Not offered 2004-2005. D. I. Owen.]

[ARKEO 380 Introduction to the Arts of China (also ART H 380)

Fall. 4 credits. Not offered 2004-2005.
A. Pan.]

ARKEO 425 Seminar on the Bronze Age Architecture of Asia Minor (also ART H 425 and CLASS 430)

Spring. 4 credits. Prerequisite: permission of instructor. P. I. Kuniholm.
This course covers major architectural building programs from Neolithic Catal Huyuk, Beycesultan, to the final phases of Troy and Hittite Bogazkoy. The art and archaeology of these civilizations is taken into account when relevant. Reading knowledge of German useful.

[ARKEO 432 Sardis and the Cities of Asia Minor (ART H 424 and CLASS 432)

4 credits. Prerequisite: permission of instructor. Not offered 2004-2005.
A. Ramage.]

[ARKEO 434 The Rise of Classical Greece (also ART H 434 and CLASS 434)

Spring. 4 credits. Recommended: CLASS 220 or 221 or ART H 220 or 221, or permission of instructor. Not offered 2004-2005. P. I. Kuniholm.]

ARKEO 435 Seminar on Roman Art and Archaeology (also CLASS 435 and ART H 427)

Spring. 4 credits. Prerequisite: permission of instructor. J. Coleman.
For description, see CLASS 435.

[ARKEO 520 Seminar in Classical Archaeology (also ART H 520 and CLASS 630)

Spring. 4 credits. Not offered 2004-2005.
P. Kuniholm.]

[ARKEO 629 The Prehistoric Aegean (also CLASS 629)

4 credits. For graduate students and advanced undergraduates with permission of instructor. Not offered 2004-2005.
J. E. Coleman.]

[CLASS 220 Introduction to Art History: The Classical World (also ART H 220)

Fall. 4 credits. Basic. Not offered 2004-2005. J. Coleman.]

[CLASS 237 Greek Religion and Mystery Cults (also RELST 237)

Spring. 3 credits. Basic. Not offered 2004-2005. K. Clinton.]

[CLASS 240 Greek Art and Archaeology (also ART H 222)

Spring. 3 credits. Basic. Not offered 2004-2005. J. Coleman.]

[CLASS 319 Art in the Daily Life of Greece and Rome (also ART H 319)

Spring. 4 credits. Basic. Not offered 2004-2005. A. Ramage.]

[CLASS 322 Greeks and Barbarians (also ART H 328)

Fall. 4 credits. Prerequisite: CLASS 220 or 221, or permission of instructor. Not offered 2004-2005. J. Coleman.]

[CLASS 329 Greek Sculpture (also ART H 329)

4 credits. Not offered 2004-2005.
J. E. Coleman.]

[CLASS 333 Greek and Roman Mystery Cults and Early Christianity (also RELST 333)

Fall. 4 credits. A previous course in classics (civilization or language) or RELST 101 is recommended. Not offered 2004-2005.
K. Clinton.]

[ART H 320 The Archaeology of Classical Greece (also CLASS 320)

4 credits. Basic. Not offered 2004-2005.
A. Ramage.]

[ART H 322 Arts of the Roman Empire (also CLASS 350)

Fall. 4 credits. Not offered 2004-2005.
A. Ramage.]

[ART H 325 Greek Vase Painting (also CLASS 325)

Fall. 4 credits. Not offered 2004-2005.
A. Ramage.]

[ART H 327 Greek and Roman Coins (also CLASS 327)

Fall. 4 credits. Not offered 2004-2005.
A. Ramage.]

[LA 545 The Parks and Fora of Imperial Rome

Spring. 3 credits. Prerequisites: advanced standing in a design field, classics or history of art, or by permission of the instructor. Not offered 2004-2005.
K. Gleason.]

IV. Methodology and Technology**[ARKEO 256 Practical Archaeology (also CLASS 256)**

Spring. 3 credits. Not offered 2004-2005.
J. Coleman.]

ARKEO 262 Laboratory in Landscape Archaeology (also LA 262)

Spring. 3 credits. S. Baugher.
For description, see LA 262.

ARKEO 285 Art, Archaeology, and Analysis (also ENGR 185, EAS 200, MS&E 285)

Spring. 3 credits. Does not meet liberal studies distribution requirements. Staff.
For description, see EAS 200.

ARKEO 309 Dendrochronology of the Aegean (also ART H 309 and CLASS 309) # (IV) (HA)

Fall and spring. 4 credits. Limited to 10 students. Letter only. 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 the Aegean.

[ARKEO 370 Environmental Archaeology (also ARKEO 670 and ANTHR 370 and 670)

Spring. 4 credits. Not offered 2004–2005. T. P. Volman.]

[ARKEO 402 Designing Archaeological Exhibits (also ARKEO 602)

Spring. Variable (letter grade only). Not offered 2004–2005. S. Baugher.]

[ARKEO 405 Archaeological Research Design (also ARKEO 605 and ANTHRO 405/605)

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2004–2005. J. S. Henderson, T. P. Volman.]

[ARKEO 423 Ceramics (also ART H 423 and CLASS 431)

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2004–2005. A. Ramage.]

[ARKEO 437 Geophysical Field Methods (also EAS 437)

Fall. 3 credits. Prerequisites: PHYS 213 or 208 or permission of instructor. Not offered 2004–2005. L. D. Brown.]

[ARKEO 458 Archaeological Analysis (also ARKEO 658 and ANTHR 458/658)

Spring. 4 credits. Prerequisite: 1 course in archaeology or permission of instructor. Enrollment limited to 15 students. Not offered 2004–2005. J. S. Henderson.]

[ARKEO 463 Zooarchaeological Method (also ANTHR 463) (III)

Fall. 5 credits. Not offered 2004–2005. N. Russell.]

[ARKEO 464 Zooarchaeological Interpretation (also ANTHR 464) (III)

Spring. 4 credits. Prerequisite: ARKEO/ANTHR 463. Permission of instructor only. Not offered 2004–2005. N. Russell.]

[ARKEO 467 Origins of Agriculture (also ANTHR 467)

Spring. 4 credits. Not offered 2004–2005.]

ARKEO 600 Special Topics in Archaeology

Fall. 4 credits. Staff.

[ARKEO 601 Graduate Colloquium in Archaeology

Fall. 4 credits. Open to graduate students and advanced undergraduates by permission of instructor. Not offered 2004–2005. K. Gleason.]

[ARKEO 602 Designing Archaeological Exhibits (also ARKEO 402)

Spring. Variable (letter grade only). Not offered 2004–2005. S. Baugher.]

[ARKEO 605 Archaeological Research Design (also ARKEO 405 and ANTHR 405/605)

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2004–2005. J. S. Henderson, T. P. Volman.]

[ARKEO 670 Environmental Archaeology (also ARKEO 370 and ANTHR 370 and 670)

Spring. 4 credits. Not offered 2004–2005. T. P. Volman.]

[BIOEE 275 Human Biology and Evolution (also ANTHR 275)

Fall. 3 credits. Not offered 2004–2005.]

BIOEE 671 Paleoanthropology of South Asia (also ANTHR 671 and ASIAN 620)

Fall. 3 credits. K. A. R. Kennedy. For description, see BIOEE 671.

BIOEE 673 Human Evolution: Concepts, History, and Theory (also ANTHR 673)

Spring. 3 credits. Prerequisite: one year of introductory biology or ANTHR 101 or permission of instructor. K. A. R. Kennedy. For description, see BIOEE 673.

LA 261 Urban Archaeology (also CRP 261)

Fall. 3 credits. Basic. S. Baugher. For description, see LA 261.

[LA 569 Archaeology in Preservation Planning and Design (also CRP 569)

Spring. 3 credits. Not offered 2004–2005. S. Baugher.]

V. Relevant Courses at Ithaca College

Contact Sherene Baugher in Landscape Architecture at sbb8 or the Ithaca College Anthropology Department at 607–274–1331 for further information or visit their web site at www.ithaca.edu/hs/anthro/.

Prehistory of South America. M. Malpass. Every other year.

New World Complex Societies. M. Malpass. Irregular offering.

Archaeological Methods and Techniques. M. Malpass. Fall 2004. Irregular offering.

World Prehistory. J. Rossen. Every semester.

North American Prehistory. J. Rossen. Every year.

People, Plants, and Culture: Archaeobotany and Ethnobotany. J. Rossen. Every other year.

Seminar: Hunter-Gatherers. J. Rossen. Fall 2004. Every other year.

Seminar: Origins of Agriculture. J. Rossen. Every other year.

Ethnoarchaeology. J. Rossen. Every other year.

Archaeological Field School.

ASIAN STUDIES

E. M. Gunn, chair (350 Rockefeller Hall, 255–5095); A. Blackburn, D. Boucher, T. Chaloeintarana, B. de Bary, H. Diffloth, A. Fathi, D. Gold, T. Hahn, S. Hoare, H. Huang, N. Jagacinski, Y. Katagiri, Y. Kawasaki, F. Kotas, N. Larson, J. M. Law, W. Liyanage, R. McNeal, F. Mehta, C. Minkowski, D. Mookerjee-Leonard, Y. Nakanishi-Whitman, S. Oja, L. Paterson, N. Sakai, T. Savella, K. Selden, M. Shin, Y. Shirai, R. Sukle, K. Taylor, Q. Teng, T. Tranviet, S. Tun, D. X. Warner; Emeritus: K. Brazell, T. L. Mei, J. Wolff; Associated Faculty: B. Anderson, A. Carlson, P. Chi, S. Cochran, A. Cohn, M. Hatch, R. Herring, D. Holmberg, M. Katzenstein, K. Kennedy, V. Koschmann, T. Loos, T. Lyons, K. March, K. McGowan, S. Mohanty, V. Munasinghe, V. Nee, A. Nussbaum, A. Pan, C. Peterson, P. Sangren, J. Siegel, R. Smith, J. J. Suh, E. Tagliacozzo, N. Uphoff, J. Whitman, A. Willford

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. Forty-five members of the Asian Studies Department specialize in languages, linguistics, literatures, and religions, while associated faculty throughout the university teach courses on Asia in their own disciplines, from art history and government to rural sociology. 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 various distribution requirements.

The Major

A student majoring in Asian Studies normally specializes in the language and culture of one country and often chooses an additional major in a traditional discipline.

Majors complete two courses at the 200 level (a minimum of six 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 six credits of further language study) of courses numbered 200 and above selected by the student in consultation with his or her adviser from among the Asia content courses offered by the Department of Asian Studies and by Asia specialists in other departments.

The applicant for admission to the major in Asian Studies must have completed at least two Asia content courses, one of which can be a language course. Students 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 those courses and in all other courses counted toward the major.

Honors

To be eligible for honors in Asian Studies, a student must have a cumulative GPA of 3.7 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 supervisor chosen from the Asian Studies faculty. 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 401. By the end of the first term the student must present a detailed outline of the honors essay or other appropriate written work and have it approved by the project supervisor and the director of undergraduate studies. The student is then eligible for ASIAN 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.

Concentration in East Asia Studies

A candidate for the Bachelor of Arts or Science degree at Cornell may take a concentration in East Asia studies by completing at least 18 credits of course work.

Students normally take five courses in East Asian studies at the 200 level or above from those East Asian courses listed (China, Japan, Korea) either under Asian Studies or Asian-related courses. Of these, two courses might be Asian language courses at the 200 level or beyond. East Asian graduate courses may also be offered for the concentration, as well as East Asia-related courses with a research paper on an East Asian topic. Appropriate courses taken through Cornell Abroad in East Asia may also be counted toward the concentration. Students concentrating in East Asian studies should select an adviser from the East Asia Program faculty for consultation on their course of study. For more information, contact the Asian Studies Department at 350 Rockefeller Hall, (607) 255-5095.

Concentration in South Asia Studies

A candidate for the Bachelor of Arts or Science degree at Cornell may take a concentration in South Asian studies by completing at least 18 credits of course work in South Asian studies, including ASIAN 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 Science degree at Cornell may take a concentration in Southeast Asian studies by completing 18 credits of course work. A recommended plan would include ASIAN 208 and four courses at the intermediate or advanced stage, two of which could be a

Southeast Asian language. Students taking a concentration in Southeast Asian 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 (SEASSI) or by studying for one semester at IKIP Malang, Indonesia; Khon Kaen University, Thailand; or Hanoi University, Vietnam; fellowships are available for undergraduates through the Cornell Abroad Program.

Intensive Language Program (FALCON)

The FALCON Program offers intensive instruction in Japanese or Chinese. The program is still the only one in the world offering a full year of intensive instruction from the elementary level, except for the exclusive language schools of some government agencies. Students must formally apply to the program, but the application process is simple and admission is open to all students. (Applications available for FALCON from the administrative assistant, room 388 Rockefeller Hall, or visit our web site, <http://Lrc.cornell.edu/falcon> and apply online.) Students may take the entire sequence of 160, 161, 162, or any other portion of the program if they have the necessary background (to be determined by a placement test). The courses are full-time intensive language study; the degree of intensity required does not allow students to enroll simultaneously in other courses or to work, except perhaps on weekends. The spring semester of the Chinese program is expected to be offered in Beijing at Tsinghua University.

Study Abroad

There are many strong options for study abroad in Asia. Cornell Abroad helps students plan a year or semester abroad as part of their Cornell undergraduate degree. Cornell has affiliations with several programs and institutions in Asia and sends students to those and others.

Cornell is affiliated with IUP, the Inter-University Program for Chinese Language Studies in Beijing (at Tsinghua University) and is a member of CIEE and IES, organizations sponsoring study abroad programs offering Chinese language instruction at several levels as well as courses in Chinese studies in the humanities and social sciences. Students may also study at other programs in China, Hong Kong, and Taiwan. The Chinese FALCON program includes a spring term in Beijing.

Cornell is a member of the consortium of the Kyoto Center for Japanese Studies, an undergraduate semester or year program in Japanese language and Japanese studies. An agreement with International Christian University (ICU), outside Tokyo, permits Cornell students to attend that institution. Cornell students have attended CIEE and IES programs as well as other programs and institutions in Japan.

Cornell is a member of the American Association of Indian Studies, which offers fellowships for intensive study in India or Hindi, Bengali, and Tamil. There are study abroad options in universities or other organizations in various regions of India.

In cooperation with Tribhuvan National University of Nepal, Cornell organizes the Cornell-Nepal Study Program for undergraduate and graduate students wishing to spend a semester or year studying and conducting research in Nepal.

Students may spend a term or year in Mongolia, Korea, Vietnam, Indonesia, Thailand, Singapore, or the Philippines or choose to study about Asia at the School of Oriental and African Studies in London, or the Faculty of Asian Studies at the Australian National University. Undergraduates should consult Cornell Abroad; graduate students should inquire at the East Asia Program, Southeast Asia Program, or South Asia Program offices.

First-Year Writing Seminars

See John S. Knight Institute brochure for times, instructor, and descriptions.

General Education Courses

ASIAN 125 Introduction to the Urdu Script (also URDU 125)

Spring. 1 credit. Prerequisite: HINDI 101 or permission of instructor. A. Fathi. See URDU 125 for description.

ASIAN 191 Introduction to Modern Asian History (also HIST 191) @ (III) (HA)

Fall. 4 credits. T. Loos. See HIST 191 for description.

[ASIAN 192 Introduction to World Music: Asia (also MUSIC 104) @ (IV) (CA)

Fall. 3 credits. Not offered 2004-2005. M. Hatch.]

ASIAN 206 The Occidental Tourist: Travel Writing and Orientalism in Southeast Asia (also HIST 207 and 507) @ (III)

Fall. 4 credits. T. Loos. For description, see HIST 207.

ASIAN 208 Introduction to Southeast Asia @ (III or IV) (CA)

Fall. 3 credits. L. Paterson. This course is for anyone curious about the most diverse part of Asia; it defines Southeast Asia both as the nation-states that have emerged since 1945 (Brunei, Burma, Cambodia, Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand, and Vietnam) and as a larger cultural world extending from southern China to Madagascar and Polynesia. Students 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, and business and marketing. The course teaches both basic information and different ways of interpreting that information.

ASIAN 211 Introduction to Japan: Japanese Texts in History @ # (IV) (HA)

Fall. 3 credits. B. deBary. An introduction to Japanese studies for nonmajors. The course takes up diverse cultural artifacts and demonstrates how the meanings and readings generated by these artifacts have changed over time. We consider the eighth-century *Kojiki*, the courtly

narrative *Tale of Genji*, puppet theater, Ainu autobiography, and films and comic books dealing with themes of nuclear warfare.

ASIAN 212 Introduction to China @ # (IV) (CA)

Spring. 3 credits. R. McNeal.
An interdisciplinary introduction to Chinese culture especially designed for students not majoring in Asian Studies. The class explores literature, history, religion, art and archaeology, and other aspects of China's rich and diverse heritage, from earliest times to the present.

ASIAN 215 Introduction to South Asian Civilization @ (IV) (HA)

Spring. 3 credits. Staff.
An interdisciplinary introduction to the cultures and histories of South Asia, with special attention to religion, political authority, and the arts. Designed for students not majoring in Asian Studies.

ASIAN 218 Introduction to Korea (also HIST 218) @ (III or IV) (CA)

Spring. 3 credits. M. Shin.
A multidisciplinary introduction to Korean history, society, and culture. The first part of the course will examine sources of Korean tradition in their historical contexts. The second part, on the transition to a modern society, will cover the mid-19th century to the Korean War. The last part will be devoted to contemporary society.

Asia—Literature and Religion Courses

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

ASIAN 220 Buddhism in America (also RELST 220)

Winter. 3 credits. Not offered 2004–2005.
J. M. Law.]

ASIAN 228 The Indian Ocean World (also HIST 228)

Fall. 4 credits. Limited to 15 students.
E. Tagliacozzo.
For description, see HIST 228.

ASIAN 241 China's Literary Heritage: An Introduction in Translation @ # (IV) (LA)

Fall. 3 credits. Not offered 2004–2005.
D. X. Warner.]

ASIAN 245 Gamelan in Indonesian History and Cultures (also MUSIC 245) @ (IV) (LA)

Fall or spring. 3 credits. M. Hatch.
For description, see MUSIC 245.

ASIAN 249 Peddlers, Pirates, and Prostitutes: Subaltern Histories of Southeast Asia, 1800–1900 (also HIST 249/648) @ # (III) (HA)

Spring. 4 credits. Not offered 2004–2005.
E. Tagliacozzo.
For description, see HIST 249.]

ASIAN 250 Introduction to Asian Religions (also RELST 250) @ # (IV) (HA)

Spring. 3 credits. D. Boucher.
This course explores a range of religious traditions in South Asia (Pakistan, India, and Sri Lanka) and East Asia (China and Japan) including Hinduism, Buddhism (South and East Asian), Confucianism, Daoism, and Shinto. We concentrate on these religions in traditional times in order to understand better the historical foundations that have influenced

much of what these cultures are today. The course format includes lectures and discussion sections.

ASIAN 277 Meditation in Indian Culture (also RELST 277) @ # (IV) (CA)

Spring. 3 credits. D. Gold.]
This course probes the truths behind traditional claims of the priority of internal practice in Indian traditions. Students are expected to experiment with some basic meditation practices and situate them within larger South Asian world views as suggested by doctrines, rituals, iconic forms, and literary texts. Grades are based on short papers.

ASIAN 284 Southeast Asia in the World System: Capitalism and Incorporation, 1500–Present (also HIST 284) @ # (III)

Fall. 4 credits. Not offered 2004–2005.
E. Tagliacozzo.
For description, see HIST 284.]

ASIAN 293 History of China up to Modern Times (also HIST 293) # @ (III) (HA)

Fall. 4 credits. C. Peterson.
For description, see HIST 293.

ASIAN 294 History of China in Modern Times (also HIST 294) @ (III) (HA)

Spring. 4 credits. Staff.
For description, see HIST 294.

ASIAN 298 The U.S.-Vietnam War (also HIST 289) @ (III) (HA)

Spring. 3 credits. Not offered 2004–2005.
Next offered fall 2005. K. Taylor.]

ASIAN 299 Buddhism (also RELST 290) @ # (IV) (CA)

Fall. 4 credits. Not offered 2004–2005.
D. Boucher.]

ASIAN 301 Schools of Thought—Ancient China @ # (IV)

Fall. 4 credits. R. McNeal.
This course introduces students to early Chinese thought through readings in translation from classical works on moral and political philosophy. We address critically the traditional conception of the Six Schools of thought in ancient China, including the Taoists, Confucians, and Legalists. We examine newly discovered materials and recent research that helps clarify the relationships among early intellectual traditions and the social and intellectual world from which they emerged.

ASIAN 302 Art of War in Ancient China @ # (IV) (HA)

Fall. 4 credits. Not offered 2004–2005.
R. McNeal.]

ASIAN 306 Zen Buddhism (also RELST 306) @ # (IV) (KCM)

Spring. 4 credits. Prerequisites: any course at the university level in Buddhism or Asian Studies (Religious Studies) 250, or consent of the instructor. Course limited to 15 students. Graduate students can take this course for credit and sign up for an additional credit hour for an extra session. Not offered 2004–2005. J. M. Law.]

ASIAN 307 Indian Dance (also DANCE 307)

Fall. 0–3 credits. *Satisfies @ (IV) (LA) if taken for 3 credits.* D. Bor.
For description, see DANCE 307.

ASIAN 312 Intellectuals in Early Modern Korea @ # (IV) (HA)

Fall. 4 credits. Prerequisite: one course on modern Japan or Korea. Not offered 2004–2005. M. Shin.]

ASIAN 328 Construction of Modern Japan (also HIST 328) @ (III)

Spring. 4 credits. Not offered 2004–2005.
J. V. Koschmann.
For description, see HIST 328.]

ASIAN 330 Living Tones: Korean Music in a Global Context (also MUSIC 387)

Fall. 4 credits. J. H. Kim.
This course explores many facets of traditional Korean music, including its instruments, composition, and influence on culture. Weekly sessions include live demonstrations of compositions for the traditional komungo [zither] and drum, discuss shamanic, Buddhist and Confucian influences on Korean musical performance, and consider how elements of Korean music have been fused in world music and other contemporary genres.

ASIAN 347 Tantric Traditions (also RELST 349) @ # (IV) (CA)

Fall. 4 credits. Not offered 2004–2005.
D. Gold.]

ASIAN 348 Indian Devotional Poetry (also RELST 348) @ # (IV) (LA)

Spring. 4 credits. Not offered 2004–2005.
D. Gold.]

ASIAN 351 Indian Religious Worlds (also RELST 351) @ (IV) (CA)

Fall. 4 credits. Not offered 2004–2005.
D. Gold.]

ASIAN 354 Indian Buddhism (also RELST 354) @ # (IV) (HA)

Fall. 4 credits. D. Boucher.
This course surveys Buddhism in South Asia from its origins in northeast India to its migrations throughout the Indian subcontinent, including the Mahayana and Vajrayana traditions. We also explore the way two very different forms of Indian Buddhism became entrenched in the adjacent regions of Sri Lanka and Nepal.

ASIAN 355 Japanese Religions (also RELST 355) @ (IV) (CA)

Spring. 4 credits. Not offered 2004–2005.
J. M. Law.]

ASIAN 356 Theravada Buddhism (also RELST 363) @ (IV) (CA)

Fall. 4 credits. Not offered 2004–2005.
A. Blackburn.]

ASIAN 357 Chinese Religions (also RELST 357) @ # (IV) (CA)

Fall. 4 credits. Not offered 2004–2005.
D. Boucher.]

ASIAN 359 Japanese Buddhism: Texts in Context (also RELST 359) @ # (IV) (HA)

Spring. 4 credits. Not offered 2004–2005.
J. M. Law.]

ASIAN 373 Twentieth-Century Chinese Literature @ (IV) (LA)

Fall. 4 credits. Not offered 2004–2005.
E. Gunn.]

ASIAN 374 Chinese Narrative Literature (also COM L 376) @ # (IV) (LA)

Spring. 4 credits. E. Gunn, D. X. Warner.
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 379 Southeast Asian Literature in Translation

Fall. 4 credits. L. Paterson.

[ASIAN 380 Vietnamese Literature in Translation @ # (IV) (LA)]

Fall. 4 credits. Not offered 2004-2005. K. Taylor.]

[ASIAN 381 Introduction to the Arts of Japan (also ART H 384) # @ (IV) (LA)]

Fall. 4 credits. Not offered 2004-2005. A. Pan.

For description, see ART H 384.]

ASIAN 383 Introduction to the Arts of China (also ART H 380 and ARKEO 380) @ # (IV) (LA)

Fall. 4 credits. A. Pan.

For description, see ART H 380.

[ASIAN 384 Representation and Meaning in Chinese Painting (also ART H 385) @ # (IV) (CA)]

Spring. 4 credits. Not offered 2004-2005. A. Pan.

For description, see ART H 385.]

[ASIAN 385 History of Vietnam (also HIST 388/688) @ # (IV) (HA)]

Spring. 4 credits. Not offered 2004-2005. Next offered spring 2006. K. Taylor.]

ASIAN 386 Literature and Film of South Asia (also COM L 386)

Fall. 4 credits. A. Banerjee.

For description, see COM L 386.

[ASIAN 388 Theorizing Gender and Race in Asian Histories and Literatures (also ASIAN 688 and COM L 398/698) @ (IV) (CA)]

Fall. 4 credits. Not offered 2004-2005. N. Sakai.]

[ASIAN 390 The Sanskrit Epics (also CLASS 390) @ # (IV) (LA)]

Spring. 4 credits. Not offered 2004-2005. C. Minkowski.]

ASIAN 392 Divination Sciences in Antiquity (also CLASS 392 and NES 392) @ # (IV) (HA)

Fall. 4 credits. C. Minkowski.

An historical survey of the divinatory systems in Greek, Sanskrit, and Arabic, with special focus on celestial divination and astrology. Some attention is paid to early knowledge systems—Egyptian, Babylonian, Indian, and Chinese—and to the later career of divination in medieval Europe and Asia. Topics include the relevance of early cosmologies to the practice of divination; philosophical and theological arguments for and against divination; the theory and practice of universal, genethliac, and catarchic astrology; the social worlds of astrologers and their clients; and the study of divination as a problem in the history and philosophy of science.

ASIAN 394 The House and the World: Architecture of Asia (also ART H 395) @ # (IV) (HA)

Spring. 4 credits. K. McGowan.

For description, see ART H 395.

[ASIAN 395 Classical Indian Philosophical Systems (also CLASS 395 and RELST 395) @ # (IV) (KCM)]

Spring. 4 credits. Prerequisite: some background in philosophy or in classical culture. Not offered 2004-2005.

C. Minkowski.]

ASIAN 396 Southeast Asian History from the Eighteenth Century (also HIST 396) @ (III) (HA)

Spring. 4 credits. T. Loos.
For description, see HIST 396.

ASIAN 397 Premodern Southeast Asia (also HIST 395)

Fall. 4 credits. E. Tagliacozzo.
For description, see HIST 395.

ASIAN 409 Archipelago: The Worlds of Indonesia (also HIST 410)

Spring. 4 credits. E. Tagliacozzo.
For description, see HIST 410.

[ASIAN 410 Chinese Film (also VISST 410) @ (IV) (LA)]

Spring. 4 credits. Not offered 2004-2005. E. Gunn.]

[ASIAN 411 History of the Japanese Language (also LING 411 and JAPAN 410) @ # (III) (HA)]

Fall. 4 credits. Not offered 2004-2005. J. Whitman.

For description, see LING 411.]

[ASIAN 412 Linguistic Structure of Japanese (also LING 412) (III) (KCM)]

Spring. 4 credits. Not offered 2004-2005. J. Whitman.

For description, see LING 412.]

ASIAN 413 Religion and Politics in Southeast Asia (also ANTHR 413) @ (III) (CA)

Spring. 4 credits. A. Willford.
For description, see ANTHR 413.

ASIAN 414 Second Language Acquisition I (also LING 414) (III) (KCM)

Fall. 4 credits. Y. Shirai.
For description, see LING 414.

[ASIAN 415 Virtual Orientalisms (also S HUM 415 and COM L 418)]

Spring. 4 credits. Enrollment limited to 25 students. Not offered 2004-2005. B. de Bary.]

ASIAN 416 Gender and Sexuality in Southeast Asian History (also HIST 416 and FGSS 416) @ (III) (CA)

Spring. 4 credits. T. Loos.
For description, see HIST 416.

ASIAN 417 Second Language Acquisition II (also LING 415) (III) (KCM)

Spring. 4 credits. Y. Shirai.
For description, see LING 415.

ASIAN 419 The Classical in Colonial Asia (also S HUM 410)

Fall. 4 credits. Limited to fifteen students. A. Blackburn.

For description, see S HUM 410.

[ASIAN 421 Religious Reflections on the Human Body (also RELST 422) (IV) (KCM)]

Spring. 4 credits. Prerequisites: one course in Religious Studies or permission of instructor. Not offered 2004-2005. J. M. Law.]

[ASIAN 425 Theories of Civilization (also HIST 494) @ # (III or IV) (HA)]

Spring. 4 credits. Not offered 2004-2005. K. Taylor.]

[ASIAN 430 Structure of Korean (also LING 430 and KOREA 430) (III) (KCM)]

Spring. 4 credits. Not offered 2004-2005. J. Whitman.

For description, see LING 430.]

ASIAN 436 Topics in Indian Film

Spring. 4 credits. No knowledge of an Indian language is needed. D. Gold.
The course treats various aspects of Indian film, with focal topics to vary from year to year. These topics include religion in Indian film, Indian art films, and the golden age of Indian film. All topics are discussed in relation to the conventions of mainstream Bollywood cinema and their social and cultural significances. Attendance at weekly screenings is required.

[ASIAN 438 Monks, Texts, and Relics: Transnational Buddhism in Asia (also ASIAN 638 and RELST 438) (IV) (CA)]

Spring. 4 credits. Prerequisites: one previous 300-level or above course in ASIAN or RELST or permission of the instructor. Not offered 2004-2005. A. Blackburn.]

ASIAN 439 Japanese Politics (also GOVT 439) @ (III) (SBA)

Fall. 4 credits. R. Weiner.
For description, see GOVT 439.

ASIAN 441 Mahayana Buddhism (also RELST 441) @ # (IV) (CA)

Spring. 4 credits. D. Boucher.
This course explores the origins and early developments of a movement in Indian Buddhism known as the Mahayana, focusing on a small slice of this movement's voluminous literature. Topics of discussion include the career of the bodhisattva, the lay/monk distinction, attitudes of Mahayanists towards women and other Buddhists, and the development of Buddhist utopias and transcendent Buddhas.

[ASIAN 445 Japanese Imperialism in East Asia @ (IV) (HA)]

Fall. 4 credits. Prerequisite: at least one previous course on modern East Asia. Limited to 15 students. Not offered 2004-2005. M. Shin.]

[ASIAN 449 History and Methods of the Academic Study of Religion (also RELST 449) # (III) (KCM)]

Spring. 4 credits. Prerequisite: 1 course satisfying the religious studies major. Not offered 2004-2005. Next offered 2005-2006. J. M. Law.]

[ASIAN 450 Crime and Diaspora in Southeast Asian History (also HIST 451) @ # (III)]

Fall. 4 credits. Not offered 2004-2005. E. Tagliacozzo.

For description, see HIST 451.]

ASIAN 460 Indian Meditation Texts (also RELST 460) @ # (IV) (KCM)

Fall. 4 credits. D. Gold.
This course draws on approaches from literary criticism, anthropology, and religious studies to explore texts that record religious experience. Readings are drawn from classical meditation manuals of Hinduism and Buddhism and later yogic and devotional texts. No knowledge of Indian languages is required.

[ASIAN 462 Religion, Colonialism, and Nationalism in South and Southeast Asia (also ASIAN 662 and RELST 462) (IV) (CA)

Spring. 4 credits. Prerequisites: one previous course in ASIAN, RELST, HIST, ANTHR at 300 level or above or permission of instructor. Not offered 2004–2005. A. Blackburn.]

[ASIAN 476 Senior Seminar: Comparative Colonial Law and Society (also HIST 476 and FGSS 476) @ (III)]

Fall. 4 credits. Letter grade only. Limited to 15 students. Not offered 2004–2005.

T. Loos.

For description, see HIST 476.]

[ASIAN 479 Art of the T'ang Dynasty (also ART H 481) # @ (IV)]

Spring. 4 credits. Not offered 2004–2005.

A. Pan.

For description, see ART H 481.]

ASIAN 481 Translation and Cultural Differences (also S HUM 408) @ (IV) (KCM)

Fall. 4 credits. N. Sakai.

For description, see S HUM 408.

[ASIAN 482 Seminar: Gender Adjudicated (also HIST 480) # @ (III)]

Fall. 4 credits. Not offered 2004–2005.

T. Loos.

For description, see HIST 480.]

ASIAN 483 Internationalism, Nationalism, and Modern Japanese Discursive Space @ (III) (KCM)

Spring. 3 credits. N. Sakai.

In the late nineteenth and early twentieth centuries, nation-states formed in Britain, France, Japan, Germany, and the United States sought to become imperial powers; and "internationalism" virtually collapsed. Focusing on Japanese examples, but not excluding other cases, we study modern national subjectivity with a view to the problems of ethnicity, colonialism, sexism, historical memory, post-coloniality, and academic knowledge.

[ASIAN 486 Ritual and Performance in Japanese Religions (also RELST 486) (IV) (CA)]

Spring. 4 credits. Class size limited to 12. Prerequisites: instructor consent for undergraduates. Ability to read Japanese is not required, but there are optional readings in Japanese. Graduate students may sign up for this as a graduate-level course. Not offered 2004–2005. J. M. Law.]

ASIAN 487 Vedanta Among the Shastras

Spring. 4 credits. Intended primarily for seniors/majors and graduate students. Background required. Admission by permission of the instructor. C. Minkowski.

Seminar on the doctrinal, institutional, and social history of Vedanta. Emphasis on the constitution of Advaita Vedanta as a "knowledge system" in relation to other Sanskrit knowledge systems or shastras, especially Mimamsa, Nyaya, Samkhya, and Vyakarana. Topics include Vedanta's main textual modes and practices; its recognized foundations (Upanishads, Brahmasutras) and unacknowledged influences (Yogachara, Shabdadvaita); its leaders, outliers, and rivals; and the affiliations of Vedantins with various ritual schools, philosophical positions, and social movements.

ASIAN 491 Art and Collecting: East and West (also ART H 490) @ # (IV) (CA)

Fall. 4 credits. K. McGowan.

For description, see ART H 490.

ASIAN 492 Undergraduate Seminar in Medieval Chinese History (also HIST 492) # @ (III) (HA)

Fall. 4 credits. Prerequisites: ASIAN 293/HIST 293, HIST 360, or permission of instructor. C. Peterson.

For description, see HIST 492.

ASIAN 493 Problems in Modern Chinese History (also HIST 493/693) @ (III) (HA)

Fall. 4 credits. Prerequisite: permission of instructor. S. Cochran.

For description, see HIST 493.

ASIAN 496 Tokugawa Literature and Thought @ # (IV) (HA)

Spring. 4 credits. N. Sakai.

An introduction (in English translation) to literary, theatrical, and intellectual works of the Tokugawa period (1600–1868). We examine the characteristics of the literary and theatrical works of the Tokugawa Japan and read the philosophical and philological works on the classics by writers such as Ogyu Sorai and Motoori Norinaga to discuss the issues of literary modernity.

ASIAN 499 Problems in Modern Chinese History (also HIST 499/694) @ (III) (HA)

Spring. 4 credits. Prerequisite: permission of instructor. S. Cochran.

For description, see HIST 499.

ASIAN 507 The Occidental Tourist (also HIST 207/507 and ASIAN 206) @ (III)

Fall. 4 credits. T. Loos.

For description, see HIST 207.

ASIAN 580 Problems in Asian Art: Body, Memory, and Architecture (also ART H 580)

Spring. 4 credits. K. McGowan.

For description, see ART H 580.

Asia—Graduate Seminars

For complete descriptions of courses numbered 600 or above, consult the director of graduate studies.

[ASIAN 601 Southeast Asia Area Seminar: Thailand (also HIST 487/687)]

Fall. 4 credits. Not offered 2004–2005.

Staff.]

[ASIAN 602 Southeast Asia Seminar]

Spring. 4 credits. Not offered 2004–2005.

Staff.]

ASIAN 603 Southeast Asia Topical Seminar: Sociology of Natural Resources and Development (also D SOC 607)

Fall. 4 credits. P. Gellert.

For description, see R SOC 607.

[ASIAN 604 Southeast Asia Topical Seminar]

Spring. 3–4 credits. Not offered 2004–2005.

T. Chaloeitirana.]

[ASIAN 605–606 Master of Arts Seminar in Asian Studies]

605, fall; 606, spring. 2–4 credits. Not offered 2004–2005. Staff.]

[ASIAN 610 SLA and the Asian Languages (also LING 609)]

Fall. 4 credits. Not offered 2004–2005.

Y. Shirai.

For description, see LING 609.]

ASIAN 612 Japanese Bibliography and Methodology

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

ASIAN 613 Southeast Asian Bibliography and Methodology

Fall. 1 credit. Prerequisite: permission of instructor. Staff.

This course is designed to instruct students in methods of identifying and locating resources for the study of Southeast Asia. Emphasis is on the practical aspects of using various types of bibliographical tools to identify both primary and secondary sources in Southeast Asian and Western languages. Electronic databases and online services as well as traditional printed resources are covered. Relevant arcana of library science is explained as necessary. Required of honors students and Master of Arts candidates. No foreign language competence is required but a reading knowledge of at least one Southeast Asian language or other Asian language (especially Chinese or Japanese) and a major European language (especially French, Spanish, or Dutch) is highly desirable.

ASIAN 618 Gender and Sexuality in Southeast Asian History (also ASIAN 416 and HIST 416/616)

Spring. 4 credits. For graduate students.

T. Loos.

For description, see HIST 416.

[ASIAN 626 The Eighteenth Century and the Emergence of Literary Modernity]

Spring. 4 credits. Not offered 2004–2005.

N. Sakai.]

[ASIAN 638 Monks, Texts, and Relics: Transnational Buddhism in Asia (also RELST 438)]

Spring. 4 credits. Prerequisites: one previous 300-level or above course in ASIAN or RELST or permission of the instructor. Not offered 2004–2005.

A. Blackburn.]

[ASIAN 648 Peddlers, Pirates, and Prostitutes: Subaltern Histories of Southeast Asia, 1800–1900 (also HIST 249/648)]

Spring. 4 credits. Not offered 2004–2005.

E. Tagliacozzo.

For description, see HIST 648.]

[ASIAN 650 Seminar in Asian Religions]

Fall. 4 credits. Graduate students only. Limited to 10 students. Reading knowledge of modern Japanese desirable. Not offered 2004–2005. J. M. Law.]

[ASIAN 651 Crime and Diaspora in Southeast Asian History (also HIST 451/650)]

Fall. 4 credits. Not offered 2004–2005.

E. Tagliacozzo.

For description, see HIST 650.]

ASIAN 654 Indian Buddhism (also ASIAN 354, RELST 354/654)

Fall. 4 credits. Graduate students attend ASIAN 354 and arrange additional meetings with instructor. D. Boucher.

For description, see ASIAN 354.

[ASIAN 662 Religion, Colonialism, and Nationalism in South and Southeast Asia (also RELST 462)]

Spring. 4 credits. Prerequisites: one previous course in ASIAN, RELST, HIST, ANTHR at 300 level or above or permission of instructor. Not offered 2004-2005.
A. Blackburn.]

ASIAN 671 Paleoanthropology of South Asia (also BIOEE 671 and ANTHR 671)

Fall. 3 credits. Limited to fifteen students. Lec, M 2:30-3:20; Sem, W 7:30-9:30 P.M.
K. A. R. Kennedy.

For description, see BIOEE 671.

[ASIAN 676 Southeast Asia Reading Seminar: Thai Political Novel]

Fall. 4 credits. Not offered 2004-2005.
T. Chaloeitirana.]

[ASIAN 684 Southeast Asia in the World System: Capitalism and Incorporation, 1500-Present (also HIST 284/684)]

Fall. 4 credits. Not offered 2004-2005.
E. Tagliacozzo.

For description, see HIST 684.]

[ASIAN 685 History of Vietnam (also HIST 388/688)]

Spring. 4 credits. Not offered 2004-2005.
Next offered spring 2006. K. Taylor.]

[ASIAN 688 Theorizing Gender and Race in Asian Histories and Literature]

Fall. 4 credits. Students enrolling in ASIAN 688 must have a reading knowledge of Japanese. Not offered 2004-2005. N. Sakai.

For description, see ASIAN 388.]

ASIAN 693 Problems in Modern Chinese History (also HIST 493/693)

Fall. 4 credits. S. Cochran.

For description, see HIST 493.

ASIAN 694 Problems in Modern Chinese History (also HIST 499/694)

Spring. 4 credits. S. Cochran.

For description, see HIST 499.

ASIAN 696 Modern Southeast Asia: Graduate Proseminar (also HIST 396/696)

Spring. 4 credits. T. Loos.

For description, see HIST 396.

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. 1-4 credits. Staff.

[ASIAN 705 Crosslinguistic Topics—Language Acquisition (also LING 700.2)]

Fall. 4 credits. Not offered 2004-2005.
Y. Shirai.

For description, see LING 700.2.]

ASIAN 899 Master's Thesis Research

Fall, spring. 2-4 credits. Staff.

ASIAN 999 Doctoral Dissertation Research

Fall, spring. 2-4 credits. Staff.

Honors 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. 1-4 credits.

Prerequisite: permission of instructor. Open to majors and other qualified students.

Intensive reading under the direction of a member of the staff.

Bengali**BENGL 121-122 Elementary Bengali**

121, fall; 122, spring. 4 credits each term.

BENGL 122 provides language qualification. Prerequisite: for BENGL 122, BENGL 121 or examination. D. Mookerjee-Leonard.

The emphasis is on basic grammar, speaking, and comprehension skills; Bengali script is also introduced.

BENGL 201-202 Intermediate Reading and Conversation

201, fall; 202, spring. 4 credits each term.

BENGL 201@ provides language proficiency and satisfies Option 1. Prerequisites: for BENGL 201, BENGL 122 or examination; for BENGL 202, BENGL 201 or examination. D. Mookerjee-Leonard.

Building on skills mastered at the elementary level and continuing grammar instruction, this course is designed to advance students' oral competence and enhance comprehension skills through reading and listening. Its aim is to enable students to interact productively when immersed in the environment and/or to carry out research in primary material in the language.

BENGL 203-204 Intermediate Bengali Composition and Conversation

203, fall; 204, spring. 2 credits each term.

BENGL 204@ provides language proficiency and satisfies Option 1. Prerequisites: for BENGL 203, BENGL 122 or examination;

for BENGL 204, BENGL 203 or examination. D. Mookerjee-Leonard.

This course complements the verbal skills developed in BENGL 201-202, Intermediate Reading and Conversation, by improving writing skills.

BENGL 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor.
D. Mookerjee-Leonard.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

BENGL 303-304 Bengali Literature I, II

303, fall; 304, spring. 4 credits each term. Prerequisites: BENGL 203-204 or equivalent. D. Mookerjee-Leonard.

Course designed in consultation with students to address their specific needs. Through reading literary texts organized around social

and cultural theme-clusters, the course aims to refine the students' breadth of understanding and develop literary/critical skills.

Burmese

Note: Contact S. Tun in Morrill Hall 405 before classes begin for placement or other testing and organizational information.

BURM 103-104 Burmese Conversation Practice

103, fall; 104, spring. 2 credits each term.

Prerequisites: for BURM 104, BURM 103 and BURM 121. May not be taken alone. Must be taken simultaneously with BURM 121-122. Satisfactory completion of BURM 104/122 fulfills the qualification portion of the language requirement. S. Tun.

Additional drills, practice, and extension of materials covered in BURM 121 and 122. These courses are designed to be attended simultaneously with BURM 121-122 respectively, allowing students to obtain qualification within a year.

BURM 121-122 Elementary Burmese

121, fall; 122, spring. 4 credits each term.

BURM 122 provides language qualification.

BURM 121 is prerequisite for BURM 122. May be taken alone or simultaneously with BURM 103-104. Satisfactory completion of BURM 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. *Provides language qualification.*

Prerequisite: BURM 122. Satisfactory completion of BURM 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.

BURM 201 provides language proficiency and satisfies Option 1. Prerequisites: for BURM 201, BURM 123; for BURM 202, BURM 201. S. Tun.

Continuing instruction in Burmese, with emphasis on consolidating and extending conversational skills, and on extending reading ability.

BURM 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor.
S. Tun.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

BURM 301-302 Advanced Burmese

301, fall or spring; 302, fall or spring. 3 credits each term.

Prerequisites: for BURM 301, BURM 202 or permission of instructor; for BURM 302, BURM 301. S. Tun.

Continuing instruction on conversational and literary skills, but with special emphasis on reading. Students encounter various genres and styles of written Burmese. Readings include articles on current events, and either several short stories or a novel. Focus is on developing reading skills, particularly on vocabulary development, consolidating and expanding grammar, and appreciating stylistic and cultural differences.

BURM 303-304 Advanced Burmese II

303, fall or spring; 304, fall or spring. 3 credits each term. Prerequisite: for BURM 303, BURM 202 or permission of instructor; for BURM 304, BURM 303. S. Tun.

This is a course for students who have good conversational ability in Burmese and some familiarity with Burmese culture, but who need to strengthen reading skills and further enrich their vocabulary. Students, in consultation with the instructor, are able to select reading materials. There is also an opportunity for those who need it, to strengthen listening skills, through the study of current films, TV, and radio programs in Burmese.

BURM 401-402 Directed Individual Study

401, fall; 402, spring. 2-4 credits variable each term. Prerequisite: permission of instructor. S. Tun.

This course is designed to accommodate the needs of advanced or specialized students, and faculty interests. Topics of reading and discussion are selected on the basis of student need.

Cambodian

See Khmer.

Chinese

Note: Testing for placement, except for those with near-native abilities (particularly those schooled in a Chinese setting up until the age of about 12), takes place in registration week, before classes begin. Time and place will be posted on the web at <http://Lrc.cornell.edu/asian/programs/placement> and the bulletin board outside Rockefeller 350. Students with some Chinese schooling who want to obtain 3 or 6 credits for their proficiency will be tested at the beginning of the second week of classes. Again, the time and place will be announced.

CHIN 101-102 Elementary Standard Chinese (Mandarin)

101, fall; 102, spring. 6 credits each term. Prerequisite: for CHIN 102, CHIN 101, or equivalent. Letter grades assigned unless student receives exceptional permission from the course coordinator for S-U. You must enroll in lecture and 1 section. Since each section is limited to 10-12 students, students missing the first 2 class meetings without a university excuse are dropped so others may register. No student will be added after the second week of classes. Satisfactory completion of CHIN 102 fulfills the qualification portion of the language requirement. S. Hoare and staff.

A course for beginners only, providing 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 enroll in CHIN 215.

CHIN 109-110 Beginning Reading and Writing (Standard Chinese)

109, fall; 110, spring. 4 credits each term. *CHIN 110 provides language qualification.* Prerequisites: must have permission of instructor to enroll. Students who complete CHIN 110 normally continue with CHIN 209 and 210. Because of high demand

for this course, students missing the first 2 meetings without a university excuse are dropped so others may register. F. Lee Mehta.

This course is intended primarily for students who speak some Chinese (e.g., at home), but who have had little or no formal training. The focus is on characters, reading comprehension, basic composition, standard grammar, and reading aloud with standard Chinese (Mandarin) pronunciation.

CHIN 111-112 Elementary Cantonese

111, fall; 112, spring. 4 credits each term. Prerequisite: For CHIN 111, must have permission of instructor. For CHIN 112, completion of CHIN 111, or equivalent. Students with Mandarin background should enroll in CHIN 112. *CHIN 112 provides language qualification.* H. Huang.

CHIN 111 is a course for beginners with no or very limited Chinese/Cantonese language background from heritage or previous formal training. CHIN 111/112 gives comprehensive training in oral/aural reading/writing in Cantonese spoken and used in Canton and Hong Kong. CHIN 111 focuses more on oral- and aural-skills training than on reading and writing Cantonese characters. CHIN 112 covers more training on reading and writing Cantonese characters than does CHIN 111.

CHIN 201-202 Intermediate Standard Chinese (Mandarin) @

201, fall or summer; 202, spring or summer. 4 credits each term. *CHIN 201 provides language proficiency and satisfies Option 1.* Prerequisites: for CHIN 201, CHIN 102 with a grade of C+ or above or equivalent; for CHIN 202, CHIN 201 or equivalent. Q. Teng and staff.

Continuing instruction in written and spoken Chinese with particular emphasis on consolidating basic conversational skills and improving reading confidence and ability.

CHIN 209-210 Intermediate Reading and Writing @

209, fall; 210, spring. 4 credits each term. *CHIN 209 provides language proficiency and satisfies Option 1.* Prerequisites: for CHIN 209, CHIN 110 or equivalent; CHIN 210, CHIN 209. After completing 210, students may take only 400-level courses in Chinese. Staff.

Continuing focus on reading and writing for students with spoken background in standard Chinese; introduction of personal letter writing and other types of composition.

CHIN 211-212 Intermediate Cantonese @

211, fall; 212, spring. 4 credits each term. *CHIN 211 provides language proficiency and satisfies Option 1.* Prerequisites: for 211, permission of instructor and completion of CHIN 112 or students who have elementary conversational skills in Cantonese from heritage but have very limited formal training in Cantonese character reading and writing. For 212, CHIN 211 or equivalent. H. Huang.

A course that gives comprehensive training in oral and written Cantonese at a higher level than CHIN 111-112. Oral training covers conversational Cantonese expression on daily life topics. Written training includes reading aloud and writing Cantonese characters as well as simple composition writing skills in Chinese characters.

CHIN 213-214 Intermediate Reading and Writing for Cantonese Speakers @

213, fall; 214, spring. 4 credits each term. *CHIN 213@ provides language proficiency and satisfies Option 1.* Prerequisite for 213: Cantonese speakers who have no major problems in oral communication in Cantonese and have very basic ability in reading and writing Chinese characters. Prerequisite for 214: 213 or equivalent. H. Huang.

A course intended primarily for students who are Cantonese speakers from heritage or previous formal training and who have very basic ability in Chinese character reading and writing. The training focuses on reading and writing Cantonese characters as well as composition/essay writing in Cantonese characters. Students also learn some basic knowledge of Cantonese oral and written translation vs. English or Mandarin.

CHIN 215 Mandarin for Cantonese Speakers @

Fall. 4 credits. Prerequisite: advanced Cantonese with a native-like reading and writing ability. Limited to 15 students. *Provides language proficiency and satisfies Option 1.* Staff.

Works on standard Chinese pronunciation and differences in vocabulary and grammar between Cantonese and Mandarin.

CHIN 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. Staff. Taught on a specialized basis to address particular student needs. Times arranged with instructor.

CHIN 301-302 High Intermediate Chinese @

301, fall; 302, spring. 4 credits each term. *Satisfies Option 1.* Prerequisites: for CHIN 301, CHIN 202 or equivalent; for CHIN 302, CHIN 301. F. Lee-Mehta.

Continuing instruction in spoken Chinese and in various genres and styles of written Chinese.

CHIN 304 Advanced Mandarin Conversation

Spring. 1 credit. Prerequisite: CHIN 202, CHIN 215, CHIN 301, or permission of instructor. Limited to 10 students. Staff.

Offers a wonderful speaking and listening opportunity to students who wish to maintain/increase their language proficiency by engaging in guided discussions of various topics.

CHIN 411-412 Advanced Chinese: Fiction, Reportage, Current Events @

411, fall; 412, spring. 4 credits each term. Prerequisites: for CHIN 411, CHIN 302 or equivalent; for CHIN 412, CHIN 411 and permission of instructor required. Q. Teng. Reading, discussion, and composition at advanced levels.

CHIN 425 Special Topics

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

Chinese FALCON (Full-year Asian Language CONcentration)

For full information, brochures, etc., see the FALCON Program Coordinator in 388 Rockefeller Hall or e-mail: falcon@cornell.edu or <http://Lrc.cornell.edu/falcon>

CHIN 160 Introductory Intensive Mandarin

Summer only. 8 credits. *Provides language qualification.* S. Hoare and staff.
Introduction to spoken and written Mandarin. Lectures on linguistic and cultural matters, intensive practice with native speakers, and laboratory work. Students who complete this course with a grade of at least B are normally eligible to enroll in CHIN 201.

CHIN 161-162 Intensive Mandarin @

161, fall; 162, spring. 16 credits each term. *CHIN 161 provides language proficiency and satisfies Option 1.* Prerequisites: for CHIN 161, CHIN 160 or equivalent or permission of instructor; for CHIN 162, CHIN 161 or placement by FALCON staff prior to beginning of spring term. Students must apply formally to the program; application open to all Cornell students and students from other institutions. S. Hoare and staff.

Work on spoken and written Chinese from an intermediate level to an advanced level. This is a full-time program and full academic load; the demands of the program do not normally permit students to take other courses simultaneously. With a sequence of 160, 161, and 162, in only one calendar year a student can complete as much Chinese as would be gained in three or more years of regular study at most academic institutions. This course sequence also serves to fulfill the language requirement for the MA in Asian Studies and the joint MBA/MA in Asian Studies. CHIN 162 is scheduled to be held in Beijing, People's Republic of China. For more information and application forms, please contact the FALCON Program office.

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

213, fall; 214, spring. 3 credits each term. *CHLIT 213 provides language proficiency and satisfies Option 1.* Prerequisite: qualification in Chinese or permission of instructor. May be taken concurrently with CHIN 101-102, 201-202, 301-302. Staff.

This is a two-part introductory course. Students will learn the fundamental grammar and vocabulary of classical Chinese by analyzing and translating short passages. The course is open to students who have studied at least two years of any language that employs the Chinese writing system (e.g., Mandarin, Cantonese, Japanese).

[CHLIT 300 Reading from the Early Masters @ # (HA)

Fall. 4 credits. Prerequisites: CHLIT 213-214 or permission of instructor. Not offered 2004-2005. R. McNeal.]

[CHLIT 307 Readings in Classical Chinese Literature @ # (IV) (LA)

Spring. 4 credits. Prerequisite: CHLIT 214 or permission of instructor. Not offered 2004-2005. D. X. Warner.]

CHLIT 421-422 Directed Study

Fall or spring. 2-4 credits each term. Prerequisite: permission of instructor. Staff. Students choose a faculty member to oversee this independent study. The student and the faculty member work together to develop course content.

CHLIT 423 Readings in Chinese History @

Spring. 4 credits. *Satisfies Option 1.* Staff.

CHLIT 435 Chinese Buddhist Texts @ # (IV)

Fall. 4 credits. Prerequisite: 1 year of classical Chinese or permission of instructor. D. Boucher.
This seminar is designed to introduce students to the idiom of Buddhist Chinese. The aim is to gain a grasp of the vocabulary and syntax that came to characterize literary Buddhism in China. This course is open to students in any area of East Asia with an interest in developing skills in Buddhist texts.

[CHLIT 497 Disjunctive: Text and Exegesis @ # (IV) (LA)

Spring. 4 credits. Prerequisite: permission of instructor. Students should have completed the equivalent of CHLIT 214 and any CHLIT course at the 300 level. Not offered 2004-2005. R. McNeal.]

CHLIT 603 Seminar in Chinese Fiction and Drama

Fall. 4 credits. Prerequisite: permission of instructor. E. Gunn.
As a seminar, the course engages students in contemporary fiction and drama and published criticism of them to build the students' scholarly and critical abilities. Texts are in Chinese, with some criticism published in English.

[CHLIT 605 Seminar in Chinese Fiction and Drama

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2004-2005. Staff.]

[CHLIT 610 Chinese Cultural Criticism

Spring. 4 credits. Not offered 2004-2005. E. Gunn.]

[CHLIT 615 Seminar: Ideas and Literature of Medieval China

Spring. 4 credits. Not offered 2004-2005. D. X. Warner.]

[CHLIT 618 Seminar on Ancient China

Fall. 4 credits. Also fulfills Humanities requirement. Prerequisite: CHLIT 213-214 or permission of instructor. Not offered 2004-2005. R. McNeal.]

CHLIT 621-622 Advanced Directed Reading: Chinese Historical Syntax

621, fall; 622, spring. 2-4 credits.
Prerequisite: permission of instructor. Staff. Students choose a faculty member to oversee this independent study. The student and the faculty member work together to develop class readings.

[CHLIT 697 Disjunctive: Text and Exegesis

Spring. 4 credits. Prerequisite: permission of instructor. Students should have completed the equivalent of CHLIT 214 and any CHLIT course at the 300 level. Not offered 2004-2005. R. McNeal.]

Hindi**HINDI 101-102 Elementary Hindi-Urdu**

101, fall; 102, spring. 6 credits each term. *HINDI 102 provides language qualification.* Prerequisite: for HINDI 102, HINDI 101 or equivalent. A. Fatihi.
This course sequence is meant for those students who have had very little or no exposure to Hindi-Urdu. It is designed to enable such students to read, write, and

converse in the language with confidence and enjoyment. Hindi and Urdu are sister languages and share an identical grammar and elementary vocabulary. The language presented in the course is colloquial. The Hindi script is taught first and the Urdu script is taught as an additional course in the spring semester. Students who have some experience of Hindi-Urdu or a closely related language are suited for HINDI 109-110 and should check with the instructor.

HINDI 109-110 Accelerated Elementary Hindi-Urdu

109, fall; 110, spring. 3 credits each term. *HINDI 110 provides language qualification.* Prerequisite for HINDI 110: HINDI 109 or equivalent. A. Fatihi.
An entry-level sequence for students with some prior exposure to Hindi-Urdu or a closely related language. This course sequence provides 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 HINDI 110, constitutes a level of performance equal to that of the 101-102 sequence, and is thus 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. *HINDI 201 provides language proficiency and satisfies Option 1.* Prerequisites: for HINDI 201, HINDI 102; for HINDI 202, HINDI 201 or permission of instructor. A. Fatihi.

[HINDI 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term. *HINDI 203 provides language proficiency and satisfies Option 1.* Prerequisites: for HINDI 203, HINDI 102; for HINDI 204, HINDI 203 or permission of instructor. Not offered 2004-2005. A. Fatihi.]

HINDI 300 Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor. A. Fatihi.
Taught on a specialized basis to address particular student needs. Times arranged with instructor.

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. A. Fatihi.
Selected readings in modern Hindi literature.

Indonesian

For students who have completed INDO 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 the Southeast Asia Program (180 Uris Hall, 255-2378).

INDO 121-122 Elementary Indonesian
121, fall; 122, spring. 4 credits each term.
Prerequisite: for INDO 122, INDO 121.
T. Savella 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. *Provides language qualification.* Prerequisite: INDO 122 or equivalent. T. Savella 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. *INDO 203 provides language proficiency and satisfies Option 1.* Prerequisites: for INDO 203, INDO 123; for INDO 204, INDO 203 or permission of instructor. Not offered 2004-2005. T. Savella and staff.]

INDO 205-206 Intermediate Indonesian @
205, fall; 206, spring. 3 credits each term. *INDO 205 provides language proficiency and satisfies Option 1.* Prerequisites: for INDO 205, INDO 123 or equivalent; for INDO 206: INDO 205 or equivalent. T. Savella and staff.

This course develops all four skills: reading, writing, speaking, and comprehension.

[INDO 300 Directed Studies

Fall or spring. 1-4 credits variable.
Prerequisite: permission of instructor.
Times arranged with instructor. Not offered 2004-2005. T. Savella and staff.]

INDO 305-306 Directed Individual Study
305, fall; 306, spring. 2-4 credits.
Prerequisites: INDO 301-302 and 303-304 or equivalent knowledge of Indonesian or Malay. T. Savella and staff.

A practical language course on an advanced level in which the students 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.

Japanese

JAPAN 101-102 Elementary Japanese
101, fall; 102, spring. 6 credits each term. *JAPAN 102 provides language qualification.* Prerequisite for JAPAN 102: JAPAN 101 or placement by the instructor during registration period. Intended for beginners or for those who have been placed in the course by examination. You must enroll in lecture and 1 section.
R. Sukle, Y. Nakanishi, and staff.

A thorough grounding in all four language skills—speaking, hearing, reading, writing—at the beginning level, but with a special emphasis on oral communication and actual use of the language in social context. Homework for the course is largely work on the skill aspects of language through practice on the Internet, with CDs, or with tapes. The lecture provides explanation, analysis, and cultural background necessary for successful interaction with Japanese people. The sections are conducted entirely in Japanese. Materials

covered are not the same as for JAPAN 141-142.

JAPAN 141-142 Beginning Japanese at a Moderate Pace

141, fall; 142, spring. 4 credits each term.
Prerequisite for JAPAN 142: JAPAN 141 or placement by instructor during registration period. Y. Kawasaki and staff.

Beginning-level training in listening, speaking, reading, and writing, with more emphasis on written skills than JAPAN 101-102. Classroom activities focus on oral communication skills. Homework for the course is largely written exercises. Fewer credits and fewer class contact hours than JAPAN 101-102; the course meets five hours per week (M T W R F). Materials covered are not the same materials as JAPAN 101-102.

JAPAN 201-202 Intermediate Japanese Conversation @

201, fall and summer; 202, spring and summer. 4 credits each term. *JAPAN 201 provides language proficiency and satisfies Option 1.* Prerequisites: for JAPAN 201, JAPAN 102 or placement by the instructor during registration; for JAPAN 202, JAPAN 201 and 203 or placement by the instructor during registration. You must enroll in lecture and 1 section. Students enrolled in JAPAN 201 are strongly urged to enroll concurrently in JAPAN 203.
Y. Katagiri.

This course is for students with an elementary level of Japanese to continue study of the language and acquire widely applicable oral proficiency. Sections are conducted entirely in Japanese to develop listening comprehension and speaking ability through practical situational practices. Lectures give versatile knowledge of essential structural patterns systematically, with audiovisual aids (e.g., Japanese TV) to demonstrate use in actual situations.

JAPAN 203-204 Intermediate Japanese Reading I @

203, fall; 204, spring. 2 or 3 credits each term. *JAPAN 203 provides language proficiency and satisfies Option 1.* Prerequisites: for JAPAN 203, JAPAN 102, or placement by the instructor during registration; for JAPAN 204, JAPAN 203 or placement by the instructor during registration. N. Larson.

Reading of elementary texts emphasizing practical materials, with development of writing skills.

JAPAN 241-242 Intermediate Japanese at a Moderate Pace

241, fall; 242, spring. 4 credits each term. *JAPAN 241 provides language qualification and satisfies Option 1.* *JAPAN 242@ provides language proficiency and satisfies Option 1.* Prerequisites: for JAPAN 241, JAPAN 142 or placement by instructor during registration period; for JAPAN 242, JAPAN 241 or placement by instructor.
Y. Kawasaki.

Training in listening, speaking, reading, and writing for those students who have acquired a basic beginning-level command.

JAPAN 300 Directed Studies

Fall or spring. 1-4 credits variable.
Prerequisite: permission of instructor. Staff. Taught on a specialized basis to address particular student needs. Times arranged with instructor.

JAPAN 301-302 Communicative Competence @

301, fall; 302, spring. 3 credits each term. *JAPAN 301 satisfies Option 1.* Prerequisites: for JAPAN 301, JAPAN 202 and placement by the instructor during registration; for JAPAN 302, JAPAN 301 or placement by the instructor during registration. Y. Kawasaki and staff.

This is a course for students who have learned basic Japanese grammar and oral skills and would like to use the language for natural conversation and effective oral communication. The course is intended to 1) expand vocabulary for daily life use; 2) brush up on knowledge of basic grammar for fluency; and 3) develop communicative skills for varied situations.

JAPAN 303-304 Intermediate Japanese Reading II @

303, fall; 304, spring. 4 credits each term. *JAPAN 303 satisfies Option 1.* Prerequisites: for JAPAN 303, JAPAN 202 or placement by the instructor during registration; for JAPAN 304, JAPAN 303 or placement by the instructor during registration. Staff.

Reading of selected modern texts with emphasis on expository style.

JAPAN 401-402 Oral Narration and Public Speaking

401, fall; 402, spring. 2 credits each term. Prerequisites: for JAPAN 401, JAPAN 302 or placement by the instructor during registration; for JAPAN 402, JAPAN 401 or placement by the instructor during registration. Y. Katagiri.

An advanced course to develop skills in oral delivery in formal settings. Students increase vocabulary and patterns used in public occasions, e.g., class presentations, speeches, discussions, interviews and debates. Fluency and listening comprehension are emphasized. Also for those interested in academic settings, e.g., research students or conference participants. Conducted entirely in Japanese, using Japanese audiovisual and written materials.

JAPAN 403-404 Advanced Japanese Reading @

403, fall; 404, spring. 4 credits each term. Prerequisite: JAPAN 304 or permission of instructor.

Section I: Area of Humanities. Cannot be used for distribution. Reading of selected modern texts. K. Selden.

Section II: Area of Economics and Social Science. Cannot be used for distribution. Y. Kawasaki. Reading of selected modern texts with emphasis on expository style.

[JAPAN 410 History of the Japanese Language (also LING 411 and ASIAN 411) @ # (III) (HA)

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2004-2005.
J. Whitman.]

JAPAN 421-422 Directed Readings

421, fall; 422, spring. 1-4 credits. Limited to advanced students. Prerequisite: placement by the instructor during registration. K. Selden.

Topics are selected on the basis of student needs.

Japanese FALCON (Full-year Asian Language Concentration)

Director: R. Sukle, 388 Rockefeller Hall; FALCON Program Coordinator, 388 Rockefeller Hall, 255-6457, e-mail: falcon@cornell.edu or <http://Lrc.cornell.edu/falcon>.

There are three small interactive classes per day conducted entirely in Japanese and one lecture conducted in English and Japanese. The interactive classes are conducted by experienced and highly trained teachers; the lecture is conducted by an expert in Japanese language structure. Two one-hour sessions in the language lab are required daily. Additional preparation time in the language lab of up to 3 hours is necessary in the evenings. Exposure to the language exceeds that of even students living and studying in Japan, providing over 1,800 hours of exposure throughout the full-year program. The extensive exposure and intensive work on the language allows students to develop a level of fluency, accuracy, and control of the language not achieved in any other type of academic settings. The course is designed to develop "copability" in the students by bringing them up to the level where they will be able to successfully make further progress in the language on their own even if they do not have further formal instruction. The intensive nature of the program allows graduate students to complete their language work in minimal time and undergraduates, including freshmen, to achieve levels of Japanese that are far beyond what is normally achieved in a four-year program, provided they continue their study of Japanese after FALCON.

JAPAN 160 Introductory Intensive Japanese (FALCON)

Summer only. 8 credits. *Satisfies language qualification.* R. Sukle and staff.

This is the first term of the FALCON Program. It is a full-time, intensive, nine-week course that begins at the absolute beginning level, in speaking as well as rudimentary reading and writing. Formal application must be made to the program, but admission is open to all students, not just those planning to take the full-year program. Students completing this course and planning to continue at Cornell in the fall may continue with the fall and spring terms of FALCON (JAPAN 161 and 162), or they should consult the FALCON director, Robert Sukle, at 255-0734 or rjs19@cornell.edu, about other options.

JAPAN 161-162 Intensive Japanese (FALCON) @

161, fall; 162, spring. 16 credits each term. *JAPAN 161 provides language proficiency and satisfies Option 1.* Prerequisites: for JAPAN 161, JAPAN 160, or JAPAN 102 at Cornell, or placement by FALCON staff prior to beginning of fall term; for JAPAN 162, JAPAN 161, or placement by FALCON staff prior to beginning of spring term. Students must apply formally to program (see above); application open to all Cornell students and students from other institutions. R. Sukle and staff.

Work on spoken and written Japanese from an intermediate level to an advanced level. This is a full-time program and full academic load; the demands of the program do not normally permit students to take other courses simultaneously. With a sequence of 160-161-162, in only one calendar year a student can complete as much Japanese as

would be contained in three or more years of regular study at most academic institutions. This course sequence also serves to fulfill the language requirement for the M.A. in Asian Studies and the joint M.B.A./M.A. in Asian Studies.

Literature in Japanese

JPLIT 406 Introduction to Classical Japanese @

Fall. 4 credits. *Provides language proficiency and satisfies Option 1.* Prerequisite: permission of instructor. K. Selden.

This course is an introduction to the fundamental grammar and vocabulary of classical Japanese.

JPLIT 408 Readings in Classical Japanese @

Spring. 4 credits. *Provides language proficiency and satisfies Option 1.* Prerequisite: JPLIT 406 or permission of instructor. K. Selden.

This course is intended for students who have completed the JAPAN 403/404 sequence or the equivalent. Readings of excerpts and complete brief pieces from representative premodern Japanese literature mostly with the use of standard modern annotated editions. Different selections and themes are introduced each year.

JPLIT 421-422 Directed Readings

421, fall; 422, spring. 2-4 credits. Prerequisite: for JPLIT 421, JAPAN 404 or equivalent; for JPLIT 422, JAPAN 421 or equivalent. Staff.

Students choose a faculty member to oversee this independent study. The student and the faculty member work together to develop class readings.

[JPLIT 613 Seminar in Tokugawa Culture and Thought

Spring. 2-4 credits. Prerequisite: permission of instructor. Not offered 2004-2005. N. Sakai.]

JPLIT 614 Seminar in Modern Japanese Literature: Historicizing the Postmodern (also COM L 695)

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

The course focuses on close reading of texts by theorists most closely associated with post-modern thought, as well as contemporary and later texts that criticize, contextualize, and historicize their arguments. Emphasis will be given to attempts to redefine the "political," in relation to language, in post-modern thought (especially the writings of Jacques Derrida), as well as to more recent critiques of that effort, by postcolonial critics and others. Students wishing to do a final project investigating postmodern movements from the perspective of non-English language writings, especially non-Western languages, are encouraged to do so.

[JPLIT 617 Modern Japanese Philosophy

Fall. 4 credits. Not offered 2004-2005. N. Sakai.]

[JPLIT 618 Japanese Philosophical Discourse II

Fall. 4 credits. Prerequisites: reading knowledge of Japanese. Not offered 2004-2005. N. Sakai.]

[JPLIT 624 Advanced Readings in Modern Japanese Literature

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2004-2005. B. de Bary.]

JPLIT 625 Directed Readings

Fall or spring. 4 credits. Staff. Students choose a faculty member to oversee this independent study. The student and the faculty member work together to develop class readings.

[JPLIT 700-701 Seminar: Reading of Historical Materials—Japanese Imperial Nationalism and Its Literature

700, fall; 701, spring. 4 credits. Not offered 2004-2005. N. Sakai.]

Khmer (Cambodian)

KHMER 121-122-123 Elementary Khmer

121, fall; 122, spring; 123 fall. 4 credits each term. *Completion of KHMER 123 provides language qualification.* Prerequisite: for KHMER 122, KHMER 121; for KHMER 123, KHMER 122. Staff.

A course for beginners or 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. *KHMER 201 provides language proficiency and satisfies Option 1.* Prerequisites: for KHMER 201, KHMER 102; for KHMER 202, KHMER 201. Staff.

Continuing instruction in spoken and written Khmer.

[KHMER 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term. *KHMER 203 provides language proficiency and satisfies Option 1.* Prerequisites: for KHMER 203, KHMER 102; for KHMER 204, KHMER 203. Not offered 2004-2005. Staff.]

KHMER 300 Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor. Staff. Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

KHMER 301-302 Advanced Khmer

301, 302, fall. 4 credits each term. Prerequisites: for KHMER 301, KHMER 202 or equivalent; for KHMER 302, KHMER 301. Staff.

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. Not offered 2004-2005. Staff.]

Korean

KOREA 101-102 Elementary Korean

101, fall; 102, spring. 6 credits each term. *KOREA 102 provides language qualification.* H. Diffloth and staff.

Covers basics of speaking, reading, and writing. Introduces Hangul writing system and grammar.

KOREA 109-110 Elementary Reading

109, fall; 110, spring. 3 credits each term. *KOREA 110 provides language qualification.* Prerequisite: permission of instructor. 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. *KOREA 201 provides language proficiency and satisfies Option 1.* Prerequisites: for KOREA 201, KOREA 102 or permission of instructor; for KOREA 202, KOREA 201. H. Diffloth and staff.

Covers the basics of speaking, reading, and writing at the intermediate level.

KOREA 209-210 Intermediate Reading @

209, fall; 210, spring. 4 credits each term. *KOREA 209 provides language proficiency and satisfies Option 1.* Prerequisites: for KOREA 209, KOREA 110 or permission of instructor; for KOREA 210, KOREA 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 300 Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor. H. Diffloth.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

KOREA 301-302 Advanced Korean @

301, fall; 302, spring. 4 credits each term. *KOREA 301 satisfies Option 1.* Prerequisites: for KOREA 301, KOREA 202 or placement by instructor; for KOREA 302, KOREA 301 or placement by instructor. H. Diffloth and staff.

Reading of advanced texts, including newspapers and Chinese character material, together with advanced use of the spoken language.

[KOREA 430 Structure of Korean (also LING 430 and ASIAN 430) (III) (KCM)]

Spring. 4 credits. Not offered 2004-2005. J. Whitman.
See description under LING 430.]

Literature in Korean

[KRLIT 305 Modern Korean Literature in Translation @ (IV)]

Spring. 4 credits. Prerequisite: ASIAN 218 or its equivalent. Not offered 2004-2005. M. Shin.]

KRLIT 405 Readings in Korean Literature @ (IV) (LA)

Fall. 4 credits. Prerequisite: three years of Korean language study or permission of instructor. M. Shin.
Readings of twentieth-century Korean literature in the original. Short stories and novels are selected to provide a mixture of canonical and contemporary authors. Students

also read some academic works of literary history and criticism.

KRLIT 407 Genealogy of Korean Modernity

Fall. 4 credits. Prerequisites: fluency in Korean and permission of instructors. M. Ko and M. Shin.

This course undertakes a genealogical examination of Korean modernity. The period to be covered is from the late nineteenth century to the 1930s, and the course examines newspapers, journals, and the works of major writers such as Yi Kwangsu, Kim Sowol, Han Yongun, Sin Ch'aeho, and Ch'oe Namson. This course focuses on topics including Christianity, the theory of evolution, language, pathology, sexuality, and the production of knowledge.

[KRLIT 432 Middle Korean (also LING 432) @ # (IV) (LA)]

Spring. 4 credits. Prerequisite: KOREA 301 or equivalent. Not offered 2004-2005. J. Whitman.

For description, see LING 432.]

KRLIT 615 Development of Literary Modernity in Korea

Fall. 4 credits. Prerequisite: fluency in Korean. Graduate students only.
This course examines the formation of literary modernity in Korea through a survey of the major writers of the early twentieth century. We take an intertextual approach to their novels by reading them in the context of their critical works on literary modernism. The writers to be covered may include Yi Kwangsu, Kim Tongin, Yom Sangsop, Ch'oe Sohae, Im Hwa, Pak T'aewon, and Yi Sang.

[KRLIT 617 Colonial Modernity in Korea]

Spring. 4 credits. Prerequisites: fluency in Korean and permission of instructor. Not offered 2004-2005. M. Shin.]

Nepali

The Cornell Nepal Study Program

Cornell and the central campus of Tribhuvan National University (in Kirtipur, Kathmandu) cosponsor a semester or year in Nepal at the Cornell Nepal Study Program for both undergraduate and graduate students. North American students live and study with Nepali students at the Cornell program houses near the university, taking courses taught in English by faculty from Tribhuvan University. After an intensive orientation, semester courses include intensive spoken and written Nepali language, Contemporary Issues in Nepal, and Research Design and Methods in a wide variety of fields in the social and natural sciences and the humanities. (Language instruction in Tibetan and Newari may also be arranged.) There is a ten-day study tour and field trip during the term, and students execute their research proposal during four weeks of guided field research, writing up their findings for presentation at the end of the term.

Juniors, seniors, and graduate students from any field may apply. Students should have a desire to participate in a program featuring relatively intense cultural immersion and to undertake rigorous field research. Instruction is in English, but prior study of Nepali language is strongly recommended for Cornell students. Those interested in the program should consult Cornell Abroad (cuabroad@cornell.edu).

NEPAL 101-102 Elementary Nepali

101, fall; 102, spring. 6 credits each term. *NEPAL 102 provides language qualification.* Prerequisite: for NEPAL 102, 101 or examination. S. Oja.

Intended for beginners. The emphasis is on basic grammar, speaking, and comprehension skills, using culturally appropriate materials and texts. Devanagari script for reading and writing is also introduced.

NEPAL 160 Intensive Nepali

Summer only. 6 credits. Intended for beginners. S. Oja.

Emphasis is 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. *NEPAL 201 provides language proficiency and satisfies Option 1.* Prerequisites: for NEPAL 201, NEPAL 102 or examination; for NEPAL 202, NEPAL 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. *NEPAL 203 provides language proficiency and satisfies Option 1.* Prerequisites: for NEPAL 203, NEPAL 102 or examination; for NEPAL 204, NEPAL 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 300 Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor. S. Oja.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

NEPAL 301-302 Advanced Nepali

301, fall; 302, spring. 3 credits each term. Prerequisite: NEPAL 204 or permission of instructor. S. Oja.

Reading of advanced texts, together with advanced drill on the spoken language.

Pali

[PALI 131-132 Elementary Pali]

131, fall; 132, spring. 3 credits each term. This language series cannot be used to satisfy the language requirement. Not offered 2004-2005. Staff.]

[PALI 151 Accelerated Elementary Pali]

Spring. 3 credits. Prerequisites: prior background in Sanskrit or permission of the instructor. Not offered 2004-2005. A. Blackburn.]

PALI 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: PALI 132, PALI 151 or two years of Sanskrit. A. Blackburn.

Taught on a specialized basis to address particular student needs. Times arranged with instructor.

Sanskrit**[SANSK 131-132 Elementary Sanskrit (also CLASS 191-192 and LING 131-132)]**

131, fall; 132, spring. 4 credits each term. *SANSK 132 provides language qualification.* Offered alternate years. Not offered 2004-2005. Next offered 2005-2006. C. Minkowski.

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 (also CLASS 291-292 and LING 251-252) @ # IV

251, fall; 252, spring. 3 credits each term. *SANSK 251 provides language proficiency and satisfies Option 1.* Prerequisite: SANSK 132 or equivalent. Offered alternate years. 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.

Literature in Sanskrit**[SNLIT 467-468 Reading in Sanskrit Literature: The Vedas @ #**

Spring. 3 credits. Prerequisite: permission of instructor. Not offered 2004-2005. C. Minkowski.]

Sinhala (Sinhalese)**SINHA 101-102 Elementary Sinhala**

101, fall; 102, spring. 6 credits each term. *SINHA 102 provides language qualification.* Prerequisite: for SINHA 102, SINHA 101 or equivalent. W. Liyanage.

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. 6 credits. Intended for beginners. Offered alternate years.

A six-week intensive introduction to one of Sri Lanka's two official languages, and central to many scholarly and applied projects in Sri Lanka. This course provides an unusual opportunity to obtain basic competence in the language during a single summer. Spoken language skills are emphasized during the program, which also introduces the writing system and colloquial reading materials. This lays the foundation for later study of literary Sinhala. When possible, students who already possess basic skills in colloquial Sinhala are admitted for more advanced studies in colloquial and/or literary Sinhala.

SINHA 201-202 Intermediate Sinhala Reading @

201, fall; 202, spring. 3 credits each term. *SINHA 201 provides language proficiency and satisfies Option 1.* Prerequisites: for SINHA 201, SINHA 102; for SINHA 202, SINHA 201 or equivalent. W. Liyanage.

[SINHA 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term. *SINHA 203 provides language proficiency and satisfies Option 1.* Prerequisites: for SINHA 203, SINHA 102 or permission of instructor; for SINHA 204, SINHA 203 or equivalent. Not offered 2004-2005. W. Liyanage.]

SINHA 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor.

W. Liyanage.

Taught on a specialized basis to address particular student needs. Times arranged with instructor.

Tagalog**TAG 121-122 Elementary Tagalog**

121, fall; 122, spring. 4 credits each term.

Prerequisite: for TAG 122, TAG 121.

T. Savella.

A thorough grounding is given in basic speaking and listening skills with an introduction to reading.

TAG 123 Continuing Tagalog

Fall. 4 credits. *Provides language qualification.* Prerequisite: TAG 122 or equivalent. T. Savella.

Improves speaking skills, such as fluency and pronunciation, focusing on verbal communication skills; offers a wide range of readings; and sharpens listening skills.

TAG 205-206 Intermediate Tagalog @

205, fall; 206, spring. 3 credits each term.

TAG 205 provides language proficiency and satisfies Option 1. Prerequisites: for TAG 205, TAG 123 or equivalent; for TAG 206, TAG 205 or equivalent. T. Savella.

This course develops all four skills: reading, writing, speaking, and comprehension.

TAG 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor.

T. Savella.

Taught on a specialized basis to address particular student needs. Times arranged with instructor.

TAG 301-302 Advanced Tagalog

301, fall; 302, spring. 3 credits each term.

301 or 302 satisfies Option 1. Prerequisites: TAG 206 or equivalent.

T. Savella.

Continuing instruction on conversational skills but with emphasis on reading and writing. Selected core readings in contemporary Tagalog literature are used. But students, in consultation with the instructor, may select some of the reading materials.

Thai**THAI 101-102 Elementary Thai**

101, fall; 102, spring. 6 credits each term.

THAI 102 provides language qualification.

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.

THAI 201 provides language proficiency and satisfies Option 1.

Prerequisites: for THAI 201, THAI 102; for THAI 202, THAI 201 or equivalent. N. Jagacinski.

Continuing instruction in spoken and written Thai.

THAI 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term.

THAI 203 provides language proficiency and satisfies Option 1.

Prerequisites: for THAI 203, THAI 102; for THAI 204, THAI 203. N. Jagacinski.

Intermediate instruction in spoken and written grammar and reading comprehension.

THAI 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor.

N. Jagacinski.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

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.

Satisfies Option 1. 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.

Urdu

See also listings under HINDI/ASIAN 125.

URDU 125 Introduction to the Urdu Script (also ASIAN 125)

Spring. 1 credit. Prerequisite: HINDI 101 or permission of instructor. A. Fatih.

This course provides instruction in the basics of the Urdu script. It is intended primarily for students who have had some exposure to Hindi or Urdu but who have had little or no formal training in the script. The course focuses on mastering the script and pronunciation. It does not provide instruction in grammar.

URDU 300 Directed Studies

Fall or spring. 1–4 credits variable.
Prerequisite: permission of instructor.
A. Fatihi.

Taught on a specialized basis to address particular student needs. Times arranged with instructor.

Vietnamese**VIET 101–102 Elementary Vietnamese**

101, fall; 102, spring. 6 credits each term.
VIET 102 provides language qualification.
Prerequisite: for VIET 102, VIET 101 or equivalent. Intended for beginners or students placed by examination.
T. Tranviet.

A thorough grounding is given in all language skills: listening, speaking, reading, and writing.

VIET 201–202 Intermediate Vietnamese @

201, fall; 202, spring. 3 credits each term.
VIET 201 provides language proficiency and satisfies Option 1. Prerequisites: for VIET 201, VIET 102 or equivalent; for VIET 202, VIET 201. T. Tranviet.

Continuing instruction in spoken and written Vietnamese.

VIET 203–204 Intermediate Vietnamese Composition and Reading @

203, fall; 204, spring. 3 credits each term.
VIET 203 provides language proficiency and satisfies Option 1. Prerequisite:

permission of instructor only. T. Tranviet.
Designed for students and “native” speakers of Vietnamese whose speaking and listening are at the advanced level, but who still need to improve writing and reading skills.

VIET 300 Directed Studies

Fall or spring. 1–4 credits variable.
Prerequisite: permission of instructor.
T. Tranviet.

Taught on a specialized basis to address particular student needs. Times arranged with instructor.

VIET 301–302 Advanced Vietnamese @

301, fall or spring; 302, fall or spring.
3 credits each term. *Satisfies Option 1.*
Prerequisites: for VIET 301, VIET 202 or permission of instructor; for VIET 302, VIET 301. T. Tranviet.

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.
T. Tranviet.

Various topics according to need.

Vietnamese Literature**[VTLIT 222–223 Introduction to Classical Vietnamese @ #**

222, fall; 223, spring. 3 credits. *VTLIT 222 provides language proficiency and satisfies Option 1.* Prerequisite: qualification in Vietnamese or permission of instructor. Not offered 2004–2005.
K. Taylor.]

Related Courses in Other Departments and Colleges

Check the primary department section for the offering status of the following courses. Courses in other colleges will count as College of Arts and Sciences credit only for Asian Studies majors.

Asia/General Courses

ANTHRO 374 Human Palaeontology

AEM 464 Economics of Agricultural Development (also ECON 464)

AEM 667 Topics in Economic Development (also ECON 770)

COMM 424/624 Communication in the Developing Nations

ECON 473 Economics of Export-Led Development

GOVT 674 Theory and Practice of Nationalism

HIST 495 Kings and States: Asian Models

ART H 280 Introduction to Art History: Approaches to Asian Art

ILRIC 637 Labor Relations in Asia

D SOC 205 Rural Sociology and International Development

China—Area Courses

ANTHR 655 East Asia: Readings in Specific Problems

ECON 469 Economy of China

ECON 772 Economics of Development

[GOVT 347 Government and Politics of China]

[GOVT 437 Contemporary China: Society and Politics]

[GOVT 438 Contemporary China: Political Economy]

GOVT 449/749 Politics and Magic: Popular Religion and Political Power in China

GOVT 642 Comparative Political Economy: East and Southeast Asia

GOVT 645 Chinese Politics

HIST 243 China and the West before Imperialism

HIST 293 History of China Up to Modern Times

HIST 294 China in Modern Times

HIST 492 Undergraduate Seminar in Medieval Chinese History

HIST 493/693 Problems in Modern Chinese History

HIST 791–792 Seminar in Medieval Chinese History

ART H 380 Introduction to the Arts of China

ART H 481 The Arts in Modern China

Japan—Area Courses

ANTHR 345 Japanese Society

ANTHR 655 East Asia: Readings in Specific Problems

ARCH 339 Elements, Principles, and Theories in Japanese Architecture

GOVT 642 Comparative Political Economy: East and Southeast Asia

[HIST 230 Japan and the Pacific War]

HIST 297/497 Japan Before 1600

HIST 328 State, Society, and Culture in Modern Japan

HIST 420 Tale of Genji in Historical Perspective

HIST 489 Seminar in Modern Japanese History

HIST 798 Seminar in Japanese Thought

ILRHR 656 International Human Resource Management

[MUSIC 481 Japanese Music: Style and Tradition]

South Asia—Area Courses

[ANTHR 275 Human Biology and Evolution (also BIOES 275 and NS 275)]

[ANTHR 321 Sex and Gender]

ANTHR 339 Peoples and Cultures of the Himalayas

[ANTHR 406 Culture of Lives]

[ANTHR 621 Sex and Gender]

ANTHR 640–641 South Asia: Readings in Specific Problems

[ANTHR 673 Human Evolution: History, Concepts, and Theory (also BIOES 673)]

ARCH 342 Architecture as a Cultural System

ARCH 441–442 Special Topics in Architectural Culture and Society

ARCH 445 Architecture and the Mythic Imagination

ARCH 446 Topics in Architecture, Culture, and Society

ARCH 447 Architectural Design and the Utopian Tradition

ARCH 647–648 Architecture in Its Cultural Context I & II

ARCH 649 Graduate Investigations in Architecture, Culture, and Society

CRP 671 Seminar in International Planning

[ECON 475 Economic Problems of India]

HD 436 Language Development (also PSYCH 436 and LING 436)

HD 633 Seminar on Language Development

Southeast Asia—Area Courses

[ANTHR 322 Magic, Myth, Science, and Religion (also RELST 322)]

[ANTHR 335 People and Cultures of Mainland Southeast Asia]

ANTHR 420 Development of Anthropology Thought

[ANTHR 424 Anthropology Amongst Disciplines]

[ANTHR 619 Anthropology Approaches to Study of Buddhism(s) in Asia]

ANTHR 628 Political Anthropology: Indonesia

ANTHR 634–635 Southeast Asia: Readings in Special Problems

GOVT 642 Comparative Political Economy: East and Southeast Asia

HIST 244 History of Siam and Thailand

HIST 395 Southeast Asian History from the Eighteenth Century

HIST 695 Early Southeast Asia: Graduate Proseminar

HIST 696 Modern Southeast Asia: Graduate Proseminar
 HIST 795-796 Seminar in Southeast Asian History
 ART H 490 Art and Collecting: East and West
 MUSIC 245 Gamelan in Indonesian History and Cultures
 MUSIC 445-446 Cornell Gamelan Ensemble
 MUSIC 604 Ethnomusicology

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 the hemispheric Americas. 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 15 units of credits as follows: a) AAS 110 and two additional courses in Asian American Studies; b) one course in African American, American Indian, U.S. Latino Studies, or Feminist, Gender, and Sexuality Studies*; and c) one 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 40 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 newspapers; a current news clipping file; a comprehensive data base of publications on Asian Americans since 1977; and a sizable collection of videotapes as well as music CDs 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 yearlong intensive study of selected themes.

Core Faculty

D. Chang, V. Munasinghe, T. Tu, S. Wong

Advisory Board

T. Chaloeintiarana (Southeast Asia Program), B. de Bary (Asian studies), D. Chang (history), S. Han (sociology), V. P. Kayastha (Kroch Library), J. V. Koschmann (history), V. Munasinghe (anthropology), V. Nee (sociology), N. Sakai (Asian studies), S. Samuels (English), A. M. Smith (government), K. W. Taylor (Asian studies), T. Tu (history of art), Wai-Kwong Wong (Gannett Health Center), S. Wong, director (English), D. Yeh (vice president student/academic services)

Courses

AAS 110 Introduction to Asian American Studies (III or IV) (CA)

Spring, 3 credits. This course can be used to satisfy either a social science or humanities distribution requirement. T. Tu
 The purpose of this course is fourfold: 1) to introduce students to the multifaceted experiences of Asians in the United States; 2) to examine how a diverse group of people came to be identified as "Asian Americans"; 3) to understand the role of difference—gender, class, ethnic—in the formation of "Asian American" identities; and 4) to link historical experiences with contemporary issues.

AAS 111 Introduction to American Studies: New Approaches to Understanding American Diversity, the Twentieth Century (also AM ST 110, HIST 161, and LSP 110) (III) (HA)

Fall, 4 credits. D. Chang and M. C. Garcia
 For course description, see AM ST 110.

AAS 210 Sophomore Seminar: South Asian Diasporic Locations (also ANTHR 210) (III) (CA)

Spring, 4 credits. V. Munasinghe.
 This interdisciplinary course, with an emphasis on anthropology, introduces students to the multiple routes/roots, lived experiences, and imagined worlds of South Asians who have traveled to various lands—Fiji, South Africa, Mauritius, Britain, Malaysia, the United States, and Trinidad—as well as within South Asia itself, at different historical moments. The course begins with the labor migrations of the 1930s and continues to the present. We compare and contrast the varied expressions of the South Asian Diaspora to critically evaluate transnational identity.

This is a special seminar sponsored by the John S. Knight Institutes Sophomore Seminars Program Seminars offer discipline-specific study within an interdisciplinary context. While not restricted to sophomores, the seminars aim at initiating students into the disciplines outlook, discourse community, modes of knowledge, and ways of articulating that knowledge. Enrollment is limited to 15. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

[AAS 211 Sophomore Seminar: Race and the American City: Reading San Francisco and New York (also ENGL 211) (IV) (LA)]

Fall, 4 credits. Not offered 2004-2005.
 S. Wong.]

[AAS 212 American Diversity in the Twentieth Century (also HIST 213, AM ST 211)]

Fall, 4 credits. Not offered 2004-2005.
 D. Chang.

For course description, see HIST 213.]

AAS 213 Asian American History (also HIST 263)

Fall, 4 credits. D. Chang.

For description, see HIST 263.

[AAS 262 Asian American Literature (also ENGL 262)]

Spring, 4 credits. Not offered 2004-2005.
 S. Wong.

For description, see ENGL 262.]

AAS 303 Asians in the Americas: A Comparative Perspective (also ANTHR 303) (III) (CA)

Fall, 4 credits. V. Munasinghe.

The common perception of ethnicity is that this 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 examines 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 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 412 Undergraduate Seminar in Asian American History (also HIST 412)]

Spring, 4 credits. Not offered 2004-2005.

For description, see HIST 412. A reading and research seminar that covers various topics in Asian American history.]

AAS 413 Race, Technology and Visuality (also ART M 413) (IV) (LA)

Fall, 4 credits. T. Tu.

Examines how new information and communication technologies have altered the ways we visualize and perform racial identities. In this course we question the popular assumption that the "information revolution" has made it possible and even desirable to transcend racial differences by exploring the following: how racial hierarchies have informed debates around techno-literacy, creativity, ownership, and agency; how race is embodied (through visual and linguistic cues) in the ostensibly disembodied domains of virtual media; and how the emergence of interactive, online, electronic entertainment, and mobile technologies have allowed artists to generate new images of and ideas about racial and ethnic identities.

AAS 414 Popular Culture in Asian America (also ART H 414) (IV) (LA)

Spring. 4 credits. Permission of instructor required. T. Tu.

Through a variety of "case studies," this course examines the forms and practices of Asian American popular culture (including music, film, video, print and visual, decorative, and performance arts), within the historical, social, political, and economic contexts that have shaped their production. What is the relationship of these popular forms to the histories of Asian American community arts? How have Asian Americans' engagements with "the popular" altered "traditional" modes of individual and collective representation, artistic production, cultural exchange, and political critique? We also consider how the circulation of Asian popular culture in the United States (from anime to Bollywood and beyond) has altered our understanding of "Asian American culture" and "Asianness" more generally.

[AAS 424 Asian American Communities (also HIST 420, AM ST 420)

Fall. 4 credits. Not offered 2004–2005. D. Chang.]

[AAS 438 Immigration and Ethnic Identity (also SOC 438)

Spring. 4 credits. Not offered 2004–2005. For description, see SOC 438.]

[AAS 453 Twentieth-Century American Women Writers of Color (IV) (LA)

Fall. 4 credits. Not offered 2004–2005. S. Wong.]

[AAS 478 Self and Nation in Asian-American Literature (also ENGL 478)

4 credits. Not offered 2004–2005. S. Wong.]

[AAS 479 Ethnicity and Identity Politics: An Anthropological Perspective (also ANTHR 479)

Spring. 4 credits. Not offered 2004–2005. V. Munasinghe.]

AAS 495 Independent Study

Fall or spring. 1–4 credits. Staff. Topic and credit hours to be mutually arranged between faculty and student. Independent Study Forms must be approved by Asian American Studies Program Office.

AAS 497 Jim Crow and Exclusion-Era America (also HIST 297/697) (III) (HA)

Spring. 4 credits. Limited to 15 students. D. Chang.

This seminar examines America during the overlapping eras of segregation and immigration exclusion. Beginning with contests over the meaning of freedom during reconstruction and running through the institution of Jim Crow legislation and immigration exclusion, the course ends with an evaluation of mid-twentieth century movements for civil rights and equality. Themes include the links between racial and economic oppression, legal and de facto restriction, everyday resistance, and struggles for equality.

ASTRONOMY

J. F. Veverka, chair (312 Space Sciences Building, 255–3507); G. J. Stacey, director of undergraduate studies (212 Space Sciences Building 255–5898); J. F. Bell, J. A. Burns, D. B. Campbell, D. F. Chernoff, J. M. Cordes, E. E. Flanagan, P. J. Gierasch, R. Giovanelli, P. F. Goldsmith, M. P. Haynes, T. L. Herter, J. R. Houck, D. Lai, J. P. Lloyd, R. V. E. Lovelace, J.-L. Margot, P. D. Nicholson, C. J. Salter, S. W. Squyres, Y. Terzian, S. A. Teukolsky, I. M. Wasserman. Emeritus: T. Gold, T. Hagfors, M. O. Harwit, E. E. Salpeter

Cornell's astronomy faculty, research staff, graduate, and undergraduate 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. With Caltech, Cornell is carrying out a design study for a large submillimeter telescope in the high Atacama desert in Chile. Several members of the department faculty are also principal investigators on major NASA space and planetary exploration missions.

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. Among the introductory courses, several choices are available, depending on background and on the requirements to be fulfilled. The 100-level courses are designed primarily for nonscience majors. The alternative introductory sequence ASTRO 211–212 is geared toward sophomore physical science and engineering majors and requires coregistration in beginning calculus. ASTRO 201 and 202 are intended for students with an interest in astronomy but no scientific background; they are topical rather than survey-oriented. ASTRO 332 is designed for physical science and engineering majors as an introduction to astrophysics. Other courses at the 200 and 300 levels may appeal to students of various backgrounds and interests, as indicated in the individual course descriptions.

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. ASTRO 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 faculty members 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, students normally elect the introductory physics sequence PHYS 112–213–214 or 116–217–218 and the complementary pathway in mathematics, MATH 111–122–221–222 or 191–192–293–294 (or equivalent). Students who anticipate undertaking graduate study are urged to elect the honors physics sequence PHYS 116–217–218–318–327 if possible. The sophomore seminar, ASTRO 233, Topics in Astronomy and Astrophysics, provides 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. ASTRO 234 is designed to give students hands-on experience with the methods of analysis, visualization, and simulation needed in astrophysical research. Acceptance to the major is first considered after completion of three semesters of introductory physics and mathematics and in general requires a GPA of 3.2 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:

PHYS 314 or 318, 316, 323 or 327, 341 and 443 A&EP 321–322 (or equivalent, e.g., MATH 420 and 422)

ASTRO 410, 431, and 432.

Upon consent of the major adviser, students interested in planetary studies may substitute appropriate advanced courses or may pursue an independent major under the program in the Science of Earth Systems. Majors are encouraged to supplement the above courses with any astronomy, physics, or other appropriate courses at or above the 300 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 under the course ASTRO 440 or to apply to a variety of programs at Cornell, Arecibo, and elsewhere that offer undergraduates summer employment as research assistants. Nearly all undergraduate majors and concentrators become involved in research projects in the junior and senior years.

Students whose interest in astronomy is sparked somewhat late in their undergraduate career 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. The concentration in astronomy for other majors normally requires 12 credits, at least eight of which must be at the 300 level or above. ASTRO 233 and 234 are recommended for sophomores planning to concentrate in astronomy.

Distribution Requirement

All courses in astronomy, except ASTRO 233 and 234, may be used to fulfill the science distribution requirement in the College of Arts and Sciences.

Courses

ASTRO 101 The Nature of the Universe (I) (PBS)

Fall. 4 credits. No prerequisites. Labs limited to 18 students each and discussions limited to 30 students each. T. Herter, labs: G. Stacey and staff.

This course introduces students to the cosmos. The birth, evolution, and death of stars, the formation of the chemical elements, and the nature of white dwarfs, neutron stars, and black holes are discussed. An introduction to the theories of special relativity and general relativity is given. The course covers the search for other worlds outside the solar system and the possible existence of life and intelligence elsewhere in the universe. Modern theories of cosmology are presented, and the origin, structure, and fate of the universe are discussed. Most of the course notes as well as sample exams and simulations are made available on the web.

ASTRO 102 Our Solar System (I) (PBS)

Spring. 4 credits. Labs limited to 18 students each; discussions limited to 30 students each. S. Squyres; labs: G. Stacey and staff.

The past few decades have seen incredible advances in the exploration of our solar system. In this course students learn about the current state and past evolution of the Sun and its family of planets, moons, asteroids, and comets. The course emphasizes images and other data obtained from current and past NASA space missions and how these data provide insights about the important processes that have shaped the evolution of solar system objects. General astronomical concepts relevant to the study of the solar system are also discussed. Critical focus is on developing an understanding of the Earth as a planetary body and discovering how studies of other planets and satellites influence models of the climatic, geologic, and biologic history of our home world. Other topics covered include impact hazards, the search for life in the solar system, and future missions.

ASTRO 103 The Nature of the Universe (I) (PBS)

Fall. 3 credits. T. Herter.

Identical to ASTRO 101 except for omission of the laboratory (see description above).

ASTRO 104 Our Solar System (I) (PBS)

Spring. 3 credits. S. Squyres.

Identical to ASTRO 102 except for omission of the laboratory.

ASTRO 105 An Introduction to the Universe (I) (PBS)

Summer. 3 credits. Prerequisite: high school physics recommended. E. Howell, M. Nolan.

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 (I) (PBS)

Summer. 3 credits. Prerequisites: high school algebra and trigonometry. R. A. Saenz.

An explanation of Einstein's theories of special and general relativity, which brought about a fundamental change in our conceptual understanding of space and time. Correspondence to, and conflicts with, common sense. Applications to various areas in special relativity (space travel, the equivalence of mass and energy, nuclear fission and fusion, and thermonuclear processes in the sun) and 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 (I) (PBS)

Summer. 4 credits. E. Howell, M. Nolan.

Identical to ASTRO 105 except for the addition of the afternoon laboratory that emphasizes mathematical problem-solving. This option is recommended for potential majors in science and engineering.

ASTRO 195 Observational Astronomy (I) (PBS)

Fall. 3 credits. Limited to 24 students. Permission of instructor required. G. Stacey.

This course provides a "hands-on" introduction to observational astronomy intended for liberal arts students at the freshman and sophomore level. High school mathematics is assumed, but otherwise there are no formal prerequisites. The course objective is to teach how we know what we know about the universe. The course is set up with two lectures and one evening laboratory per week. Not all of the evening sessions will be used. Planned exercises include five or six observational labs (star gazing with binoculars and small telescopes, telescopic observations and CCD imaging of star clusters, nebulae, and the planets, solar observations, radio observations of the Milky Way Galaxy), plus a selection of exercises from the following: experiments in navigating by the stars; construction and use of simple instruments such as optical spectrometers and sun dials; laboratory spectroscopy; experiments in planetary cratering; collection and study of micrometeorites; computer simulations of the orbits of planets and their satellites; and cosmological explorations using data from the Hubble Space Telescope available on the web.

ASTRO 201 Our Home in the Universe (I) (PBS)

Fall. 3 credits. Assumes no scientific background. Course intended for freshmen and sophomores. Permission of instructor required. J. Lloyd.

A general discussion of our relation to the physical universe and how our view of the universe has changed from ancient to modern times. Several main themes are covered over the course of the semester: the evolution of our view of the sky from that of ancient cultures to that of space telescopes; the death of stars and the formation of black holes; dark matter and the structure of galaxies; and 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 (I) (PBS)

Spring. 3 credits. Prerequisite: some background in science is required. Course intended for freshmen and sophomores. J. Veverka.

This writing course is designed to develop an understanding of our home planet as a member of a diverse family of objects in our solar system. Discussion centers on how studies of other planets and satellites have broadened our knowledge and perspective of Earth, and vice versa. We study, debate, and learn to write critically about important issues in science and public policy that benefit from this perspective. Topics discussed include global warming, the impact threat, the searches for extrasolar planets and extraterrestrial intelligence, and the exploration of Mars.

ASTRO 211 Astronomy: Stars, Galaxies, and Cosmology (I) (PBS)

Fall. 4 credits. Intended for engineering and physical sciences freshmen and sophomores. Prerequisite: introductory calculus or coregistration in MATH 111 or 191 or consent of instructor. J. Houck.

The topics to be discussed include the following: the formation and evolution of normal and extreme stars, the structure and evolution of galaxies, and cosmology.

ASTRO 212 The Solar System: Planets, Satellites, and Rings (I) (PBS)

Spring. 4 credits. Intended for first- and second-year engineering and physical sciences students. Prerequisite: introductory calculus or coregistration in MATH 111 or 191; some knowledge of classical physics (mechanics and thermodynamics). D. Campbell, P. Nicholson.

An introduction to the solar system, with emphasis on the application of simple physical principles. Topics include: the Sun, nucleosynthesis of the elements, radioactive dating, seismology and planetary interiors, planetary surfaces and atmospheres including greenhouse models, orbital mechanics and resonances, interrelations between meteorites, asteroids and comets, the Jovian planets, icy moons and ring systems, and the search for extra-solar planets.

ASTRO 233 Sophomore Seminar: Topics in Astronomy and Astrophysics: The Origin of Cosmic Structures

Fall. 2 credits. Prerequisites: PHYS 112 or 116 and 213 or 217, MATH 112, 122 or 192 OR permission of instructor. Enrollment is limited to 15 students. Intended for sophomores planning to major in astronomy or related fields. D. Campbell.

Topics may change yearly. The fall 2004 course will be offered as a Knight sophomore seminar and will explore the theme "From Planets to Galaxies: The Origin of Cosmic Structures." Emphasis is placed on the context and methodology of such issues as interstellar chemistry and star formation, the search for extrasolar planets and theories of planet formation, and the influence of environment on galaxy formation.

This is a special seminar sponsored by the John S. Knight Institutes Sophomore Seminars Program. Seminars offer discipline-specific study within an interdisciplinary context. While not restricted to sophomores, the

seminars aim at initiating students into the disciplines outlook, discourse community, modes of knowledge, and ways of articulating that knowledge. Enrollment is limited to 15. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

ASTRO 234 Modern Astrophysical Techniques

Spring. 2 credits. Prerequisites: 2 semesters of introductory physics and 2 semesters of calculus plus ASTRO 233 or permission of instructor. Some experience with computer programming expected. Intended for sophomores majoring or concentrating in astronomy or related fields. Staff.

The course reviews the basic techniques employed in astrophysical research, both observational and theoretical, to explore the universe. Basic methods and strategies of data acquisition and image and signal processing are discussed. Students gain hands-on experience with visualization techniques and methods of error analysis, data fitting, and numerical simulation. Exercises address the processes by which astrophysicists piece together observations made with today's foremost astronomical instruments to solve questions concerning the origin of planets, stars, galaxies, and the universe itself.

[ASTRO 280 Space Exploration (I) (PBS)

Fall. 3 credits. Not offered 2004–2005. S. Squyres.

This course provides an overview of space science, with particular emphasis on the solar system, and a detailed examination of a few selected objects, including the planet Mars, the satellites in the outer solar system, and comets. The focus is on methods of collecting information and especially on spacecraft and space missions. Topics include the design and limitations of instruments. Ethical and political questions associated with space exploration are discussed. Intended for students with an interest in science, technology, and associated policy issues. No special background in physical sciences, math, or engineering is assumed.]

ASTRO 290 Relativity and Astrophysics (I) (PBS)

Spring. 4 credits. Prerequisites: knowledge of freshman physics, calculus, and geometry. I. Wasserman.

This course provides a geometrically based introduction to special and general relativity, followed by consideration of astrophysical applications. Includes discussion of tests of Einstein's theory of space, time, and gravitation; the physics of white dwarfs, neutron stars, and black holes; an introduction to modern cosmology.

ASTRO 299 Search for Life in the Universe (I) (PBS)

Spring. 4 credits. Prerequisites: 2 courses in any physical science subject or permission of instructors. J. Cordes, Y. Terzian.

The contents of the universe are surveyed. Theories of cosmic and stellar evolution, and of the formation and evolution of planetary systems, planetary atmospheres, and surfaces are reviewed. Questions regarding the evolution of life and the development of technology are discussed. Methods to detect extraterrestrial life with emphasis on radio telescopes and associated instrumentation are presented. Hypothetical communication systems are developed and discussed.

[ASTRO 310 Planetary Imaging Processing (I) (PBS)

Fall. 3 credits. Prerequisites: two semesters of introductory physics and some experience with computer programming expected. Intended for sophomores or juniors majoring or concentrating in astronomy or related fields. Not offered 2004–2005. J. Bell.

This course reviews the basic techniques employed in the collection and processing of spacecraft images of planets, moons, rings, asteroids, and comets, from both the observational and theoretical perspectives. Students gain hands-on experience with digital image manipulation, including visualization, calibration, statistics, and error analysis. Specific examples involve the processing and analysis of imaging data from missions like Voyager, Clementine, Galileo, NEAR, Mars Pathfinder, Mars Global Surveyor, and the Hubble Space Telescope. Exercises encompass the range of techniques used by planetary scientists to acquire and process spacecraft data that are then used to address questions on the geology, composition, and evolution of solar system bodies.]

ASTRO 331 Climate Dynamics (also EAS 331) (I) (PBS)

Fall. 4 credits. Prerequisite: MATH 112 or 192 or equivalent or instructor's approval. K. Cook, P. Gierasch.

Processes that determine climate and contribute to its change are discussed, including atmospheric radiation, ocean circulation, and atmospheric dynamics. Contemporary climate change issues are investigated and discussed in the context of natural variability of the system.

ASTRO 332 Elements of Astrophysics (I) (PBS)

Spring. 4 credits. Prerequisites: MATH 112, 122, 192, or equivalent. PHYS 213 or 217. P. Goldsmith, P. Nicholson.

An introduction to astronomy, with emphasis on the application of physics to the study of the universe. Covers: 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 342 Atmospheric Dynamics (also EAS 342) (I) (PBS)

Spring. 3 credits. Prerequisites: one year each of calculus and physics. K. H. Cook, P. J. Gierasch.

An introduction to the basic equations and techniques used to understand motion in the atmosphere, with an emphasis on the space and time scales typical of storm systems (the synoptic scale). The governing equations of atmospheric flow are derived from first principles and applied to middle latitude and tropical meteorology. Topics include balanced flow, atmospheric waves, circulation, and vorticity.

ASTRO 410 Experimental Astronomy (I) (PBS)

Fall. 4 credits. Prerequisites: PHYS 214/8 (or 310 or 360), PHYS 323/7 (or coregistration) or permission of instructor required. J. Cordes, P. Goldsmith, J. Houck. Observational astrophysics. Major experiments 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 two-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, OH masers, and galaxies.

ASTRO 431 Introduction to Astrophysics and Space Sciences (I) (PBS)

Fall. 4 credits. Prerequisites: mathematics above the 200 level and physics above the 300 level; PHYS 443 is recommended. P. Goldsmith.

An overview of modern astrophysical concepts for physical science majors. Major topics include stellar formation, structure, and evolution; stellar atmospheres; compact objects (white dwarf, neutron star, and black holes); planets; and brown dwarfs. Current research problems in these areas are introduced along the way. The emphasis is on using fundamental principles of physics to explain astronomical phenomena. A variety of physics, including elements of atomic and molecular physics, solid state physics and fluid mechanics, are introduced or reviewed in a quick, practical fashion to be put to use in solving astrophysics puzzles.

ASTRO 432 Introduction to Astrophysics and Space Sciences II (I) (PBS)

Spring. 4 credits. Prerequisite: ASTRO 431 or permission of instructor. D. Chernoff.

This course is divided into two broad topics: the astrophysics of the interstellar medium and cosmology. The interstellar medium section covers thermal equilibrium and radiative transport in HII regions, atomic gas regions, and molecular clouds. The cosmology section includes expansion of the universe, metrics, Friedmann equations, dark matter, cosmological tests, the early universe, and the cosmological production of the elements.

[ASTRO 434 The Evolution of Planets (I) (PBS)

Spring. 4 credits. Not offered 2004–2005. Staff.]

ASTRO 440 Independent Study in Astronomy

Fall or spring. 2–4 credits. Prerequisite: permission of instructor. Recommended: familiarity with the topics covered in ASTRO 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, 610 Space Sciences Building.

ASTRO 445 Introduction to General Relativity (also PHYS 445) (I) (PBS)

Fall. 4 credits. E. Flanagan. For description, see PHYS 445.

ASTRO 490 Senior Seminar Critical Thinking (I) (PBS)

Fall. 3 credits. No prerequisites. Course is open to ALL students. Y. Terzian. Critical thinking in scientific and nonscientific contexts with selections from the history of astronomy. Topics include elements of classical logic, including standards of

evidence. Case studies include examples of competing hypotheses in the history of science, as well as examples from borderline sciences. Stress will be put on creative generation of alternative hypotheses and their winnowing by critical scrutiny. Topics include the nature and history of the universe, the nature of time, the nature of reality, the possibilities of life on other planets, and artificial intelligence. Fallacies, illusions, and paradoxes will also be discussed on controversial topics. The course includes debates by the students.

ASTRO 509 General Relativity (also PHYS 553)

Fall. 4 credits. Prerequisite: knowledge of special relativity and methods of dynamics at the level of *Classical Mechanics* by Goldstein. J. York.

A systematic introduction to Einstein's theory using both modern and classical methods of computation. Topics include review of special relativity, differential geometry, foundations of general relativity (GR), laws of physics in the presence of gravitational fields, GR as a dynamical theory, experimental tests of GR. At the level of *Gravitation* by Misner, Horne, and Wheeler.

ASTRO 510 Applications to General Relativity (also PHYS 554)

Spring. 4 credits. Prerequisite: ASTRO 509. J. York.

A continuation of ASTRO 509 that emphasizes applications to astrophysics and cosmology. Topics include relativistic stars, gravitational collapse and black holes, gravitational waves and cosmology, use of dynamics to formulate astrophysical and cosmological computations.

ASTRO 511 Physics of Black Holes, White Dwarfs, and Neutron Stars (also PHYS 525)

Spring. 4 credits. The minimum prerequisites for this course are all of the physics at the upper division undergraduate level. I. Wasserman.

Compact objects (neutron stars, black holes, and white dwarfs) are the endpoints of stellar evolution. They are responsible for some of the most exotic phenomena in the universe, including supernova explosion, radio pulsars, bright X-ray binaries, magnetars, and gamma-ray bursts. Supermassive black holes also lie at the heart of the violent processes in active galactic nuclei and quasars. The study of compact objects allows one to probe physics under extreme conditions (high densities, strong magnetic fields, and gravity). This course surveys the astrophysics of compact stars and related subjects. Emphasis is on the application of diverse theoretical physics tools to various observations of compact stars. There are no astronomy or general relativity prerequisites. At the level of *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 2004-2005. D. Chernoff.

This course is an introduction to the study of the structure of galaxies via the laws of modern physics. Topics include the observed kinematics and spatial distribution of stars in the vicinity of the Sun, shapes and properties of stellar orbits, the gravitational N-body problem, collisional relaxation in stellar systems, spiral structure, galaxy classification

and evolution, and cosmological results in galaxy formation.]

[ASTRO 520 Radio Astronomy

Fall. 4 credits. Not offered 2004-2005. D. Campbell, J. Cordes.

Covers radio astronomy telescopes and electronics; antenna theory; observing procedures and data analysis; concepts of interferometry and aperture synthesis.]

ASTRO 523 Signal Modeling, Statistical Inference, and Data Mining in Astronomy

Fall. 4 credits. J. Cordes.

The course aims to provide tools for modeling and detection of various kinds of signals encountered in the physical sciences and engineering. Data mining and statistical inference from large and diverse databases are also covered. Experimental design is to be discussed. Basic topics covered include probability theory; Fourier analysis of continuous and discrete signals; digital filtering; matched filtering and pattern recognition; spectral analysis; Karhunen-Loeve analysis; wavelets; parameter estimation; optimization techniques; Bayesian statistical inference; deterministic, chaotic, and stochastic processes; image formation and analysis; maximum entropy techniques. Specific applications are chosen from current areas of interest in astronomy, where large-scale surveys throughout the electromagnetic spectrum and using non-electromagnetic signals (e.g., neutrinos and gravitational waves) are ongoing and anticipated. Applications are also chosen from topics in geophysics, plasma physics, electronics, artificial intelligence, expert systems, and genetic programming. The course is self-contained and is intended for students with thorough backgrounds in the physical sciences or engineering.

ASTRO 525 Techniques of Optical/Infrared and Submillimeter Astronomy

Spring. 4 credits. G. Stacey, staff.

Optical/infrared and submillimeter telescopes and instrumentation are discussed and related to current research in these fields. The course includes telescope design and general optical design (ray tracing). CCD, photoconductor, photovoltaic, bolometer, impurity band conduction, and heterodyne detection systems are presented. The instrumentation discussion includes general instrument design and specific applications to cameras, spectrographs, and interferometers. Detection limits of various systems, cryogenic techniques, and astronomical data analysis techniques are also discussed. Special topics include speckle interferometry and adaptive optics.

[ASTRO 530 Astrophysical Processes

Spring. 4 credits. Not offered 2004-2005. D. Lai.

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 are covered, as well as spectral line transfer, gas heating and cooling, and topics in atomic and molecular spectroscopy. These topics are 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

Fall. 4 credits. Not offered 2004-2005. D. Chernoff, P. Goldsmith, J. Cordes, Y. Terzian.

Covers 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; and observation techniques, current problems and results.]

ASTRO 560 Theory of Stellar Structure and Evolution (also PHYS 667)

Fall. 4 credits. D. Chernoff.

This course is intended to provide a systematic development of stellar astrophysics, both theory and observations. Topics include hydrostatic equilibrium; equation of state; radiation transfer and atmospheres; convection and stellar turbulence; nuclear burning and nucleosynthesis; solar neutrinos; star formation; pre-main sequence stars; brown dwarfs; end states of stellar evolution (white dwarfs, neutron stars, and black holes); supernovae; interacting binary stars; stellar rotation and magnetic fields; stellar pulsations; winds and outflows. The prerequisites for the course are all undergraduate-level physics. Though helpful, no astronomy background is required.

[ASTRO 570 Physics of the Planets

Fall. 4 credits. Not offered 2004-2005. 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 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, are discussed. Intended for graduate students and seniors in astronomy, physics, and engineering.]

ASTRO 571 Mechanics of the Solar System (also T&AM 673)

Spring. 3 credits. J. Burns.

For description, see T&AM 673.

[ASTRO 579 Celestial Mechanics (also T&AM 672)

Spring. 3 credits. Not offered 2004-2005. J. Burns.

For description, See T&AM 672.]

ASTRO 590 Galaxies and the Universe

Fall. 4 credits. T. Herter.

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 (also PHYS 599)]

Spring. 4 credits. Prerequisites: statistical physics, quantum mechanics, and electromagnetic theory. Not offered 2004–2005. I. Wasserman.

This course is intended to provide a detailed theoretical development of current ideas in cosmology. Topics 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 *Principles of Physical Cosmology* by Peebles.]

[ASTRO 620 Seminar: Advanced Radio Astronomy]

Spring. 2 credits. Prerequisites: some background in astronomical spectroscopy suggested. Open to advanced undergraduates by permission of instructor. Not offered 2004–2005. J. Cordes, R. Giovanelli, M. Haynes.

The emphasis of the course in spring 2004 will be on large-scale surveys in radio astronomy, an interest stimulated by the forthcoming L-band (18–23 cm wavelength) array receiver (ALFA) at the Arecibo Observatory in late 2004. This instrument will revolutionize our ability to search for pulsars, hidden and low-mass galaxies, and transient sources and to probe the structure of the Milky Way. The seminar will focus on a) major surveys carried out in radio and at other wavelengths in recent years, their scientific goals, and technical challenges, and b) plans and prospects for major surveys that are likely to take place in this decade with the L-band feed array at Arecibo. Large surveys require new paradigms for observational astronomy, particularly in connection with data acquisition, excision of artificial and natural interference, the management of extremely large databases, the development of robust tools for data mining, and the timely delivery of data products to archives that are accessible to the wider community.]

[ASTRO 621 Seminar: Planetary Radar Astronomy]

Spring. 3 credits. Prerequisites: intended for graduate students and upper-level undergraduates in astronomy, engineering, and geology. A good background in undergraduate mathematics and physics is required. Not offered 2004–2005. D. Campbell.

The application of radar to the study of the surfaces of planets, planetary satellites, asteroids, and comets. Topics covered target detectability and the specification of the needed antennas, transmitters, and receiving systems; data processing techniques; imaging techniques including delay-Doppler imaging, synthetic aperture radar (SAR) and interferometric SAR; target characterization from cross section, scattering laws, and polarization measurements; results from earth-based and spacecraft radar observations of Mercury, Earth, the Moon, Mars, the satellites of Jupiter, the rings of Saturn, asteroids, and comets.]

ASTRO 640 Advanced Study and Research

Fall or spring. Credit TBA. Guided reading and seminars on topics not currently covered in regular courses.

ASTRO 651 Atmospheric Physics (also EAS 651)

Fall. 3 credits. S. Colucci, P. Gierasch. For description, see EAS 651.]

ASTRO 652 Advanced Atmospheric Dynamics (also SCAS 652)

Spring. 3 credits. S. Colucci, P. Gierasch. For description, see EAS 652.

[ASTRO 660 Cosmic Electrodynamics (also A&EP 608)]

Spring. 2 credits. Not offered 2004–2005. R. Lovelace.

Selected topics discussed in detail: the solar wind, stellar winds, Bondi accretion, Bondi-Hoyle accretion, accretion disks with B fields, magneto-rotational instability, magneto-centrifugal winds and jets from disks, Poynting jets, funnel flows, the propeller stage of accretion, advection and convection dominated accretion flows, fast dynamo processes in astrophysics.]

ASTRO 671 Seminar: Saturn

Fall. 3 credits. P. Nicholson. On July 2004 the *Cassini/Huygens* spacecraft will enter orbit around Saturn, after a seven-year interplanetary cruise. This course reviews current knowledge of Saturn's atmosphere and interior structure; the atmosphere and surface of its largest satellite Titan (the target of the *Huygens* probe); the composition and dynamics of the rings; and the smaller icy moons. Much of this information is derived from the *Voyager* flybys in 1980 and 1981, supplemented by subsequent telescopic observations from the ground and from the Hubble Space Telescope. We emphasize outstanding issues and puzzles, and examine how these may be attacked by *Cassini* observations during its four-year orbital tour.

[ASTRO 673 Seminar: Planetary Atmospheres]

Spring. 2 credits. Not offered 2004–2005. P. Gierasch.

This course deals with motions in planetary atmospheres. Among the topics 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 690 Seminar: Computational Astrophysics (also PHYS 480/680)

Spring. 3 credits. Prerequisites: working knowledge of FORTRAN. Staff. For description, see PHYS 480/680.

[ASTRO 699 Seminar: Problems in Theoretical Astrophysics (also PHYS 665)]

Fall. 2 credits. Not offered 2004–2005. D. Lai.

An informal seminar that explores current research problems in astrophysics, with focus on high-energy and relativistic phenomena. Possible topics include compact stars, supermassive black holes, high-energy cosmic rays, and neutrino and gravitational wave astronomy. Both the theoretical and observational/experimental aspects will be discussed by the lecturer and among the participants. This seminar is open to all graduate students.]

[ASTRO 699 Seminar: Observational High-Energy Physics]

Spring. 2 credits. ASTRO 511 (PHYS 525) is strongly recommended as a co- or prerequisite. Not offered 2004–2005. Staff.]

BIOLOGICAL SCIENCES

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 available to students enrolled in either the College of Agriculture and Life Sciences or the College of Arts and Sciences. Student services provided by the Office of Undergraduate Biology, 216 Stimson Hall, 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; computational biology; ecology and evolutionary biology; general biology; genetics and development; insect biology; microbiology; molecular and cell biology; neurobiology and behavior; nutrition; plant biology; and systematics and biotic diversity. Students interested in the marine sciences may consult the Shoals Marine Laboratory Office (G14 Stimson Hall, 255–3717) for academic and career advising. For more details about the biology curriculum, see the "Biological Sciences" section in this catalog or visit the Office of Undergraduate Biology web site, www.bio.cornell.edu.

BIOLOGY AND SOCIETY MAJOR

B. Chabot, director of undergraduate studies, College of Arts and Sciences; N. Breen, advising coordinator, College of Human Ecology; D. Gurak, advising coordinator, College of Agriculture and Life Sciences; E. Adkins-Regan, B. Bedford, R. Boyd, J. T. Brenna, R. Calvo, R. Canfield, S. Ceci, B. Chabot, C. C. Chu, W. Crepet, J. Davis, P. Dear, R. Depue, C. Eberhard, T. Fahey, G. W. Feigenson, J. Fortune, C. Geisler, W. Ghiorse, C. Goodale, C. Greene, J. Haas, L. Harrington, A. Hedge, S. Hilgartner, H. C. Howland, G. Hudler, B. Johnson, K. A. R. Kennedy, B. Knuth, A. Lemley, D. Levitsky, B. Lewenstein, B. A. Lewis, M. Lynch, S. McCouch, J. Merwin, A. Netravali, N. Noy, S. K. Obendorf, P. Parra, A. Parrot, D. Pelletier, M. Pfeffer, T. Pinch, A. G. Power, R. Prentice, W. Provine, J. V. Reppy, S. Robertson, E. Rodriguez, M. Rossiter, J. Shanahan, R. Stoltzfus, J. Tantillo, N. Uphoff, V. Utermohlen, K. Vogel, R. Wayne, E. Wethington, Q. Wheeler, T. Whitlow, S. Wolf. Emeritus: U. Bronfenbrenner, J. Fessenden MacDonald, J. Mueller, D. Pimentel, J. M. Stycos

The Biology & Society major is suited for students who wish to combine training in biology with perspectives from the social sciences and humanities on the social, political, and ethical aspects of modern

biology. In addition to providing a foundation in biology, Biology & Society students gain a background in the social dimensions of modern biology and in the biological dimensions of contemporary social issues.

The Biology & Society major, which involves faculty from throughout the university, is offered by the Department of Science & Technology Studies. Students in the College of Arts and Sciences, the College of Human Ecology, and the College of Agriculture and Life Sciences are eligible for the major. The major is coordinated for students in all colleges through the Biology & Society Office. Students can get information, specific course requirements, and application procedures for the major from the Biology & Society office in 306 Rockefeller 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; 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 & Society. Majors are required to take a core course and must develop a theme, an intellectually coherent grouping of courses representative of their special interest in biology and society. Recommended themes in the Biology & Society major include biology, behavior, and society; biology and human population; biology and public policy; environment and society; and health and society. Students may also develop their own individually tailored 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 select courses that meet the foundation and core course 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 & Society office. A list of all course descriptions is available in 306 Rockefeller Hall.

Student advisers and faculty members are available (according to posted office hours or by appointment) in the Biology & Society offices, 306 Rockefeller Hall or 131 Rockefeller Hall, to answer questions and to provide assistance.

Admission to the Major

All students should have completed a year of college-level biology before submitting 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. Freshmen admitted to the Colleges of Agriculture and Life Sciences and Human Ecology as Biology & Society majors are considered to have been admitted to the major on a provisional basis, contingent on successful completion of the course sequence in introductory biology and submission of the application to the university major. The application includes 1) a one-page statement explaining the student's intellectual interests in the Biology & 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 & Society requirements, including courses already taken and those the student plans to take; and 4) a transcript of work completed 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 upon 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 by the end of the first semester. Students who are considering the major may also find it beneficial to take S&TS 201, "What is Science?" in their freshman or sophomore year. Human Ecology students should also consult the current Human Ecology guide and meet with the college advising coordinator, Nancy Breen, 205 Martha Van Rensselaer Hall, 255-1928.

Major Requirements

No single course may satisfy more than one major requirement. All courses must be taken for a letter grade.

1) Basic courses

- BIO G 101-104 or 105-106 or 107-108 (prerequisite for admission to Biology and Society).
- 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): CHEM 103-104, 206, 207-208, or 215-216.

2) Foundation Courses (should be completed by end of junior year). Foundation courses are intended to provide a broad introduction to methodology and theory in their area.

These courses must be above the 100 level, at least three credit hours, and taken for a letter grade.

- Ethics: one course; B&SOC 205 (also S&TS 205) or B&SOC 206 (also S&TS 206, PHIL 246).**
- 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.**
- Biology foundation (breadth requirement): three courses; one each from three of the following subject areas: biochemistry, molecular and cell biology (BIOBM, 330 or 331 or 333 or NS 320); Ecology (BIOEE 261); Evolutionary Biology (BIOEE 278); genetics and development (BIOGD 281 or 282 or PL BR 225); neurobiology and behavior (BIONB 222); animal behavior (BIONB 221); and anatomy and physiology (BIOAP 311 or NS 341 but **NOT** BIOAP 212);

biological diversity (BIOPL 241 or BIOMI 290 or BIOEE 373 or BIOEE 274 or BIOEE 470 and BIOEE 472 or BIOEE 471 or BIOEE 475 or BIOEE 476 or ENTOM 212 or PL PA 241 or PL PA 309); Nutrition (NS 115).

- Biology foundation (Depth requirement): one biology course for which one of the above (2C) is a prerequisite.***
- Statistics: one course selected from MATH 171, ILRST 210, BTRY 261, BTRY 301, AEM 210, SOC 301, PSYCH 350, ECON 319, CRP 223, PAM 210.

3) Core Course** (one course). Should be completed by end of junior year.

B&SOC 301: Life Sciences and Society (also S&TS 301); or S&TS 286: Science and Human Nature (also PHIL 286).

4) Theme (five courses that correspond to the theme selected by the student). These courses must be above the 100-level, at least three credit hours, and taken for a letter grade. Choose these courses as follows:

- Natural science issues/biology elective (two courses). Select from the list of B&SOC approved natural science issues courses or choose course(s) with introductory biology as a prerequisite from: ALS, AN SC, BIOSCI, ENTOM, FOOD, HD, NS, NTRRES, PL BR, PL PA, PSYCH, VTMED.
- 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, or select humanities or social sciences courses in consultation with the faculty adviser.
- 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, 4.B, and 4.C), a minimum of two social science courses and two humanities courses must be chosen. History of science, philosophy of science, and ethics courses may be counted toward the humanities requirement for the major.

*** A list of approved depth courses using NS 115 as a prerequisite is available in 306 Rockefeller Hall.

Independent Study

Projects under the direction of a Biology & 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 B&SOC 375 (Independent Study) with written permission of the faculty supervisor and may elect either the letter grade or the S-U option. Applications and information on faculty research, scholarly activities, and undergraduate opportunities are available in

the Biology & Society Office, 306 Rockefeller Hall. Independent study credits may not be used in completion of the major requirements.

The Honors Program

The honors program is designed to provide independent research opportunities for academically talented undergraduate students whose major is Biology & Society (B&SOC). Students who enroll in the honors program are expected, with faculty guidance, to do independent study and research dealing with issues in biology and society. Students participating in the program should find the experience intellectually stimulating and rewarding whether or not they intend to pursue a research career.

Biology & Society majors are considered for entry into the honors program at the end of the second semester of the junior year. Application forms for the honors program are available in the Biology & Society office, 306 Rockefeller Hall. The honors program is available to Biology & Society majors from the College of Arts and Sciences. Biology & Society majors in the Colleges of Human Ecology and Agriculture and Life Sciences must be selected by an honors committee within their college. To qualify for the Biology & Society honors program, students must have an overall Cornell cumulative grade-point average of at least 3.3, have formulated a research topic, and have found a project supervisor (with an academic appointment at Cornell) and another faculty member willing to serve as their advisers. At least one of these must be a member of the Biology & Society major. Applications will be reviewed by a committee headed by the director of undergraduate studies, who will notify students directly of the outcome. Students will be permitted to register for the honors program only by permission of the department. Students must enroll for two semesters and may take three to five credits per semester up to a maximum of eight credits in B&SOC 498 and 499, Honors Project I and II. They must attend the honors seminar during the fall semester. More information on the honors program is available in the Biology & Society Office, 306 Rockefeller Hall (255-6047).

People to contact for Biology & Society Honors Information:

In Arts and Sciences: Brian Chabot, director of undergraduate studies, bfc1@cornell.edu

In Agriculture and Life Sciences: David Pimentel, faculty representative to CALS Honors Committee, dp18@cornell.edu

In Human Ecology: Nancy Breen, advising coordinator, CHE, neb5@cornell.edu

Further Information

Professor Brian Chabot, director of undergraduate studies, bfc1@cornell.edu

Professor Douglas Gurak, advising coordinator, College of Agriculture and Life Sciences, dtg2@cornell.edu

Dr. Nancy Breen, advising coordinator, College of Human Ecology, neb5@cornell.edu

Susan Sullivan, Biology & Society Advising Office, 306 Rockefeller Hall; (607) 255-6047, sfc1@cornell.edu

web site: www.sts.cornell.edu

I. First-Year Writing Seminars and Introductory Course

Consult the John S. Knight Institute brochure for times, instructors, and descriptions.

S&TS 101 Science and Technology in the Public Arena

Fall. 3 credits. This course is recommended as an introduction to the field. It is not required and may not be used to fulfill a major requirement. J. Reppy.

For description, see S&TS listings, S&TS 101.

II. Foundation Courses

A. Ethics (one course)

B&SOC 205 Ethical Issues in Health and Medicine (also S&TS 205) (IV) (KCM)

Fall. 4 credits. Limited to 150 students. Not open to freshmen. 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 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 S&TS 206, PHIL 246) (IV) (KCM)

Spring. 4 credits. Limited to 50 students. Open to all undergraduates; permission of instructor required for freshmen. N. Sethi. The aim of this course is to acquaint students with moral issues that arise in the context of the environment and environmental policy. Our concerns about the environment bring to our attention the importance of economic, epistemological, legal, political, and social issues in assessing our moral obligations to other humans and the natural world. Our attempt is then to explore how different factors come into play in defining our responsibilities to the environment and to examine the grounds for our environmental policy decisions. A background in basic ecology or environmental issues or ethics is helpful.

B. Social Sciences/Humanities Foundation (two courses, one from any two areas)

1. History of Science

[S&TS 233 Agriculture, History, and Society: From Squanto to Biotechnology

Fall. 3 credits. Not offered 2004-2005. M. Rossiter.

For description, see S&TS listings, S&TS 233.]

S&TS 282 Science in Western Civilization (also HIST 282)

Spring. 4 credits. P. Dear. For description, see HIST 282.

[S&TS 283 The Sciences in the Twentieth Century (also HIST 280)

Fall. 4 credits. Staff. For description, see HIST 283.]

S&TS 287 Evolution (also BIOEE 207, HIST 287)

Fall or summer. 3 credits. May not be taken for credit after BIOEE 278.

A. MacNeill. For description, see BIOEE 207.

S&TS 355 Computers: From Babbage to Gates

Fall. 4 credits. R. Prentice. For description, see S&TS listings, S&TS 355.

[S&TS 390 Science in the American Polity: 1800-1960 (also GOVT 308, AM ST 388)

Fall. 4 credits. Not offered 2004-2005. Staff. For description, see S&TS 390.]

[S&TS 433 Comparative History of Science

Spring. 4 credits. Not offered 2004-2005. M. Rossiter. For description, see S&TS listings, S&TS 433.]

S&TS 444 Historical Issues of Gender and Science (also FGSS 444)

Spring. 4 credits. S. Seth. For description, see S&TS listings, S&TS 444.

S&TS 447 Seminar in the History of Biology: Why Is Evolutionary Biology So Controversial? (also BIOEE 467, B&SOC 447, HIST 415)

Fall or summer (6-week session). 4 credits. Limited to 18 students. S-U grade optional. Not offered fall 2004. W. Provine. For description and prerequisites, see BIOEE 467.]

2. Philosophy of Science

S&TS 201 What Is Science? An Introduction to the Social Studies of Science and Technology (also SOC 210)

Spring. 3 credits. T. Pinch. For description, see S&TS listings, S&TS 201.

S&TS 286 Science and Human Nature (also PHIL 286)

Spring. 4 credits. May be used to meet the philosophy of science requirement *if not* used to meet the core course requirement. R. Boyd. For description, see PHIL 286.

S&TS 381 Philosophy of Science: Knowledge and Objectivity (also PHIL 381)

Fall. 4 credits. R. Boyd. For description, see PHIL 381.

3. Sociology of Science

B&SOC 301 Life Sciences and Society (also S&TS 301)

Fall. 4 credits. May be used to meet the sociology of science requirement if not used to meet the core course requirement. M. Lynch. See Core Courses for description.

[B&SOC 442 Sociology of Science (also S&TS 442, SOC 442, CRP 442)

Fall. 4 credits. Not offered 2004-2005. Staff. For description, see S&TS listings, S&TS 442.]

[HD 452 Culture and Human Development

Fall. 3 credits. Not offered 2004-2005. Q. Wang. For description, see HD 452.]

NS 245 Social Science Perspectives on Food and Nutrition

Fall. 3 credits. J. Sobal.
For description, see NS 245.

[D SOC 208 Technology and Society

Fall. 3 credits. Not offered 2004-2005.
C. Geisler.
For description, see D SOC 208.]

D SOC 220 Sociology of Health and Ethnic Minorities (also LSP 220)

Fall. 3 credits. P. Parra.
For description, see D SOC 220.

S&TS 201 What Is Science? An Introduction to the Social Studies of Science and Technology (also SOC 210)

Spring. 3 credits. T. Pinch.
For description, see S&TS listings, S&TS 201.

S&TS 311 The Sociology of Medicine

Spring. 4 credits. C. Leuenberger.
For description, see S&TS 311.

[S&TS 411 Knowledge, Technology, and Property

Spring. 4 credits. Not offered 2004-2005.
S. Hilgartner.
For description, see S&TS 411.]

4. Politics of Science**[B&SOC 406 Biotechnology and Law (also S&TS 406)**

Spring. 4 credits. Not offered 2004-2005.
Staff.
For description, see S&TS 406.]

B&SOC 407 Law, Science, and Public Values (also S&TS 407)

Spring. 4 credits. M. Lynch.
For description, see S&TS listings, S&TS 407.

CRP 380 Environmental Politics

Fall. 4 credits. R. Booth.
For description, see CRP 380.

PAM 230 Introduction to Policy Analysis

Fall or spring. 4 credits. J. Gerner,
R. Avery.
For description, see PAM 230.

S&TS 324 Environment & Society (also D SOC 324, SOC 324)

Fall. 3 credits. C. Geisler.
For description, see D SOC 324.

S&TS 391 Science in the American Polity: 1960-Now (also GOVT 309, AM ST 389)

Spring. 4 credits. S. Hilgartner.
For description, see S&TS 391.

[S&TS 427 Politics of Environmental Protection (also GOVT 420)

Summer. 4 credits. Not offered 2004-2005.
S. Yearley.]

5. Science Communication**COMM 260 Scientific Writing for Public Information**

Fall and spring. 3 credits. Limited to 25 non-freshman or graduate students per section. S. Conroe.
For description and prerequisites, see COMM 260.

COMM 421 Communication and the Environment

Spring. 3 credits. May be used in Foundation only if **not** taken as senior seminar. J. Shanahan.
For description, see COMM 421.

S&TS 285 Communication in the Life Sciences (also COMM 285)

Spring. 3 credits. B. Lewenstein.
For description, see COMM 285.

S&TS 352 Science Writing for the Mass Media (also COMM 352)

Fall. 3 credits. B. Lewenstein.
For description and prerequisites, see COMM 352.

[S&TS 466 Public Communication of Science and Technology (also COMM 466)

Fall. 3 credits. Limited to 15 students. May be used in Foundation only if **not** taken as senior seminar. Not offered 2004-2005.
B. Lewenstein.
For description and prerequisites, see COMM 466.]

C. Biology foundation (breadth requirement): Three courses: one from three of the following subject areas:

1. Biochemistry, Molecular and Cell Biology**BIOBM 330 Principles of Biochemistry, Individual Instruction**

Fall and spring. 4 credits. J. Blankenship,
P. Hinkle, staff.
For description and prerequisites, see BIOBM 330.

BIOBM 331 Principles of Biochemistry: Proteins and Metabolism

Fall. 3 credits. May not be taken for credit after BIOBM 330 or 333. G. Feigenson.
For description and prerequisites, see BIOBM 331.

BIOBM 333 Principles of Biochemistry, Lectures

Summer. 4 credits. H. Nivison.
For description and prerequisites, see BIOBM 333.

[NS 320 Introduction to Human Biochemistry

Fall. 4 credits. Not offered 2004-2005.
W. Arion, P. Stover.
For description and prerequisites, see NS 320.]

2. Ecology**BIOEE 261 Ecology and the Environment**

Fall and summer. 4 credits. Not open to freshmen. B. Chabot, A. Dhondt,
N. Hairston.
For description and prerequisites, see BIOEE 261.

3. Genetics and Development**BIOGD 281 Genetics**

Fall, spring, and summer. 5 credits. Not open to freshmen fall semester. Limited to 200 students. M. Goldberg, T. Fox,
R. MacIntyre.
For description and prerequisites, see BIOGD 281.

BIOGD 282 Human Genetics

Spring. 2 or 3 credits (2 cr. if taken after BIOGD 281). Must be taken for 3 credits to fulfill Biology & Society requirements. Limited to 25 per discussion group.
M. Goldberg.
For description and prerequisites, see BIOGD 282.

4. Evolutionary Biology**BIOEE 278 Evolutionary Biology**

Fall and spring. 3 or 4 credits. M. Geber,
M. Shulman, staff.
For description, see BIOEE 278.

5. Animal Behavior**BIONB 221 Neurobiology and Behavior I: Introduction to Neurobiology**

Spring. 3, 4, or 5 credits. P. Sherman, staff.
For description and prerequisites, see BIONB 221.

6. Neurobiology and Behavior**BIONB 222 Neurobiology and Behavior II: Introduction to Neurobiology**

Spring. 3 or 4 credits. C. Linster, staff.
For description and prerequisites, see BIONB 222.

7. Physiology and Anatomy**BIOAP 311 Introductory Animal Physiology, Lectures (also VTBS 346)**

Fall. 3 credits. E. Loew, staff.
For description and prerequisites, see BIOAP 311.

NS 341 Human Anatomy and Physiology

Spring. 4 credits. Permission only. Must preregister for lab in 309 MVR during CoursEnroll. V. Utermohlen.
For description and prerequisites, see NS 341.

8. Biological Diversity**BIOMI 290 General Microbiology Lectures**

Fall, spring, and summer. 2 or 3 credits. Must be taken for 3 credits to fulfill major requirement. B. Batzing, W. Ghiorse.
For description and prerequisites, see BIOMI 290.

BIOPL 241 Introductory Botany

Fall. 3 credits. K. Niklas.
For description, see BIOPL 241.

BIOEE 274 The Vertebrates: Structure, Function, and Evolution

Spring. 4 credits. K. Zamudio.
For description and prerequisites, see BIOEE 274.

BIOEE 373 Biology of the Marine Invertebrates

Fall. 5 credits. J. Morin.
For description and prerequisites, see BIOEE 373.

BIOEE 470 Herpetology, Lectures

Spring. 2 credits. Must be taken in conjunction with 472 to count for major credit. H. Greene.
For description and prerequisites, see BIOEE 470.

[BIOEE 471 Mammalogy

Fall. 4 credits. Not offered 2004-2005. Staff.
For description and prerequisites, see BIOEE 471.]

BIOEE 472 Herpetology, Laboratory

Spring. 2 credits. Must be taken in conjunction with 470 to count for major credit. H. Greene.
For description and prerequisites, see BIOEE 472.

BIOEE 475 Ornithology

Spring. 4 credits. D. Winkler.
For description and prerequisites, see BIOEE 475.

BIOEE 476 Biology of Fishes

Fall. 4 credits. A. McCune.
For description and prerequisites, see BIOEE 476.

ENTOM 212 Insect Biology

Fall. 4 credits. C. Gilbert.
For description and prerequisites, see ENTOM 212.

PL PA 241 Plant Diseases and Disease Management

Fall. 4 credits. Staff.
For description and prerequisites, see PL PA 241.

PL PA 309 Introductory Mycology

Fall. 3 credits. K. Hodge.
For description and prerequisites, see PL PA 309.

9. Nutrition**NS 115 Nutrition, Health, and Society**

Fall. 3 credits. D. Levitsky.
For description, see NS 115.

D. Biology foundation (depth requirement): one course for which one of the above breadth requirement courses (2C) is a prerequisite.

E. Statistics (one course)**AEM 210 Introductory Statistics**

Spring. 4 credits. C. VanEs.
For description and prerequisites, see AEM 210.

BTRY 261 Statistical Methods I

Summer. 4 credits. Staff.
For description and prerequisites, see BTRY 261.

BTRY 301 Statistical Methods I

Fall. 4 credits. P. Sullivan.
For description and prerequisites, see BTRY 301.

[CRP 223 Introduction to Statistical Reasoning for Urban and Regional Analysis

Fall. 3 credits. Not offered 2004–2005. Staff.
For description, see CRP 223.]

ECON 319 Introduction to Statistics and Probability

Fall and spring. 4 credits. Y. Hong, F. Molinari.
For description and prerequisites, see ECON 319.

ILRST 210 Statistics: Statistical Reasoning

Fall and spring. 3 credits. P. Velleman.
For description, see ILRST 210.

MATH 171 Statistical Theory and Application in the Real World

Fall and spring. 4 credits. Staff.
For description, see MATH 171.

PAM 210 Introduction to Statistics

Fall and spring. 4 credits. K. Joyner, L. O'Neill, R. Swisher.
For description, see PAM 210.

PSYCH 350 Statistics and Research Design

Fall. 4 credits. T. Gilovich.
For description, see PSYCH 350.

SOC 301 Evaluating Statistical Evidence (also D SOC 302)

Fall. 4 credits. M. Clarkberg.
For description, see SOC 301.

III. Core Courses**B&SOC 301 Life Sciences and Society (also S&TS 301) (III) (SBA)**

Fall. 4 credits. Prerequisite: 2 semesters of social science or humanities and 1 year of introductory biology or permission of instructor. Limited to 50 students.
M. Lynch.

Critical thinking about the diverse influences shaping the life sciences. Topics include evolution and natural selection, heredity and genetic determinism, biotechnology, and reproductive interventions. 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.

S&TS 286 Science and Human Nature (also PHIL 286)

Fall. 4 credits. R. Boyd.
For description, see PHIL 286.

IV. Themes**A. Natural Science Issues/Biology Elective** (two courses). Select from the following list of B&SOC approved natural science issues courses or choose course(s) with intro biology as a prerequisite from:

ALS, AN SC, BIOSCI, ENTOM, FOOD, HD, NS, NTRES, PL BR, PL PA, PSYCH, VET MED.

B&SOC 214 Biological Basis of Sex Differences (also BIOAP 214 and FGSS 214)

Spring. 3 credits. J. Fortune.
For description, see BIOAP 214.

B&SOC 347 Human Growth and Development: Biological and Behavioral Interactions (also HD 347, NS 347)

Spring. 3 credits. Offered alternate years.
J. Haas and S. Robertson.
For description and prerequisites, see HD 347.

[BIOEE 275 Human Biology and Evolution (also ANTHR 275 and NS 275)

Fall. 3 credits. Not offered 2004–2005.
K. Kennedy and J. Haas.
For description, see BIOEE 275.]

[BIOEE 474 Laboratory and Field Methods in Human Biology (also ANTHR 474)

Spring. 5 credits. Not offered 2004–2005.
K. Kennedy.
For description, see BIOEE 474.]

[BIOEE 673 Human Evolution: Concepts, History, and Theory (also ANTHR 673)

Fall. 3 credits. Not offered 2004–2005.
K. Kennedy.
For description, see BIOEE 673.]

[BIOPL 247 Ethnobiology

Fall. 3 credits. Not offered 2004–2005.
D. Bates.
For description, see BIOPL 247.]

HD 220 Biological Issues in Human Development: The Human Brain and Mind

Fall. 3 credits. E. Temple.
For description, see HD 220.

HD 266 Emotional Functions of the Brain

Fall. 3 credits. R. Depue.
For description, see HD 266.

HD 344 Infant Behavior and Development

Fall. 3 credits. Not open to freshmen.
S. Robertson.
For description and prerequisites, see HD 344.

HD 366 Psychobiology of Temperament and Personality

Fall. 3 credits. R. DePue.
For description and prerequisites, see HD 366.

HD 433 Developmental Cognitive Neuroscience

Spring. May be used as depth course if BIONB 221 or 222 is taken as breadth.
3 credits. E. Temple.
For description, see HD 433.

[HD 436 Language Development (also LING 436, PSYCH 436, COGST 436)

Spring. 4 credits. Not offered 2004–2005.
B. Lust.
For description, see HD 436.]

NS 222 Maternal and Child Nutrition

Fall. 3 credits. Limited to 25. C. Garza, P. Brannon.
For description and prerequisites, see NS 222.

NS 331 Physiological and Biochemical Bases of Human Nutrition

Spring. 4 credits. C. McCormick.
For description and prerequisites, see NS 331.

NS 361 Biology of Normal and Abnormal Behavior (also PSYCH 361)

Fall. 3 credits. Limited to juniors and seniors only. B. Strupp.
For description and prerequisites, see NS 361.

NS 452 Molecular Epidemiology and Dietary Markers of Chronic Disease

Spring. 3 credits. P. Cassano.
For description and prerequisites, see NS 452.

NS 475 Mechanisms of Birth Defects

Spring. 3 credits. P. Stover.
For description and prerequisites, see NS 475.

NTRES 201 Environmental Conservation

Spring. 3 credits. T. Fahey.
For description, see NTRES 201.

PSYCH 326 Evolution of Human Behavior

Spring. 4 credits. B. Johnston.
For description and prerequisites, see PSYCH 326.

Examples of biology electives**AN SCI 300 Animal Reproduction and Development**

Spring. 3 credits.
For description, see AN SCI 300.

HD 366 Psychobiology of Temperament and Personality

Fall. 3 credits. R. DePue.
For description and prerequisites, see HD 366.

NS 331 Physiological and Biochemical Bases of Human Nutrition

Spring. 4 credits.
For description, see NS 331.

B. Humanities/Social Science elective (two courses)

Courses listed earlier as social science/humanities foundation courses (2B) are particularly appropriate as social science/humanities electives. However, a single course cannot be used to meet both requirements. Examples of recommended social science or humanities electives are listed below. A more complete list is available in 306 Rockefeller Hall.

Examples of social science electives**AEM 464 Economics of Agricultural Development (also ECON 464)**

Fall. 3 credits. R. Christy.
For description, see AEM 464.

[ANTHRO 211 Nature and Culture

Spring. 4 credits. Not offered 2004-2005.
For description, see ANTHR 211.]

B&SOC 331 Environmental Governance (also S&TS 331 and NTRES 331)

Spring. 3 credits. S. Wolf.
For description, see NTRES 331.

HD 457 Health and Social Behavior (also SOC 457)

Fall. 3 credits. E. Wethington.
For description, see HD 457.

NS 450 Public Health Nutrition

Spring. 3 credits. K. Rasmussen, D. Pelletier.
For description, see NS 450.

PAM 303 Ecology and Epidemiology of Health

Fall. 3 credits. E. Rodriguez.
For description, see PAM 303.

PAM 380 Human Sexuality

Spring. 4 credits. A. Parrot.
For description, see PAM 380.

PAM 435 U.S. Health Care System

Fall. 3 credits. R. Battistella.
For description, see PAM 435.

PAM 437 Economics of Health Policy

Spring. 3 credits. K. Simon.
For description, see PAM 437.

D SOC 205 Rural Sociology and International Development (also SOC 206)

Spring. 3 credits. P. McMichael.
For description, see D SOC 205.

[D SOC 490 Society and Survival

Fall. 3 credits. Not offered 2004-2005.
For description, see D SOC 490.]

[SOC 340 Health, Behavior, and Policy

Spring. 4 credits. Not offered 2004-2005.
S. Caldwell.

For description, see SOC 340.]

Examples of humanities electives**PHIL 241 Ethics**

Spring. 4 credits. N. Sturgeon.
For description, see PHIL 241.

[PHIL 368 Global Climate and Global Justice (also GOVT 468)

Fall. 4 credits. Not offered 2004-2005.
For description, see PHIL 368.]

[S&TS 481 Philosophy of Science (also PHIL 481)

Spring. 4 credits. Not offered 2004-2005.
R. Boyd.

For description, see PHIL 681.]

C. Senior Seminars.**[B&SOC 414 Population Policy (also D SOC 418)**

Spring. 3 credits. Staff. Prerequisite: population course or permission of instructor. Not offered 2004-2005.]

B&SOC 425 From "Cold Mothers" to "Autistic Dads"—Autism in Twentieth-Century America (also S&TS 425)

Fall. 4 credits. Offered 2004 and 2005 only.
C. Silverman.

For description, see S&TS 425.

[B&SOC 427 Politics of Environmental Protection (also S&TS 427 and GOVT 420)

Summer. 4 credits. Not offered 2004-2005.
S. Yearley.

For description, see S&TS 427.]

S&TS 431 From Surgery to Simulation

Fall. 4 credits. R. Prentice.
For description, see S&TS 431.

S&TS 446 Biomedical Ethics

Spring. 4 credits. N. Sethi.
For description, see S&TS listings, S&TS 446.

B&SOC 447 Seminar in the History of Biology (also BIOEE 467, HIST 415, and S&TS 447)

Summer (6-week session). 4 credits.
W. Provine.

For description, see BIOEE 467.

B&SOC 461 Environmental Policy (also BIOEE 661, ALS 661)

Fall and spring. Yearlong course, must be started in the fall. 3 credits each term. Limited to 12 students. D. Pimentel.

For description and prerequisites, see BIOEE 661.

COMM 421 Communication and the Environment

Spring. 3 credits. J. Shanahan.
For description, see COMM 421.

HD 336 Connecting Social, Cognitive and Emotional Development

Fall. 3 credits. M. Casasola.
For description, see HD 336.

HD 366 Psychobiology of Temperament and Personality

Fall. 3 credits. R. Depue.
For description and prerequisites, see HD 366.

HD 418 Psychology of Aging

Fall. 3 credits. S. Cornelius.
For description, see HD 418.

[HD 419 Midlife Development

Spring. 3 credits. Not offered 2004-2005.
S. Cornelius.

For description, see HD 419.]

HD 464 Adolescent Sexuality (also FGSS 467)

Spring. 3 credits. R. Savin-Williams.
For description, see HD 464.

HD 660 Social Development

Spring. 3 credits. Permission of instructor required for undergraduates. K. Greene.
For description, see HD 660.

PAM 552 Health Care Services: Consumer and Ethical Perspectives

Fall. 3-4 credits. If using this course as a senior seminar, B&SOC majors must take it for four credits. A. Parrot.
For description, see PAM 552.

[PAM 556 Managed Care

Fall. 3 credits. For undergraduate seniors only by permission of instructor. Not offered 2004-2005. J. Kuder.

For description, see PAM 556.]

PAM 559 Epidemiology, Clinical Medicine, and Management Interface Issues

Spring. 3 credits. E. Rodriguez.
For description, see PAM 559.

[D SOC 410 Population and Environment

Spring. 3 credits. Not offered 2004-2005.

Staff.

For description, see D SOC 410.]

D SOC 438 Population and Development (also SOC 437)

Fall. 3 credits. D. Gurak.
For description, see D SOC 438.

[D SOC 495 Population, Development, and Environment in Sub-Saharan Africa

Fall. 4 credits. Not offered 2004-2005.
P. Eloundou-Enyegue.

For description, see D SOC 495.]

[S&TS 438 Minds, Machines, and Intelligence (also COGST 438)

Spring. 4 credits. Not offered 2004-2005.
Staff.]

[S&TS 466 Public Communication of Science and Technology (also COMM 466)

Fall. 3 credits. Not offered 2004-2005.
B. Lewenstein.

For description and prerequisites, see COMM 466.]

B&SOC 471 The Dark Side of Biology: Biological Weapons, Bioterrorism, and Biocriminality (also S&TS 471)

Fall. 4 credits. Prerequisites: at least one course in S&TS and one semester of biology beyond introductory biology.
K. Vogel.

Rapid advances in biotechnology, as well as changing social and political climates, have created new public fears that the malicious release of pathogens and toxins by states and/or terrorist groups is a serious threat. Debates have also emerged as to what biological research and publications should be restricted and censored to prevent misuse. The course explores the scientific, social, political, legal, and ethical discussions surrounding historical and current work on dangerous pathogens and toxins. This course also takes a look at the role that the expert and lay communities play in the shaping of popular perceptions and public policies in these threat discussions.

[S&TS 490 Integrity of Scientific Practice

Fall. 4 credits. Not offered 2004-2005.
S. Hilgartner.]

[S&TS 645 Genetics: Politics and Society in Comparative Perspective (also GOVT 634)

Fall. 4 credits. Not offered 2004-2005.
S. Hilgartner.

For description, see S&TS listings, S&TS 645.]

V. Other Courses

B&SOC 375 Independent Study

Fall or spring. 1–4 credits. Must have written permission of faculty supervisor and Biology & Society major.

Projects under the direction of a Biology & 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 B&SOC 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 & Society Office, 306 Rockefeller 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 & Society supplement issued at the beginning of each semester.]

B&SOC 498/499 Honors Project I and II

Fall and spring. 3–5 credits each term. Full-year project. Open only to Biology & Society students in their senior year by permission of the department. Students must have an overall GPA of 3.3. Please apply in 306 Rockefeller Hall.

Students who are admitted to the honors program are required to complete two semesters of honors project research and to write an honors thesis. The project must include substantial research and the completed work should be of wider scope and greater originality than is normal for an upper-level course.

Students may take three to five credits per semester up to a maximum of eight credits in B&SOC 498 and 499, Honors Projects I and II. Students should note that these courses are to be taken in addition to those courses that meet the regular major requirements. B&SOC 498 includes the fall Honors Seminar. The student and the project supervisor must reach clear agreement at the outset as to work to be completed during the first semester. Minimally, an honors thesis outline, bibliography, and draft introductory chapter should be accomplished. At the end of B&SOC 498, Honors Project I, a letter grade will be assigned and the advisers, in consultation with the director of undergraduate studies, will evaluate whether or not the student should continue working on an honors project. Biology & Society students who do continue in the honors program for the second semester 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.

Applications and information are available in the Biology & Society Office, 306 Rockefeller Hall.

BURMESE

See Department of Asian Studies.

CATALAN

See Department of Romance Studies.

CAMBODIAN

See Department of Asian Studies.

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 graduate studies of the Center for Applied Mathematics, 657 Frank H. T. Rhodes Hall.

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 the section "Interdisciplinary Centers, Programs, and Studies."

CENTER FOR INTERNATIONAL STUDIES

See Interdisciplinary Centers, Programs, and Studies.

CHEMISTRY AND CHEMICAL BIOLOGY

H. D. Abruna, chair (122 Baker Laboratory, 255–4175); G. W. Coates, associate chair; M. A. Hines, director of undergraduate studies; H. D. Abruna, J. Almy, B. A. Baird, T. P. Begley, J. M. Burlitch, B. K. Carpenter, R. A. Cerione, G. Chan, P. J. Chirik, G. W. Coates, D. B. Collum, B. R. Crane, H. F. Davis, F. J. DiSalvo, S. E. Ealick, G. S. Ezra, R. C. Fay, J. H. Freed, B. Ganem, M. A. Hines, R. Hoffmann, P. L. Houston, S. Lee, R. F. Loring, J. A. Marohn, T. McCarrick, J. E. McMurry, J. Njaroarson, D. Y. Sogah, D. T. McQuade, J. Meinwald, S. Russo, D. A. Usher, B. Widom, C. F. Wilcox, P. T. Wolczanski, D. B. Zax

The Department of Chemistry and Chemical Biology offers a full range of courses in physical, organic, inorganic, analytical, theoretical, bioorganic, and biophysical

chemistry. In addition to their teaching interests, Chemistry and Chemical Biology 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 Major

To fit the widely varying needs of our undergraduate majors, the department offers two different tracks that both lead to the same undergraduate degree:

Standard Major—The standard major provides a comprehensive background in all fields of chemistry. Most students who complete the standard major go on to graduate study in chemistry or to medical school, although some students proceed directly to a position in the chemical industry. With additional independent research (which is not required), the standard chemistry major is fully accredited by the American Chemical Society.

Alternative Major—The alternative major offers a flexible program of study that is primarily designed for students who intend to double major in another field. For example, students majoring in biology can complete the alternative major with little additional class work. This program might also be attractive for students interested in law (especially patent law), as a double major in government or economics plus chemistry is quite feasible. This program is not suited to further graduate work in chemistry. With few exceptions, students in the alternative major are not chosen to participate in the Honors Program in chemistry. The alternative major is not accredited by the American Chemical Society.

Either version of the major can be completed in three years of study. Most students, however, complete all of the requirements in their first three years with the exception of CHEM 410 (Inorganic Chemistry) which is usually taken in the fall semester of the senior year. The typical chemistry course sequence is:

first year: general chemistry and mathematics

second year: organic chemistry, analytical and organic laboratories, and physics

third year: physical chemistry lectures and laboratories

fourth year: inorganic chemistry

Admission to the Major

Admission to the chemistry major requires the satisfactory completion of a number of introductory courses which, when taken together, demonstrate an ability to complete the major. These courses include 1) CHEM 215–216 or 207–208 (CHEM 211, 208 or 206, 208 are accepted but not recommended); 2) CHEM 300; 3) PHYS 207 or 112 or 116; and 4) MATH 111 or 191. Second-term sophomores (or beyond) who have completed all but one of these requirements may be admitted to the major provided that they have a plan for completing the major on schedule.

The Standard Major

In addition to the courses required for admission to the major, the following additional courses must be completed for the standard major:

- 1) CHEM 301-303, 359-360 (357-358 may be substituted), 389-390, and 410,
- 2) MATH 112, 213; or 122, 221-222; or 192-293,
- 3) PHYS 208 or 213

Most standard majors also perform independent research at some point in their academic career, either during the term or in the summer. Many students take advanced courses to complement this program.

The Alternative Major

In addition to the courses required for admission to the major, the following additional courses must be completed for the alternative major:

- 1) CHEM 251, 257, 287, 289 and 410 (CHEM 357-358 or 359-360 may be substituted for CHEM 257. CHEM 389-390 can be substituted for CHEM 287. Any of these options will also fulfill the advanced-chemistry course requirement.)
- 2) MATH 112 or 122 or 192
- 3) PHYS 208 or 213
- 4) One additional 3- or 4-credit advanced-chemistry course at the 300-level or above
- 5) Three additional courses, of 3 or more credits each, that form a cohesive unit and are not at the introductory level. These three courses must be approved by a departmental committee.

The three additional courses may be in another field of study, such as biochemistry, physics, biology, materials science, economics, government, or education. Many students who double major use courses from their second major to satisfy this requirement.

Like the standard majors, many alternative majors perform independent research, either in the chemistry department or in another department.

Honors

Any student who completes the requirements for a standard major in chemistry with a cumulative GPA of 3.5 or higher shall be awarded a degree with honors (cum laude).

In addition, senior chemistry majors who have superior grades in chemistry and related subjects and who have had good performance in at least eight credits of undergraduate research (or the equivalent) in chemistry or a related field (e.g., biochemistry) may be nominated for the Honors Program. To ensure that the nomination process runs smoothly, all students who are interested in the Honors Program should discuss this possibility with their advisor early in the fall semester of the senior year. Admission to the Honors Program is by invitation only. Students completing the alternative major are only eligible for the Honors Program in exceptional cases.

Students in the Honors Program participate in the honors seminar (CHEM 498) and write a senior thesis. The successful completion of the Honors Program leads to the degree of Bachelor of Arts with honors or high honors in chemistry.

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. Closed-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 in organic and analytical labs 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 \$20 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 105 The Language of Chemistry (I) (PBS)]

Fall, 3 credits. This course contributes to satisfying the CALS physical science requirement of one course in chemistry. S-U or letter grades. Lects, M W F. Prelims: in normal class period. Not offered 2004-2005. Staff.

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, bombykol, and the sperm attractants of algae), the principles of chemistry to which Kornberg refers are developed. Methods of analyzing chemical problems are emphasized, rather

than the memorization of specific results or formulas. There is 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 106 The World of Chemistry (I) (PBS)

Spring, 3 credits. This course contributes to satisfying the CALS physical science requirement of one course in chemistry. S-U or letter grades. Lects, M W F. Prelims: March 8, April 7. B. Ganem.

Chemistry is the art, craft, business, and science of substances and their transformations. Since we've learned to look inside, we know that within those substances undergoing change are persistent groupings of atoms called molecules. So chemistry is also played out on the microscopic level. This is a course that looks at the way chemistry enters all aspects of the everyday world and the way it interacts with culture and the economy. We try to gain a feeling for the way science is done and grasp the interplay of chemistry and biology.

CHEM 206 Introduction to General Chemistry (I) (PBS)

Fall or summer, 4 credits. Enrollment limited. Lab fee \$20 (covers the cost of safety goggles, lab apron, and breakage). Lects, M W F; lab, M, T, W, R, or F. Prelims: Oct. 7, Nov. 11. R. Hoffmann.

An introduction to chemistry, both quantitative and qualitative, this course is intended for those needing a less intensive introduction to chemistry than 207-208.

CHEM 207-208 General Chemistry (I) (PBS)

Fall or summer, 207; spring or summer, 208. 4 credits each term. Prerequisite for CHEM 208: CHEM 206 or 207. CHEM 207 lab fee \$20 (covers the cost of safety goggles, lab apron, and breakage). Lects, T R; lab, M T W R F. Prelims: Oct. 7, Nov. 11, Mar. 1, April 12. Fall: P. J. Chirik; spring: M. A. Hines.

Fundamental chemical principles are covered, with considerable attention given to the quantitative aspects and to the techniques important for further work in chemistry.

Note: Entering students exceptionally well prepared in chemistry may receive advanced placement credit for General Chemistry 207 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. Taking CHEM 208 after 215 is not recommended and can be done only with the permission of the 208 instructor.

CHEM 211 Chemistry for the Applied Sciences (I) (PBS)

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 MATH 111 or 191. Lab fee \$20 (covers the cost of safety goggles, lab apron, and breakage). Lects, M W F. Labs, M T W R F. Prelims: Sept. 28, Oct. 21, Nov. 23, Mar. 1, Mar. 17, Apr. 19. Fall: J. A. Marohn; spring: S. Russo.

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 Honors General and Inorganic Chemistry (I) (PBS)

Fall, 215; spring, 216. 4 credits each term. (Recommended for students who intend to specialize in chemistry or in related fields.) Enrollment limited. Prerequisites: good performance in high school chemistry, physics, and mathematics. Corequisite: a calculus course at the level of MATH 111 or 191 for students who have not taken high school calculus. Prerequisite for CHEM 216: CHEM 215. CHEM 215 lab fee \$20 (covers the cost of safety goggles, lab apron, and breakage). Lecs, M W F; lab, M T W R or F. Prelims: Oct. 7, Nov. 11, Mar. 1, Apr. 12. Fall: B. Widom; spring: B. R. Crane.

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 qualitative and quantitative analysis, transition metal chemistry, and spectroscopic techniques.

Note: Taking CHEM 208 after 215 is not recommended and can be done only with the permission of 208 instructor.

[CHEM 233 Introduction to Biomolecular Structure

Fall. 2 credits. Limited to 30 students. Prerequisites: CHEM 207-208 or equivalents. Lecs, T R. Not offered 2004-2005. S. E. Ealick.

This course is intended for students with a basic understanding of chemistry who are considering a program of study in biochemistry. The interrelationship of the structure and function of biologically important molecules is explored. Emphasis is placed on understanding the way in which the three-dimensional arrangements of atoms determine the biological properties of both small molecules and macromolecules such as proteins and enzymes. The study of molecular structure is aided by interactive computer graphics for visualizing three-dimensional structures of molecules.]

CHEM 251 Introduction to Experimental Organic Chemistry

Fall, spring, or summer. 2 credits. Recommended for non-chemistry majors. Enrollment limited. Prerequisites: coregistration in CHEM 257 or 357. Lecs: fall, R or F; spring, R; lab, M T W R or F. Prelims: fall: Nov. 16; spring: Apr. 28. Fall, S. Russo; spring, T. Rutledge.

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. 2 credits. Recommended for non-chemistry majors. Prerequisite: CHEM 251. Lec, T; lab, W, R. Prelims: Apr. 28. S. Russo.

A continuation of CHEM 251.

CHEM 257 Introduction to Organic and Biological Chemistry (I) (PBS)

Spring or summer. 3 credits. Prerequisite: CHEM 206 or 207. Because CHEM 257 is only a 3-credit course, it does not provide a practical route to satisfying medical school requirements. Lecs, M W F. Prelims: Feb. 17, Mar. 15, April 12. D. A. Usher.

An introduction to organic chemistry with an emphasis on those structures and reactions of organic compounds having particular relevance to biological chemistry.

Note: Because of duplication of materials, students who take both 257 and 357 will receive graduation credit only for CHEM 257.

CHEM 287-288 Introductory Physical Chemistry (I) (PBS)

Fall, 287; spring, 288. 3 credits each term. Prerequisites: CHEM 208 or 216 and MATH 111-112 and PHYS 208, or permission of instructor. Prerequisite for CHEM 288: CHEM 287 or 389. Lecs, M W F; 287: rec, M or W, T; 288: rec, M or W. Prelims: 287: Oct. 7, Nov. 23. 288: Mar. 10, Apr. 19. Fall: R. Loring; spring: J. A. Marohn.

A systematic treatment of the fundamental principles of physical chemistry, focusing in the fall on thermodynamics, chemical and enzyme kinetics, and an introduction to quantum mechanics. In the spring the course is oriented to the application of physical chemistry to biological systems, including transport, kinetics, electrochemistry, spectroscopy. CHEM 287 satisfies the minimum requirement for physical chemistry in the alternative chemistry major.

CHEM 289-290 Introductory Physical Chemistry Laboratory

Fall, 289; spring, 290. 2 credits each term. Lecs: fall, R; spring, R. Lab: fall, M T; spring, M T W R. T. McCarrick.

A survey of the methods basic to the experimental study of physical chemistry, with a focus on the areas of kinetics, equilibrium, calorimetry, and molecular spectroscopy.

CHEM 300 Quantitative Chemistry

Fall. 2 credits. Prerequisite: CHEM 208, or CHEM 216 or advanced placement in chemistry. Lec, T (first lecture will be held on R, Aug. 26, at 10:10); lab, M T W R. Prelim: Oct. 21, Nov. 23. D. B. Zax.

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 Honors Experimental Chemistry I (I) (PBS)

Spring. 4 credits. Prerequisites: CHEM 300, and 357 or 359. Lec, M W F; 2 labs, M W or T R. D. B. Collum.

An introduction to the techniques of synthetic organic chemistry. A representative selection of the most important classes of organic reactions is explored in the first half of the semester, augmented by lectures on the reaction chemistry and the theory of separation and characterization techniques. The second half of the term is devoted to

a special project, part of which is designed by the student. An opportunity to use inert atmosphere techniques is included.

CHEM 302 Honors Experimental Chemistry II (I) (PBS)

Fall. 4 credits. Enrollment limited; preference given to chemistry majors. Prerequisite: CHEM 301. Lecs, M W F; 2 labs, M W, T R. F. J. DiSalvo.

Instrumental methods of analysis, including chemical microscopy, visible and infrared spectroscopies, and gas chromatography. Basic concepts of interfacing will be covered.

CHEM 303 Honors Experimental Chemistry III (I) (PBS)

Spring. 4 credits. Each lab limited to 10 students. Prerequisites: CHEM 302, 389, 390; coregistration in the latter is permissible. Lecs, M W F; 2 labs, M W, or T R. H. F. Davis.

An introduction to experimental physical chemistry, including topics in calorimetry, spectroscopy, and kinetics. The analysis and numerical simulation of experimental data is stressed.

CHEM 357-358 Organic Chemistry for the Life Sciences (I) (PBS)

Fall or summer, 357; spring or summer, 358. 3 credits each term. Prerequisite for CHEM 357: CHEM 208 or 216 or advanced placement; recommended: concurrent registration in CHEM 251 or 300. Prerequisite for CHEM 358: CHEM 357 or permission of the instructor. Lecs, M W F, optional rec may be offered. Prelims: Sep. 23, Oct. 19, Nov. 11, Feb. 17, Mar. 15, Apr. 14. Fall: T. Rutledge; spring: G. W. Coates.

A study of the more important classes of carbon compounds—especially those encountered in the biological sciences. Emphasis is placed on their three-dimensional structures, mechanisms of their characteristic reactions, their synthesis in nature and the laboratory, methods of identifying them, and their role in modern science and technology.

Note: Because of duplication of material, students who take both CHEM 257 and 357 will receive graduation credit only for CHEM 257.

CHEM 359-360 Honors Organic Chemistry I and II (I) (PBS)

Fall, 359; spring, 360. 4 credits each term. Recommended for students who intend to specialize in chemistry or closely related fields. Enrollment limited. Prerequisites: CHEM 216 with a grade of B or better, CHEM 208 with a grade of A or better, or permission of instructor. Prerequisite for CHEM 360: CHEM 359. Recommended: coregistration in CHEM 300-301-302. Lecs, M W F; dis sec, W; prelims, Sept. 15, Oct. 13, Nov. 10, Spring: Feb. 9, Mar. 2, Apr. 13. Fall: D. A. Usher; spring, D. T. McQuade.

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 Honors Physical Chemistry I and II (I) (PBS)

Fall, 389; spring, 390. 4 credits each term. Prerequisites: MATH 213 or, ideally, 221-222; PHYS 208; CHEM 208 or 216 or permission of instructor. Prerequisite for CHEM 390: CHEM 389. Lecs, 389: M W F: rec M or W or T. Lecs, 390: M W F: prelims: 389: Sept. 28, Oct. 26, Nov. 23, 390: Feb. 17, Mar. 15, Apr. 14. Fall: H. F. Davis; spring: 390: R. F. 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 (also CHEM 391) (I) (PBS)

Spring. 4 credits. Enrollment limited to engineering students only. Prerequisites: MATH 293; PHYS 112, 213; CHEM 389 or permission of instructor. Corequisite: MATH 294. Lecs, M W F; rec M or T. T. M. Duncan.

1) Classical thermodynamics—empirical laws that convert measurable quantities pressure, temperature, volume, and composition into abstract quantities enthalpy, entropy and Gibbs energy to describe chemical systems; and 2) chemical kinetics—reaction rate laws from experimental data and reaction mechanisms; approximation methods and applications to photolithography, polymerization, and catalysis.

[CHEM 404 Entrepreneurship in Chemical Enterprise

Spring. 1 credit. Lecs, T. Not offered 2004-2005. B. Ganem.

Designed to acquaint students with the problems of planning, starting, and managing a new scientifically oriented business venture, the course consists of six weekly 90-minute meetings focusing on case studies and assigned reading, as well as outside lectures by entrepreneurs in the chemical, pharmaceutical, and biotechnology industries. Topics include new technology evaluation and assessment, business formation, resource allocation, management development, as well as manufacturing and sales issues.]

[CHEM 405 Techniques of Modern Synthetic Chemistry (I) (PBS)

Spring. 3 or 6 credits. Enrollment limited. Prerequisites: CHEM 302 and permission of instructor. To receive 3 credits, students must perform a minimum of three 2-week experiments. Six credits will be given for 3 additional experiments. Completion of 5 exercises in elementary glass-blowing will count as 1 experiment. Lab time required: 16 hours each week, including at least two 4-hour sessions in 1 section (M W 1:25). Lec, first week only. Not offered 2004-2005. J. M. Burlitch.]

CHEM 410 Inorganic Chemistry (I) (PBS)

Fall. 4 credits. Prerequisites: CHEM 358 or 360, and 287 or 390. Lecs, M W F. Prelims: Sept. 21, Oct. 21, Nov. 16. R. C. Fay.

A systematic study of the synthesis, structure, bonding, reactivity, and uses of inorganic, organometallic, and solid-state compounds.

CHEM 421 Introduction to Inorganic Chemistry Research

Fall or spring. 2-4 credits. Prerequisites: CHEM 303 and 389-390, or CHEM 287-288, and CHEM 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: CHEM 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 450 Principles of Chemical Biology (I) (PBS)

Spring. 3 credits. Prerequisites: CHEM 357-358, CHEM 359-360 or equivalent. Lecs, M W F. T. P. Begley.

This course covers topics at the interface of chemistry and biology with a focus on problems where organic chemistry has made a particularly strong contribution to understanding the mechanism of the biological system. Topics covered include the organic chemistry of carbohydrates, proteins and nucleic acids, strategies for identifying the cellular target of physiologically active natural products, combinatorial chemistry, and chemical aspects of signal transduction, cell division and development.

CHEM 461 Introduction to Organic Chemistry Research

Fall or spring. 2-4 credits. Prerequisites: CHEM 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: CHEM 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 only by departmental invitation. Additional prerequisites or corequisites: outstanding performance in two coherent 4-credit units of research in a course such as CHEM 421, 433, 461, or 477; or an equivalent amount of research in another context. S. Lee.

Informal presentations and discussions of selected topics in which all students participate. Professional issues are discussed, including graduate education, publication, techniques of oral and audiovisual presentation, employment, ethics, chemistry in society, and support of scientific research. Participants will report on their research in a paper and an oral presentation.

CHEM 600-601 General Chemistry Colloquium

Fall, 600; spring, 601. No credit. R. Staff. A series of talks representative of all fields of current research interest in chemistry given by distinguished visitors and faculty members.

CHEM 602 Information Literacy for the Physical Scientist

Spring. 1 credit. Primarily for graduate students and undergraduate chemistry majors doing research. Lec, T. L. Solla.

An introduction to physical science information research methods, with hands-on exploration of print and electronic resources. Much important information can be missed and valuable time wasted without efficient information research strategies. Topics include finding chemical and physical properties, reaction and analytical information; patents, web resources; using specialized resources in chemistry, physics, biochemistry, and materials science; and managing citations.

CHEM 605 Advanced Inorganic Chemistry I: Symmetry, Structure, and Reactivity

Fall. 4 credits. Prerequisite: CHEM 389-390 or equivalent or permission of instructor. Lecs, M W F. P. Wolczanski.

Introduction to chemical bonding and applications of group theory, including valence bond theory, and spectroscopy as applied to main group and transition-metal coordination compounds. An introduction to reactivity covers substitution, electron transfer, and related reactions. Readings are at the level of Bishop's *Group Theory and Chemistry* and Jordan's *Reaction Mechanisms of Inorganic and Organometallic Systems*.

[CHEM 606 Advanced Inorganic Chemistry II: Synthesis, Structure, and Reactivity of Coordination Compounds, and Bioinorganic Chemistry

Spring. 4 credits. Prerequisite: CHEM 605 or equivalent or permission of instructor. Lecs, M W F. Not offered 2004-2005. P. T. Wolczanski.

Synthesis, structure, and reactivity of modern coordination compounds and organometallic systems. The mechanisms of transition-metal reactions are emphasized, and evaluation of the current literature will be stressed. Background readings are at the level of Jordan's *Reaction Mechanisms of Inorganic and Organometallic Systems* and Collman, Hegedus, Finke, and Norton's *Principles and Applications of Organotransition Metal Chemistry*.]

[CHEM 607 Advanced Inorganic Chemistry III: Solid-State Chemistry

Fall. 4 credits. Prerequisite: CHEM 605 or permission of instructor. Lecs, M W F. Not offered 2004-2005. S. Lee.

The third in 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 608 Advanced Inorganic Chemistry I: Symmetry, Structure, and Reactivity

Spring. 4 credits. M W F. P. T. Wolczanski. Synthesis, structure, and reactivity of organometallic compounds. Evaluation of the current literature will be emphasized, and background readings are at the level of Jordan's *Reaction Mechanisms of Inorganic and Organometallic Systems* and Collman, Hegedus, Finke, and Norton's *Principles and Applications of Organotransition Metal Chemistry*.

[CHEM 622 Chemical Communication

Fall. 3 credits. Lects, M W F. Not offered 2004–2005; next offered fall 2005.
J. Meinwald, T. Eisner.
For description, see BIONB 623.]

[CHEM 625 Advanced Analytical Chemistry I

Spring. 4 credits. Prerequisite: CHEM 288 or 390 or equivalent. Lects, M W F; occasional prelims W. D. B. Zax.
The application of high-resolution NMR spectroscopy to chemical problems. Depending on the time and class interest, either infrared and mass spectroscopy or some practical experience in NMR will be offered.

[CHEM 627 Advanced Analytical Chemistry II

Spring. 3 credits. Primarily for graduate students. Prerequisite: CHEM 793 or equivalent is preferable. Lects, M W F. Not offered 2004–2005. D. B. Zax.
Modern techniques in nuclear magnetic resonance. Little overlap is expected with CHEM 625, as this course focuses on more general questions of experimental design, understanding of multipulse experiments, and aspects of coherent averaging theory. Examples taken from both liquid and solid-state NMR. May also be of interest to other coherent spectroscopies.]

[CHEM 628 Isotopic and Trace Element Analysis (also NS 690)

Spring. 3 credits. Primarily for graduate students and advanced undergraduates. Prerequisite: CHEM 288 or 390 or 302, or CHEM 208 and PHYS 208, or permission of instructor. Lects T R. Not offered 2004–2005. Offered alternate years. J. T. Brenna.
Survey course in modern high-precision isotope ratio mass spectrometry (IRMS) techniques and trace/surface methods of analysis. Topics include dual inlet and continuous flow IRMS, thermal ionization MS, inductively coupled plasma MS, atomic spectroscopy, ion and electron microscopies, X-ray and electron spectroscopies, and biological and solid state applications.]

CHEM 629 Electrochemistry

Fall. 4 credits. Primarily for graduate students and junior and senior undergraduates. Prerequisite: CHEM 390 or equivalent (MATH 213 helpful). Lects, T R. H. D. Abruna.
Fundamentals and applications of electrochemistry. Topics 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 are covered.

CHEM 650–651 Organic and Organometallic Chemistry Seminar

Fall, 650; spring 651. No credit. Required of all graduate students majoring in organic or bioorganic chemistry. Juniors and seniors are encouraged to attend.
M. Staff.

A series of talks representative of all fields of current research interest in organic organometallic chemistry, given by research associates, faculty members, and distinguished visitors.

CHEM 665 Advanced Organic Chemistry

Fall. 4 credits. Primarily for graduate students and junior and senior undergraduates. Prerequisites: CHEM 358 or 360, and 390 or equivalents or permission of instructor. Lects, M W F. D. T. McQuade.

Designed to couple concepts learned in physical chemistry to those learned in organic chemistry. To this end, the course is divided into three portions: thermodynamics, kinetics, and mechanistic techniques and models. Students are encouraged to participate in voluntary arrow-pushing sessions held five to six evenings during the semester. The course caters to those with a strong background in chemistry but can be successfully navigated by graduate students in other disciplines.

CHEM 666 Synthetic Organic Chemistry

Spring. 4 credits. Primarily for graduate students and upperclass undergraduates. Prerequisite: CHEM 665 or permission of instructor. Lects, T R. J. Njardarson.
Modern techniques of organic synthesis; applications of organic reaction mechanisms and retrosynthetic analysis 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: CHEM 360 or equivalent. Lects, T R. T. P. Begley.
A representative selection of the most important classes of enzyme-catalyzed reactions is examined from a mechanistic perspective. Topics discussed 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 is emphasized.

[CHEM 669 Organic and Polymer Synthesis Using Transition Metal Catalysts

Fall. 4 credits. Prerequisite: primarily for graduate students. CHEM 359/360 or equivalent or by permission of the instructor. Not offered 2004–2005. G. W. Coates.
Transition metal-based catalysts are invaluable in both organic and polymer synthesis. This course begins with a brief overview of organometallic chemistry and catalysis. Subsequent modules on organic and polymer synthesis are then presented. Topics of current interest are emphasized.]

CHEM 670 Fundamental Principles of Polymer Chemistry

Fall. 4 credits. 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. Lects, T R. D. Y. Sogah.

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. 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.

[CHEM 671 Synthetic Polymer Chemistry (also MS&E 671 and CHEM 675)

Spring. 4 credits. Prerequisites: a minimum of organic chemistry at the level of CHEM 359/360 is essential. Those without this organic chemistry background should see the instructor before registering for the course. Primarily for graduate students and advanced undergraduates. No previous knowledge of polymer chemistry is required although knowledge of material covered in CHEM 670 or MS&E 452 will be helpful. Lects, T R. Not offered 2004–2005. D. Y. Sogah.

Emphasizes application of organic synthetic methods to the development of new polymerization methods and control of polymer architecture. Emphasis is on modern concepts in synthetic polymer chemistry and topics of current interest: the study of new methods of polymer synthesis, the control of polymer stereochemistry and topology, and the design of polymers tailored for specific uses and properties. Topics on synthesis are selected from the following: step-growth polymerization with emphasis on high-performance materials, recent developments in the synthesis of vinyl polymers with special emphasis on living polymerization methods and ring-opening metathesis polymerizations. The role polymers in nanotechnology will also be covered.]

[CHEM 672 Kinetics and Regulation of Enzyme Systems

Spring. 4 credits. Primarily for graduate students with interests in biophysical chemistry. Prerequisite: CHEM 288 or 390, BIONB 331, or equivalents or permission of instructor. Lects, M W F. Not offered 2004–2005. B. 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; and the role of cell membrane receptors in regulating cellular activities.]

[CHEM 677 Chemistry of Nucleic Acids

Fall. 4 credits. Primarily for graduate students. Prerequisites: CHEM 358 or 360, and 390 or equivalents. Lects, M W. Not offered 2004–2005. D. A. Usher.
Structure, properties, synthesis, and reactions of nucleic acids from a chemical point of view. Special topics include antisense and antigenic technology, ribozyme reactions (including the ribosome), mutagens, PCR, recent advances in sequencing, DNA as a computer, and alternative genetic materials.]

CHEM 678 Statistical Thermodynamics

Fall. 4 credits. Primarily for graduate students. Prerequisite: CHEM 390 or equivalent; pre- or co-requisite, CHEM 681 or 793 or equivalent. Lects, M W F. G. Chan.

Classical thermodynamics at the level of Callen's *Thermodynamics and an Introduction to Thermostatistics* and statistical thermodynamics at the level of the first twelve chapters of McQuarrie's *Statistical Mechanics*. Topics in the first part include the first and second laws, free

energy and Legendre transforms, convexity, thermodynamic potentials, densities and fields, phase equilibrium, thermodynamics of dilute systems, and the third law. Topics in the second part include ensembles and partition functions, fluctuations, ideal gases, ideal harmonic crystals and black-body radiation, the third law (again), chemical-equilibrium constants, imperfect gases, and the quantum ideal gases (Fermi-Dirac and Bose-Einstein statistics).

CHEM 681 Introduction to Quantum Chemistry

Fall. 4 credits. Prerequisites: 1 year of undergraduate physical chemistry, 3 semesters of calculus, 1 year of college physics. Lects T R. G. S. Ezra.

An introduction to the application of quantum mechanics in chemistry. This course covers many of the topics in CHEM 793-794 at a more descriptive, less mathematical level. The course is designed for advanced undergraduates, chemistry graduate students with a minor in physical chemistry, and graduate students from related fields with an interest in physical chemistry. At the level of *Quantum Chemistry* by Levine or *Molecular Quantum Mechanics* by Atkins.

CHEM 686 Physical Chemistry of Proteins

Fall. 4 credits. Primarily for graduate students. Prerequisite: CHEM 288 or 390 or equivalents. Letter grade for undergraduate and graduates. Lects, M W F. B. Crane.

Physical properties of proteins are presented from a quantitative perspective and related to biological function. Topics include: chemical, structural, thermodynamic, hydrodynamic, electrical and conductive properties of soluble and membrane proteins; conformational transitions, protein stability and folding; photochemistry and spectroscopic properties of proteins; and protein-protein interactions and single molecular studies.

CHEM 700 Baker Lectures

Fall, on dates TBA. No credit. Lec, T R. This year's lecturer: Joanne Stubbe, University of California.

Distinguished scientists who have made significant contributions to chemistry present lectures for approximately six weeks.

[CHEM 701 Introductory Graduate Seminar

Fall. No credit. Highly recommended for all senior graduate students, in any field of chemistry. Lects W. Not offered 2004-2005. R. Hoffmann.

A discussion of professional issues facing young chemists as well as life skills: academic and industrial trends, presentations, employment, immigration, publication, research funding, and ethics.]

[CHEM 716 Introduction to Solid State Organic Chemistry

Spring. 3 credits. Prerequisite: CHEM 607 is recommended or some exposure to (or a course in) solid state chemistry and quantum mechanics. A good undergraduate physical chemistry course may be sufficient for quantum theory, while PHYS 443 or CHEM 793 or CHEM 794 are at a substantially higher level than what is needed. Lects, M W F. Not offered 2004-2005. S. Lee.

This course examines some principles of crystallography and also electronic structure theory of solids. We then consider properties

such as conduction, superconductivity, ferroelectricity and ferromagnetism. The final portion of this course is concerned with structure-property relations.]

[CHEM 765 Physical Organic Chemistry I

Fall. 4 credits. Primarily for graduate students. Prerequisite: CHEM 665 or permission of instructor. Lects, M W F. Not offered 2004-2005. C. F. Wilcox.

Exploration of contemporary tools for calculating molecular structures and energies of species of all sizes. The course uses computers extensively but requires only a limited knowledge of mathematics (mainly linear algebra.)

[CHEM 774 Chemistry of Natural Products: Combinatorial Chemistry

Spring. 3 credits. Prerequisites: CHEM 360 and BIOBM 330 or equivalent. Lec, M W F. Not offered 2004-2005. T. P. Begley.

Combinatorial chemistry has revolutionized the way organic chemists think about structure function studies on biological systems and the design of inhibitors. This course explores the design, synthesis, screening, and use of natural (i.e., peptide, protein, nucleic acid, carbohydrate) and unnatural (i.e., totally synthetic) libraries.]

[CHEM 780 Chemical Kinetics and Molecular Reaction Dynamics

Fall. 4 credits. Prerequisite: CHEM 681 or permission of instructor. Lects, T R. Not offered 2004-2005. P. L. Houston.

Principles and theories of chemical kinetics and molecular reaction dynamics. Topics include potential energy surfaces, transition state theory, and statistical theories of unimolecular decomposition. Depending on class interest, the course also includes special topics such as surface reactions and photochemistry.]

[CHEM 787 Mathematical Methods of Physical Chemistry

Fall. 4 credits. Prerequisites: one year of undergraduate physical chemistry, three semesters of calculus, and one year of college physics. Lects, T R. Not offered 2004-2005. G. S. Ezra.

This course provides the mathematical background for graduate courses in physical chemistry, such as quantum mechanics and statistical mechanics, as well as for research in experimental and theoretical physical chemistry. It includes methods of solution of relevant differential equations; linear algebra, matrices, and the eigenvalue problem; special functions; partial differential equations; integral transforms; functions of a complex variable. The program *Mathematica*® will be employed extensively for both analytical and numerical applications. At the level of *Mathematical Methods for Scientists and Engineers* by D. A. McQuarrie.]

CHEM 788 Macromolecular Crystallography (also BIOBM 738)

Fall. 3 credits. Prerequisite: permission of instructor. Lects, T R. S. E. Falick.

Lectures cover the fundamentals of x-ray crystallography and focus on methods for determining the three-dimensional structures of macromolecules. Topics include crystallization, data collection, phasing methods, model building, refinement, structure validation, and structure interpretation.

CHEM 791 Spectroscopy

Spring. 4 credits. Prerequisite: CHEM 793 or PHYS 443 or equivalent. Lects, M W F. G. S. Ezra.

Principles of molecular rotational, vibrational, and electronic spectroscopy. Topics include interaction of molecules with radiation; Born-Oppenheimer approximation; diatomic molecules; polyatomic molecules; feasible operations and the molecular symmetry group; and spectroscopy, dynamics, and IVR. At the level of Kroto's *Molecular Rotation Spectra*.

[CHEM 792 Molecular Collision Theory

Spring. 4 credits. Lects, T R. Not offered 2004-2005. 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: CHEM 390, coregistration in A&EP 321, or CHEM 787 or equivalents or permission of instructor. Lects, M W F. M. A. Hines.

Course topics include Schrodinger's equation, wave packets, uncertainty principle, matrix mechanics, orbital and spin angular momentum, exclusion principle, perturbation theory, and the variational principle.

CHEM 794 Quantum Mechanics II

Spring. 4 credits. Prerequisites: CHEM 793 or equivalent and the equivalent of or coregistration in A&EP 322, or permission of instructor. Lects, M W F. G. S. Ezra.

Topics include WKB theory; density matrix; time-dependent perturbation theory; molecule-field interaction and spectroscopy; group theory; angular momentum theory; scattering theory; Born-Oppenheimer approximation and molecular vibrations; molecular electronic structure.

CHEM 796 Statistical Mechanics

Spring. 4 credits. Prerequisite: CHEM 678 and 793 or equivalent. Lects, T R. B. Widom.

This is a continuation of statistical mechanics. Topics include distribution and correlation functions, Ornstein-Zernike theory, potential-distribution theorems, McMillan-Mayer solution theory, liquid-state theory, phase equilibria and critical points, lattice models, homogeneity and scaling, renormalization-group theory, inhomogeneous fluids and interfaces, and an introduction to non-equilibrium statistical mechanics.

CHEM 798 Bonding in Molecules

Spring. 4 credits. Prerequisite: some exposure to quantum mechanics; a good undergraduate physical chemistry course may be sufficient, or CHEM 681. PHYS 433 or CHEM 793-794 are at a substantially higher level than what is needed. Consult instructor if in doubt. Lects, T R. R. Hoffmann.

The aim is to build a qualitative picture of bonding in all molecules, including organic, inorganic, organometallic systems and extended structures (polymer, surfaces, and three-dimensional materials). The approach uses molecular orbital theory to shape a language of orbital interactions. Some basic quantum mechanics is needed, more will be taught along the way. The course is directed at organic, inorganic, and polymer chemists who are not theoreticians; it is useful for

physical chemists, engineers, and physicists as well.

CHINESE

FALCON Program (Chinese)

See Department of Asian Studies.

CLASSICS

H. Pelliccia (chair), L. S. Abel (director of undergraduate studies; acting director of graduate studies, spring 2005), F. M. Ahl, C. Brittain, K. Clinton, J. E. Coleman, G. Fine, M. Fontaine, G. Holst-Warhaft, T. Irwin, G. M. Kirkwood (emeritus), D. Mankin, A. Nussbaum, P. Pucci, H. R. Rawlings III (acting director of graduate studies, fall 2004), E. Rebillard, J. Rusten, C. Sogno, B. Strauss

The Department of Classics at Cornell is one of the oldest in the country. It embraces both the traditional core studies of the languages, literature, philosophy, art, and history of ancient Greece and Rome, and the different approaches to its material yielded by comparative study of Mediterranean civilizations, peace studies, and feminist and literary theory. The broad range of instruction includes courses offered by professors with related interests in the Departments of History, Philosophy, Comparative Literature, History of Art, Linguistics, and Near Eastern Studies, and in the programs of Archaeology, Medieval Studies, and Religious Studies.

The department offers a wide variety of classical civilization courses in English translation on such subjects as Greek mythology, ancient mystery religions, early Christianity, and Greek and Roman society; ancient epic, lyric, tragedy, comedy, satire, novels, and love-poetry; Periclean Athens, Republican Rome, the Roman Empire, and Plato, Aristotle, and Hellenistic philosophy. These courses are designed to introduce aspects of classical antiquity to the students with very divergent primary interests. Other classical civilization courses with a wide appeal are those on art and archaeology, and dendrochronology (the study of tree-rings to determine the date of ancient artifacts). These courses make use of the university's large collections of ancient coins and of reproductions of sculptures, inscriptions, and other ancient objects. Students who wish to gain first-hand archaeological experience may also join one of several summer Cornell-sponsored field projects in Greece and Turkey.

The study of language is a vital part of classics. The department offers courses ranging from 100-level classes designed to further the understanding of English through the study of the Latin and Greek sources of much of its vocabulary, to courses in linguistics on the morphology and syntax of the ancient languages, comparative grammar, and Indo-European (the reconstructed source of the family of languages that includes Greek, Latin, Sanskrit, and most modern European languages). The core function of the department is the study of ancient Greek and Latin. Elementary Greek and Latin are taught in both two-semester courses and intensive summer or one-semester courses. (For students whose Latin is a bit rusty, the

department also offers a rapid, one-semester review class.) Students with a more advanced knowledge of Greek or Latin can take advantage of a wide selection of courses, from intermediate language classes at the 200 level, which brush up and broaden knowledge of syntax and vocabulary, to graduate and faculty reading groups. All of these courses use exciting literary texts, whether the poems of Catullus and Virgil, or the dialogues of Plato and Xenophon, at the 200 level, or, in the advanced reading groups, the latest papyrological discoveries, such as the "new" fragments of Empedocles' cosmic poem or the "new" epigrams of Posidippus.

The primary purpose of language-instruction is to enable the study at first hand of the extraordinary range of powerful and challenging ideas and texts in Greek and Latin. The department offers undergraduate and graduate seminars on literary, linguistic, historical, and philosophical topics, studied through the Greek and Latin works of authors from Homer (probably from the 8th century BCE) to Boethius (6th century CE), and occasionally from later writers such as Dante, Petrarch, or Milton. The department strives to adapt its program to the needs of individual students from all disciplines.

Majors in Classics

The Department of Classics offers majors in classics, Greek, Latin, and classical civilization.

The following are the requirements for students declaring their majors after spring 2003. (Students who declared their majors prior to fall 2003 should follow the requirements set out in the course catalog for the year in which they declared. They should use the course numbers in square brackets in this catalog to determine their major requirements.)

Classics

The classics major has two requirements: i) six courses in Greek and Latin numbered 201 or above; and ii) 3 courses in related subjects selected in consultation with the student's departmental advisor (see below). Classics majors are required to take a minimum of one 300-level course in one language and two 300-level courses in the other.

Students who are considering graduate study in classics are strongly advised to complete the classics major.

Greek

The Greek major has three requirements: i) CLASS 104 [201]; ii) 5 courses in Greek numbered 201 [203] or above; and iii) 3 courses in related subjects selected in consultation with the student's departmental advisor (see below). The courses in Greek must include at least 3 at the 300 level.

Latin

The Latin major has three requirements: i) CLASS 109 or 205; ii) 5 courses in Latin numbered 206 or above; and iii) 3 courses in related subjects selected in consultation with the student's departmental advisor (see below). The courses in Latin must include at least 3 at the 300 level.

Classical Civilization

The classical civilization major has four requirements: i) one 200-level course in Greek or Latin; ii) CLASS 211 or HIST 265, CLASS 212 or HIST 268, and CLASS 220; iii) 5 courses selected from those listed under classical civilization, classical archaeology, ancient philosophy, Greek (numbered 104 or above), and Latin (numbered 109 or above); and iv) 3 courses in related subjects selected in consultation with the student's departmental advisor (see below).

With the permission of the director of undergraduate studies, other survey courses may be substituted for the those listed in (ii).

Related Subjects

Classics is an interdisciplinary field concerned with the study of Mediterranean civilizations from the 15th century BCE to the 6th century CE. Subjects in the field include Greek and Latin language, literature, and linguistics; ancient philosophy, history, archaeology, and art history; papyrology, epigraphy, and numismatics. In addition to the required courses in language and literature, the majors include a requirement for related courses intended to give breadth and exposure to the other disciplines within the field and to enrich the student's study of classical languages and literature. Since the influence of the Greek and Roman world extended far beyond antiquity, a related course may focus on some aspect of the classical tradition in a later period. Students select related courses in consultation with their departmental advisers or the director of undergraduate studies.

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 and complete the two-semester honors course, CLASS 472. (Credit for the honors course may be included in the credits required for the major.) Candidates for honors must have a cumulative average grade of 3.0 and an average of 3.5 in their major. Students choose an honors advisor by the end of their sixth semester, in consultation with the departmental honors committee or the DUS. By the second week of their seventh semester, they submit an outline of their proposed research to their advisor and the committee. The thesis is written in the second semester of the course, under the supervision of the student's honors advisor. The level of honors is determined by the committee, in consultation with students' advisors. Copies of successful honors theses are filed with the department. Further details about this program are provided in the brochure *Guidelines for Honors in Classics*, available in the department office, 120 Goldwin Smith Hall.

Independent Study

Independent study at the 300 level may be undertaken by undergraduates upon completion of one semester of work at the 300 level in the relevant field and with the permission of the director of undergraduate studies.

Study Abroad

Cornell is associated with four programs that provide opportunities for summer, semester,

or yearlong study abroad in Greece and Italy. The American School of Classical Studies at Athens offers a summer program for graduate students and qualified undergraduates; College Year in Athens offers semester-long courses (consult Cornell Abroad for details). The Intercollegiate Center for Classical Studies in Rome provides semester-long courses in Latin, Greek, ancient history, art, archaeology, and Italian; the American Academy in Rome offers both full-year and summer programs for qualified graduate students. The Department of Classics awards several travel grants each year for graduate students from the Townsend Memorial Fund; undergraduates are eligible for the Caplan Travel Fellowships (see "Caplan Fellowships" section below). Detailed information on these programs is available in the department office, 120 Goldwin Smith Hall.

Summer Support for Language Study

The Department of Classics has at its disposal resources to assist students who wish 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 undergraduate majors in classics and other students needing Latin or Greek for completion of their majors or graduate programs; dyslexic students are accorded additional preference. Two different kinds of support are available: 1) The Kanders-Townsend Prize Fellowship provides a \$3,000 stipend to cover living expenses and full tuition for either CLASS 103 or CLASS 107, and is open only to freshman or sophomore Classics majors (or potential Classics majors) who have already begun one classical language and wish to start the other in the summer. 2) Classics department tuition support is open to Cornell undergraduate and graduate students and provides some level of tuition support, up to the full amount; no stipend for living expenses is offered. Applications are due to the chair of the Department of Classics by March 31. See also "Caplan Fellowships" below.

Placement in Greek and Latin

Placement of first-year students in Greek and Latin courses is determined by examinations given by the Department of Classics during orientation week. For details concerning these examinations, contact the director of undergraduate studies.

Satisfying the College Language Requirements with Ancient Greek or Latin

Greek: option 1 is satisfied by taking CLASS 201 or above; option 2 is satisfied by taking either CLASS 101, 102, and 104 or CLASS 103 and 104.

Latin: option 1 is satisfied by taking CLASS 205 or above; option 2 is satisfied by taking either CLASS 105, 106, and 109 or CLASS 107 and 109.

Language courses at the 100 level are offered for letter grades only. S-U grades are available at the 200 level only under extraordinary circumstances. Students with fluency in Greek or Latin may satisfy option 1 with an advanced course appropriate to their background and interest; contact the director of undergraduate studies for further

information. Modern Greek is offered by the Department of Near Eastern Studies. Contact NES for more information.

Freshman Writing Seminars

The department offers first-year writing seminars on a wide range of classical and medieval topics. Consult John S. Knight Writing Seminar Program brochures for times, instructors, and descriptions.

Caplan Fellowships

The Harry Caplan Travel Fellowships are awarded annually to one or two outstanding juniors by the College of Arts and Sciences for travel in Europe or the Near East. Interested juniors should consult the director of undergraduate studies.

Classical Civilization

[CLASS 170 Word Power: Greek and Latin Elements in the English Language]

Spring. 3 credits. Not offered 2004-2005. Was CLASS 100.

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 171 English Words: Histories and Mysteries (also LING 109) # (III) (HA)]

Fall. 3 credits. Was CLASS 109. Not offered 2004-2005. M. Weiss.

For description, see LING 109.]

[CLASS 211 The Greek Experience # (IV) (CA)]

Fall. 3 credits. Limited to 50 students. F. Ahl.

An introduction to the literature and thought of ancient Greece. Topics include epic and lyric poetry, tragedy and comedy, and historical, political, philosophical, and scientific writings. Some attention is also given to the daily life of ordinary citizens, supplemented by slides of ancient art and architecture.

[CLASS 212 The Roman Experience # (IV) (CA)]

Spring. 3 credits. D. Mankin.

An introduction to the civilization of the Romans as expressed in their literature, religion, and social and political institutions.

[CLASS 217 Initiation to Greek Culture # (IV) (LA)]

Fall. 4 credits. Limited to 18 students. This course is intended especially for freshmen. Apply in writing to the chair, Department of Classics, 120 Goldwin Smith Hall. P. Pucci and L. Abel.

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- or two-hour session, during which the class participates in workshops with specially invited guests.

This course covers a wide range of Greek literary and philosophical works as well as modern critical and philosophical writings on the Greeks. Our focus throughout is on

the status of language, the many forms of discourse that appear in the literature, and the attempts the Greeks themselves made to overcome the perceived inadequacies and difficulties inherent in language as the medium of poetry and philosophy.

We inquire into the development of philosophy in the context of a culture infused with traditional, mythological accounts of the cosmos. We ask how poetic forms such as tragedy responded to and made an accommodation with philosophical discourse while creating a most emotional effect on the audience; how the first historians, using literary and philosophical discourse, created space for their own inquiry; and we discuss how these issues persist and are formulated in our own thinking.

[CLASS 222 Ancient Fiction # (IV)]

Fall. 3 credits. All readings are in English. Not offered 2004-2005.]

[CLASS 223 The Comic Theater (also COM L 223 and THETR 223) # (IV) (LA)]

Spring. 3 credits. Not offered 2004-2005. 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 include 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 229 War and Peace in Greece and Rome (also HIST 228) # (III or IV)]

Fall. 4 credits. Not offered 2004-2005. B. Strauss.

For description, see HIST 228.]

[CLASS 231 Ancient Philosophy (also PHIL 211) # (IV) (KCM)]

Fall. 4 credits. A. Carpenter.

For description, see PHIL 211.

[CLASS 234 Seminar: Eyewitness to War in the Ancient World (also HIST 232) # (III or IV) (HA)]

Spring. 3 credits. Not offered 2004-2005. B. Strauss.

A study of ancient soldier-historians who participated in the campaigns about which they later wrote. Topics include historicity, autobiography, propaganda, prose style. Readings include selections from Thucydides, Xenophon, Julius Caesar, Josephus, Ammianus Marcellinus as well as, for comparative purposes, modern soldier-historians.]

[CLASS 236 Greek Mythology (also COM L 236) # (IV) (LA)]

Fall. 3 credits. Limited to 200 students. 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 RELST 237) # (IV) (CA)

Spring. 3 credits. Not offered 2004–2005.
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 investigates 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 are 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 # (IV) (LA)

Spring. 3 credits. Not offered 2004–2005.
K. Clinton.

We move, Odysseus-like, to the West: beginning with Homer's *Iliad* and *Odyssey*, we continue in the Hellenistic and Augustan eras with Apollonius of Rhodes' *Argonautica* and Virgil's *Aeneid*. A shift in space and time has us conclude with two New World maritime epics: Herman Melville's *Moby Dick* and Derek Walcott's *Omeros*.]

[CLASS 244 Sophomore Seminar: Psyche, Ego, and Self # (IV) (KCM)

Fall. 4 credits. Not offered 2004–2005.
C. Brittain and H. Pelliccia.

It is often claimed that the ancient Greeks lacked the "modern Western conception of the self," and its subsequent development was partly a result of the emergence of more introspective literary genres, such as autobiography (e.g., Augustine's *Confessions*). We examine the evidence for these claims in a variety of philosophical, literary, and psychological sources. Our starting point is the ancient Greek conceptions of soul or *psyche*, especially as these conceptions manifest themselves in decision-making. We move from Herodotus and Plato (5th–4th C. B.C.E.) to St. Augustine (4th–5th C. C.E.), and end with early modern European (especially Cartesian) conceptions of the ego. Special attention is paid to the influence of a work's literary genre upon the representation of self in it and to self-preservation as a function of rhetoric. Selected readings come from Herodotus, Euripides, Plato, Aristotle, Augustine, Descartes, and a variety of contemporary authors (philosophical, anthropological, and psychological).

This is a special seminar sponsored by the John S. Knight Institutes Sophomore Seminars Program Seminars offer discipline-specific study within an interdisciplinary context. While not restricted to sophomores, the seminars aim at initiating students into the disciplines outlook, discourse community, modes of knowledge, and ways of articulating that knowledge. Enrollment is limited to 15. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.]

[CLASS 258 Periclean Athens # (IV) (HA)

Spring. 4 credits. Not offered 2004–2005.
H. R. Rawlings III.

The first five weeks provide a synoptic view of Athens' historical and cultural achievement

in the middle of the fifth century B.C.E.—the traditional pinnacle of "The Glory that was Greece." Readings are taken from Greek historians, philosophers, poets, and documentary texts. At least two of the (75-minute) lectures are devoted to art history and delivered by a guest speaker. The next 7–8 weeks follow the course of the Peloponnesian War to its end; readings from Thucydides are interwoven with contemporaneous texts composed by the dramatists (Sophocles, Euripides, and Aristophanes) and the sophists (supplemented with readings from Plato). The remaining classes consider the fate of Socrates and a few other fourth-century developments. The basic aim of the course is to approach an understanding of how and why a vital and creative society came unglued. There are weekly discussion sections.]

[CLASS 260 Conceptions of the Self in Classical Antiquity # (IV) (KCM)

Spring. 4 credits. There are no prerequisites for this course; all readings are in English. Not offered 2004–2005.
C. Brittain.

The idea of a person or a "self" seems to be something determined by nature: we each have one mind, a unique personality, and the capacity to act as moral agents. But the way in which we conceive of ourselves also depends on our beliefs about human nature, rationality, freedom, luck, and society. This course examines a variety of very different conceptions of the self from the period 700 B.C.E. to 400 C.E., using a range of texts from Greek and Roman literature (including epic and tragedy), medical theory, and philosophy (both pagan and Christian).]

[CLASS 265 Ancient Greece from Homer to Alexander the Great (also HIST 265) # (III) (HA)

4 credits. Open to freshmen. Not offered 2004–2005. B. Strauss.

For description, see HIST 265.]

[CLASS 267 History of Rome I (also HIST 267) # (III) (HA)

Fall. 4 credits. Open to freshmen.
E. Rebillard.

Rome's beginnings and the Roman Republic. A general introduction to Roman history from the foundation of Rome in the middle of the eighth century B.C. to the end of the Republic (31 B.C.). The course is the first part of a two-term survey of Roman history up to the deposition of the last Roman emperor in the West (A.D. 476). We will examine the rise of Rome from a village in Italy to an imperial power over the Mediterranean world and consider the political, economic, and social consequences of that achievement.

[CLASS 268 History of Rome II (also HIST 268) # (III)

Spring. 4 credits. Open to freshmen.
E. Rebillard.

Roman History II: the Roman Empire. This course, the second part of a two-term survey of Roman history, will examine the history of the Roman Empire from the beginnings of the Augustan Principate (31 B.C.) to the fall of the Western Empire in the fifth century (A.D. 476). We will consider the creation and development of the imperial regime, explore the various types of challenges (military, cultural, and religious) to the hegemony of the Roman state, and try to understand the transformations of Roman society and culture down to the middle of the fifth century A.D.

[CLASS 293 Classical Indian Narrative (also ASIAN 291) @ # (IV)

Spring. 3 credits. Was CLASS 291. Not offered 2004–2005. C. Minkowski.]

[CLASS 331 Goths, Vandals, Franks, and Romans # (IV) (CA)

Fall. 4 credits. Not offered 2004–2005. Staff. Contemporary views of the Visigothic Sack of Rome by Alaric in 410 are followed by three different case-studies for co-existence of Roman and barbarian in Late Antiquity: the Vandal kingdom (North Africa), the Ostrogothic kingdom (Italy), and finally the one that lasted, the Frankish kingdom (Gaul). Readings include contemporary primary works as well as modern historiography.]

[CLASS 333 Greek and Roman Mystery Cults and Early Christianity (also RELST 333) # (IV) (CA)

Fall. 4 credits. A previous course in classics (civilization or language) or RELST 101 is recommended. Not offered 2004–2005.
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 focuses on such Hellenistic and Roman cults as the mystery cults of Isis, Bacchus, Mithras, and Attis and the Great Mother and on the distinctive features that contributed to their success. Discussion of Christian liturgy and beliefs 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 334 Christianity and Classical Culture # (IV) (HA)

Spring. 4 credits. Not offered 2004–2005.
Staff.

A cultural historical sampler of relations between pagans and Christians in the second to fifth century A.D. It will be divided into modules dealing with topics that will include Christian apologetics, martyrdom and persecution, the new Christian literature, public cult and asceticism, and Christianity and the great invasions.]

[CLASS 339 Plato (also PHIL 309) # (IV) (KCM)

Fall. 4 credits. Prerequisite: at least 1 previous course in philosophy. Not offered 2004–2005. G. Fine.

For description, see PHIL 309.]

[CLASS 340 Aristotle (also PHIL 310) # (IV) (KCM)

Spring. 4 credits. Not offered 2004–2005.
Staff.

Aristotle's practical and productive works (his *Ethics*, *Politics*, *Rhetoric*, and *Poetics*), with attention to their grounding in his theoretical works.]

[CLASS 341 Hellenistic Philosophy (also PHIL 308) (IV) (KCM)

Fall. 4 credits. Prerequisite: CLASS 231 or one philosophy course. Not offered 2004–2005. C. Brittain.

Studies the philosophical developments of the Hellenistic period (c. 321–45 B.C.E.), which were in part a reaction to Plato and Aristotle. The focus will be on the systematic doctrines and arguments of the Stoics and Epicureans, particularly their epistemologies and ethical theories, and the Sceptics' responses to them. We will also look at some relevant developments in medical theory. Topics will

include scepticism, the psychology of action, theories of language, concept development and content, determinism and responsibility, personal identity, virtue ethics, and scientific epistemologies. Since most of the work of the Hellenistic philosophers is only available to us through either "fragments" or reports in later texts, we will need to think to some degree about the appropriate methods for reconstructing this recently rediscovered—and influential (e.g., on seventeenth-century philosophers such as Descartes and Locke)—part of the history of philosophy.]

CLASS 345 The Tragic Theater (also COM L 344 and THETR 345) # (IV) (LA)

Fall. 4 credits. Limited to 40 students.
F. Ahl.

Tragedy and its audiences from ancient Greece to modern theater and film. Topics: origins of theatrical conventions; Shakespeare and Seneca; tragedy in modern theater and film. Works studied will include: Aeschylus' *Agamemnon*; Sophocles' *Oedipus Tyrannus*, *Philoctetes*; Euripides' *Alceste*, *Helen*, *Iphigenia in Aulis*, *Orestes*; Seneca's *Thyestes*, *Trojan Women*; Shakespeare's *Julius Caesar*, *Titus Andronicus*, *Othello*; Strindberg's *The Father*; Dürrenmatt's *The Visit*; Bergman's *Seventh Seal*; Cacyonnis' *Iphigenia*.

[CLASS 346 Art of Subversive Writing (also COM L 346) # (IV) (LA)

Spring. 3 credits. Not offered 2004–2005.
F. Ahl.

For description, see COM L 346.]

CLASS 357 Ancient Athens and Sparta (HA)

Spring. 4 credits. L. Abel.

Herodotus and Thucydides tell us much of what we know about Athens and Sparta in the sixth and fifth centuries B.C.—about the development, flourishing, and disastrous conflict of these two very different emblematic city-states. We will read Herodotus and Thucydides in English translation, compare what they tell us with other evidence (including Aristotle and Xenophon), and analyze their narratives as historical, historiographical, and literary texts. We will attend to how these formative thinkers and writers created an authoritative version of events.

[CLASS 382 Greeks, Romans, and Victorians (also COM L 382) # (IV) (LA)

Spring. 4 credits. Not offered 2004–2005.
F. Ahl.

This course explores how nineteenth-century (and especially Victorian English and Irish) poets, dramatists, and to a lesser extent, novelists, present Greco-Roman antiquity. The varied influences of Vergil and Homer, Seneca and Sophocles, Plautus and Aristophanes, Horace, and Greek lyric poetry are discussed in selected works of Thomas More, Shelley, Byron, Swinburne, W. S. Gilbert, Oscar Wilde, and the pre-Raphaelites and Victorian poets.]

CLASS 387 Independent Study in Classical Civilization, Undergraduate Level

Fall and spring. Up to 4 credits.

CLASS 392 Cosmology and Divination in Antiquity (also ASIAN 392 and NES 392)

Fall. 4 credits. C. Minkowski.
For description, see ASIAN 392.

[CLASS 395 Classical Indian Philosophical Systems (also ASIAN 395 and RELST 395) @ # (IV) (KCM)

Spring. 4 credits. Prerequisite: some background in philosophy or in classical Indian culture. Not offered 2004–2005.
C. Minkowski.

For description, see ASIAN 395.]

CLASS 442 Topics in Ancient Philosophy (also PHIL 413) # (IV) (KCM)

Fall. 4 credits. Was CLASS 413.

A. Carpenter.

Mind, self, and psychopathology in ancient philosophy.

[CLASS 445 Classic Modern Historiography of Ancient Greece (also HIST 435) (III)]

Fall. 4 credits. Prerequisite: an introductory course in ancient Greek history or civilization or permission of the instructor. Not offered 2004–2005. B. Strauss.

This upper-level seminar is an introduction to some of the main themes, directions, and controversies in modern research on ancient Greece. We read selections from the leading works of scholarship on ancient Greece from the nineteenth and twentieth century, including such authors as Grote, Burckhardt, Cornford, Glotz, Momigliano, M. I. Finley, Ste. Croix, Vernant, Vidal-Naquet, and the current crop of scholars.]

[CLASS 450 The Peloponnesian War (also CLASS 632 and HIST 450/630) # (III)]

Fall. 4 credits. Prerequisites: CLASS 211 or 217, HIST 265, or permission of instructor. Not offered 2004–2005. B. Strauss.

For description, see HIST 450.]

[CLASS 461 Sacred Fictions

Fall. 4 credits. Not offered 2004–2005.

K. Haines-Eitzen.

For description, see S HUM 411.]

[CLASS 469 Equality and Inequality in Ancient Greece (also HIST 469) # (III or IV)]

Fall. 4 credits. Prerequisite: HIST 265, CLASS 211 or 217, or written permission of the instructor. Not offered 2004–2005. B. Strauss.

For description, see HIST 469.]

CLASS 632 Topics in Ancient History: Pagan, Jewish, and Christian Apologetics in the First to Third Centuries A.D. (also HIST 630) (HA)

Spring. 4 credits. E. Rebillard.

As a consequence of religious pluralism in the Roman empire there emerged the practice of writing religious apologies against actual or perceived opponents. We study a variety of selected texts by Josephus, Philo, Justin, Aristides, Minucius Felix, Tertullian, Philostratus, Origen, and Lactantius, focusing on the rhetorical construction of identity and comparing these literary constructions with what we can learn from other evidence.

CLASS 641 Graduate Seminar: Ancient Drama and Epigraphy

Spring. 4 credits. W. Slater.

The study of Greek and Latin inscriptions illustrates directly how the theatre culture of antiquity was embedded in society. We consider (mostly non-Athenian) festivals, financing, prizes, changing tastes, private and popular culture, and the strong connections to euergetism and patronage.

CLASS 700 Doctoral Dissertation Research

Fall and spring. 0 credit. Letter grade only.
Staff.

CLASS 703 Independent Study for Graduate Students in Classical Civilization

Fall and spring. Up to 4 credits. Was CLASS 711–712.

Greek

CLASS 101 Elementary Ancient Greek I

Fall. 4 credits. H. Pelliccia.

Introduction to Attic Greek. Designed to enable the student to read the ancient authors as soon as possible.

CLASS 102 Elementary Ancient Greek II

Spring. 4 credits. *Provides language qualification.* Prerequisite: 101 or equivalent. Was CLASS 103. J. Rusten.

A continuation of CLASS 101, prepares students for CLASS 104.

CLASS 103 Intensive Greek

Summer. 6 credits. *Provides language qualification.* Was CLASS 104. Staff.

An intensive introduction combining the fundamentals of ancient Greek grammar with readings from a variety of classical authors in the original Greek. Prepares students in a single semester for CLASS 104.

CLASS 104 Elementary Ancient Greek III

Fall. 3 credits. Provides language qualification. Prerequisites: CLASS 102, 103, or placement by departmental exam. Was CLASS 201 Intermediate Ancient Greek. H. Rawlings III.

Introduces students to reading Greek literary texts (Xenophon's *Anabasis*) and a dialogue of Plato. The course covers complex syntax and reviews the grammar presented in CLASS 102 or 103.

CLASS 197-198 Elementary Modern Greek I and II (also NES 121-122)

Fall (197), spring (198). 4 credits each term. Limited to 15 students. M. Hnaraki.

For description, see NES 121–122.

CLASS 199/298 Intermediate Modern Greek (also NES 127-128)

Fall (199), spring (298). 4 credits each term. M. Hnaraki.

For description, see NES 127–128.

[CLASS 201 Greek Prose # (IV) (LA)]

3 credits. *Provides language proficiency and satisfies Option 1.* Prerequisite: CLASS 104. Was CLASS 210. Not offered 2004–2005.]

CLASS 203 Homer # (IV) (LA)

Spring. 3 credits. *Satisfies Option 1.*

Prerequisite: CLASS 104. D. Mankin.
Readings in the Homeric epic.

CLASS 204 Euripides: Alceste

Fall. 3 credits. P. Pucci.

With *Alceste*, we encounter Greek tragedy in one of its Euripidean versions: serious events and comic happenings interlace and weave a most mysterious analysis of human responses to death, to marriage, to myth. The text has no long choruses and therefore is easier for students with limited experience of Greek. This is a wonderful introduction to Greek Tragedy.

CLASS 301 Greek Epic

Spring. 4 credits. P. Pucci.

Undergraduate Seminar. This course focuses on the epic language; its specificity; its poetic means (e.g., epithets, formulae, and similes); its function in constructing and interpreting the world; and its aesthetic, emotional effects. The basic text we will follow is the *Odyssey*.

[CLASS 302 Greek Historiography and Oratory # (LA)]

Spring. 3 credits. *Satisfies Option 1*. Not offered 2004–2005. Staff.

Undergraduate seminar. Topic: the historiography and oratory of fifth-century Athenian democracy and imperialism. Reading in English: *Aristotle's Constitution of the Athenians*; in Greek: sections from Herodotus and Thucydides and a speech of Lysias.]

[CLASS 303 Undergraduate Seminar: Greek Drama (LA)]

Fall. 3 credits. *Satisfies Option 1*. Not offered 2004–2005. Staff.

Topic: Sophocles.]

CLASS 304 Greek Philosophy and Rhetoric: Plato and the Orators (LA)

Fall. 4 credits. Prerequisite: One 200-level Greek course. H. Rawlings III.

Undergraduate Seminar. The course will examine Greek rhetoric through readings in Plato's *Gorgias* and in several orators, including Lysias and Isocrates. We will discuss the purpose and the nature of rhetoric, its proponents and detractors, and its origins and early development.

[CLASS 310 Special Topics in Greek Literature # (IV)]

Fall and spring. 4 credits. *Satisfies Option 1*. Prerequisite: two 200-level courses in Greek or permission of instructor. Not offered 2004–2005.]

CLASS 316 Greek Prose Composition (IV)

Spring. 4 credits. *Satisfies Option 1*. Prerequisite: CLASS 104. P. Pucci.

[CLASS 319 The Greek New Testament and Early Christian Literature # (IV) (LA)]

Fall. 4 credits. *Satisfies Option 1*. Prerequisite: CLASS 104 or equivalent, or permission of instructor. Was CLASS 305. Not offered 2004–2005. Staff.

More advanced readings from the Acts of the Apostles and some exercises on the Gospels are followed by readings from Early Christian Greek literature. The latter may include theological tracts and hagiographical texts, e.g., martyr-acts, such as the Passion of Pionius or the Passion of Perpetua.]

CLASS 385 Independent Study in Greek, Undergraduate Level

Fall and spring. Up to 4 credits. Only by permission of the DUS in the case of documented schedule conflict. Was CLASS 225–226 and 307–308. Staff.

CLASS 417 Advanced Readings in Greek Literature (IV) (LA)

Fall. 4 credits. J. Rusten.

Topic: Aristophanes and Menander. *Acharnians*, *Birds*, *Thesmophoriazusae*, *Frogs*, and *Dyskolos* read entirely, extensive selections from others. Topics include the precursors of comedy in sixth-century Athens, comic competitions, metrical structure, manuscript tradition, "middle comedy"; (for Aristophanes) politics, paratragedy, misogyny; and (for Menander) the dynamics of the

family, the figure of the mercenary soldier; and (in translation) Roman adaptations.

CLASS 418 Advanced Readings in Greek Literature # (IV) (LA)

Spring. 4 credits. K. Clinton.

Topic: Plutarch.

[CLASS 419 Advanced Greek Composition (IV) (LA)]

Spring. 4 credits. Prerequisite: CLASS 316 or equivalent. Not offered 2004–2005. Staff.]

[CLASS 421 Greek Comparative Grammar (also LING 451) (III) (KCM)]

Fall. 4 credits. Not offered 2004–2005.

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 427 Homeric Philology (also LING 457) (III) (LA)]

Spring. 4 credits. Not offered 2004–2005.

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 545 Graduate TA Training

Fall and spring. 1 credit. Staff.

Pedagogical instruction and course coordination. Required for all graduate student teachers of CLASS (Latin) 105–106 and Classics First-Year Writing Seminars.

[CLASS 555 Graduate Proseminar]

Fall. 1 credit. Not offered 2004–2005. Staff.

Graduate students are introduced to the tools, techniques, and methods of classical scholarship.]

CLASS 605–606 Graduate Survey of Greek Literature

605, fall; 606, spring. 4 credits each term. Prerequisite: linguistic proficiency to be determined by instructor. Fall, K. Clinton; spring, H. Pelliccia.

A survey of Greek literature in two semesters. CLASS 605: Greek literature from Homer to the mid-fifth century. CLASS 606: Greek literature from the late fifth century to the Empire.

[CLASS 611 Greek Philosophical Texts (also PHIL 411)]

Fall and spring: up to 4 credits.

Prerequisites: knowledge of Greek and permission of instructor. Was CLASS 511. C. Brittain and T. Irwin.

Readings of Greek philosophical texts in the original.]

[CLASS 671 Graduate Seminar in Greek]

Fall. 4 credits. Not offered 2004–2005. Staff.]

[CLASS 672 Graduate Seminar in Greek]

Spring. 4 credits. Not offered 2004–2005. Staff.]

CLASS 701 Independent Study for Graduate Students in Greek

Fall and spring. Up to 4 credits. Was CLASS 701–702.

Latin**CLASS 105 Elementary Latin I**

Fall. 4 credits. Staff.

An introductory course designed to prepare students to start reading Latin prose at the end of a year. The class moves swiftly and meets daily. Work includes extensive memorization of vocabulary and paradigms; study of Latin syntax; and written homework, quizzes, tests, and oral drills.

CLASS 106 Elementary Latin II

Spring. 4 credits. *Provides language qualification*. Prerequisite: 105 or equivalent. Staff.

A continuation of CLASS 105, using readings from various authors; prepares students for CLASS 109.

CLASS 107 Intensive Latin

Spring and summer. 6 credits.

A. Nussbaum.

An intensive introduction that quickly instills the essentials of Latin grammar before progressing to readings in the original Latin. Prepares students in a single semester for CLASS 109. Students must register for CLASS 107 and 107.1.

CLASS 108 Latin in Review

Fall. 4 credits. *Provides language qualification*. Prerequisite: placement by departmental examination. M. Fontaine.

This course is designed to accommodate students who have had some Latin, but are insufficiently prepared to take 106. It begins with review of some material covered in 105 and then continues with second-term Latin material (106). The class moves swiftly and meets daily. Work includes extensive memorization of vocabulary and paradigms; study of Latin syntax; and written homework, quizzes, tests, and oral drills. Students should be ready for CLASS 205 by the end of the course.

CLASS 109 Elementary Latin III

Fall and spring. 3 credits. *Provides language proficiency*. Prerequisites: CLASS 106, 107, 108 or placement by departmental exam. Was CLASS 205 Intermediate Latin. Fall, E. Rebillard; spring, K. Clinton.

Introduces students to reading a literary Latin text (Cicero's *Speeches against Catiline*). The course covers complex syntax and reviews the grammar presented in CLASS 106, 107, or 108.

CLASS 205 Latin Prose #

Fall. 3 credits. *Satisfies Option 1*. Prerequisite: CLASS 106, 107, 108 or placement by departmental exam. J. Rusten.

Speeches of Cicero, including (as time allows) the defense of the actor Roscius, the prosecution of the provincial governor Verres, and the abuse of Marcus Antonius (Philippics).

[CLASS 206 Ovid: Erotic Poetry # (IV) (LA)]

Spring. 3 credits *Satisfies Option 1*. Prerequisites: CLASS 109, 205, or placement by department exam. Not offered 2004–2005. Staff.

Ovid's erotic poetry is relatively easy to translate but rich in its literary structure and influence.]

CLASS 207 Catullus # (IV) (LA)

Fall. 3 credits. *Satisfies Option 1*. Prerequisite: CLASS 109. C. Sogno.

The aim of this course is to present the poems of Catullus within their cultural and historical context. The poems will be read and translated, and their significance both individually and as products of Late Roman Republican culture discussed in class. Selections from the works of Catullus's contemporaries will be assigned in translation.

[CLASS 208 Roman Drama # (IV) (LA)]
3 credits. Prerequisite: CLASS 205. Not offered 2004-2005. Staff.]

CLASS 209 Vergil # (IV) (LA)
Spring. 3 credits. *Satisfies Option 1.*
Prerequisite: CLASS 109. Was CLASS 216. M. Fontaine.

CLASS 210 Roman Letters
Spring. 3 credits. C. Sogno.
The course offers an overview of prose letter-writing in the Late Republic and Empire. Selections from the correspondence of Cicero, Seneca, and Pliny are read, translated, and discussed in class. Selections from other authors will be assigned in translation. Among other topics, the discussion focuses on the issues of transmission, circulation, and publication of letter-collections, as well as on the political and cultural context in which the letters were written.

[CLASS 306 Undergraduate Latin Seminar: Roman Epic]
Spring. 3 credits. *Satisfies Option 1.*
Prerequisite: one 200-level Latin class. Not offered 2004-2005. Staff.]

CLASS 307 Roman Historiography # (III or IV) (CA)
Spring. 4 credits. *Satisfies Option 1.*
Prerequisite: 1 term of 300-level Latin or permission of instructor. Not offered 2004-2005. Was CLASS 317. M. Fontaine.

This course focuses on Roman historiography through close readings of the authors Sallust, Livy, and Tacitus, with some attention paid to Caesar and the fragmentary historians. Principal objectives include analysis of competing literary styles, scholarly methods, and authorial biases. Special emphasis is placed on the development of historical writing over time.

CLASS 308 Roman Poetry: Virgil, Eclogues and Georgics (LA)
Fall. 3 credits. *Satisfies Option 1.*
Prerequisite: One 200-level course in Latin. K. Clinton.
Undergraduate Seminar.

[CLASS 309 Undergraduate Latin Seminar: Roman Prose # (IV)]
Fall. 3 credits. *Satisfies Option 1.*
Prerequisite: one 200-level Latin class. Not offered 2004-2005. Staff.
Topic yet to be determined.]

[CLASS 312 Latin Undergraduate Seminar # (IV) (LA)]
Fall and spring. 4 credits. *Satisfies Option 1.* Prerequisite: 2 terms of 200-level Latin or permission of instructor. Fall topic: Roman Drama. D. Mankin. Spring topic: Suetonius and Tacitus. Not offered 2004-2005. Staff.]

CLASS 317 Latin Prose Composition #
Fall. 4 credits. *Satisfies Option 1.*
Prerequisite: 1 term of 200-level Latin. D. Mankin.

[CLASS 369 Intensive Medieval Latin Reading # (IV) (LA)]
Summer only. 4 credits. Not offered 2004-2005. Staff.

Web site: www.arts.cornell.edu/classics/Classes/Classics_369/Med_Latin.html

CLASS 386 Independent Study in Latin, Undergraduate Level
Fall and spring. Up to 4 credits. Only by permission of the DUS in the case of documented schedule conflict. Was CLASS 227-228. Staff.

[CLASS 411 Advanced Readings in Latin Literature # (IV) (LA)]
Fall. 4 credits. Not offered 2004-2005. Staff.]

[CLASS 412 Advanced Readings in Latin Literature # (IV) (LA)]
Spring. 4 credits. Not offered 2004-2005. Staff.]

[CLASS 414 Advanced Latin Prose Composition (IV)]
Spring. 4 credits. For graduate students. Only those undergraduates who have completed CLASS 317 and have permission of the instructor may enroll. Was CLASS 441. Not offered 2004-2005. Staff.]

[CLASS 555 Graduate Proseminar]
Fall. 1 credit. Not offered 2004-2005. Staff. Graduate students are introduced to the tools, techniques, and methods of Classical scholarship.]

[CLASS 603 Later Latin Literature: Late Antique and Medieval Hagiography]
Spring. 4 credits. Not offered 2004-2005. Staff.]

[CLASS 625-626 Graduate Survey of Latin Literature]
625 fall; 626 spring. 4 credits each term. Prerequisite: linguistic proficiency to be determined by instructor. Not offered 2004-2005.

A survey of Latin literature in two semesters.]

CLASS 679 Graduate Seminar in Latin: Plautus and Terence
Fall. 4 credits. M. Fontaine.
A close investigation of selected plays from the Republican comedians Plautus and Terence. Special attention is paid to meter, language, performance criticism, relationship to the Greek models, and contemporary criticism.

[CLASS 680 Graduate Seminar in Latin]
Spring. 4 credits. Not offered 2004-2005. Staff.]

CLASS 702 Independent Study for Graduate Students in Latin
Fall and spring. Up to 4 credits. Was CLASS 751-752. Staff.

Classical Art and Archaeology

CLASS 220 Introduction to Art History: The Classical World (also ART H 220) # (IV) (HA)
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.

CLASS 221 Minoan-Mycenaean Art and Archaeology (also ARKEO 221 and ART H 221) # (IV) (CA)
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 ARKEO 232 and ART H 224) # (IV)
3 credits. Prerequisite: permission of instructor. P. I. Kuniholm.

[CLASS 233 Archaeology in Action II (also ARKEO 233 and ART H 225) # (IV)]
3 credits. Prerequisite: permission of instructor. Not offered 2004-2005. P. I. Kuniholm.

For description, see ART H 225.]

[CLASS 240 Greek Art and Archaeology # (IV) (CA)]
Spring. 3 credits. Not offered 2004-2005. J. Coleman.

Introduction to the material culture of Greece from the Early Iron Age to the coming of the Romans (ca. 1000 B.C. to 31 B.C.). The course focuses not only on famous monuments such as the Parthenon but also on the evidence for daily life and for contact with other civilizations of the Mediterranean. A critical attitude is encouraged toward the interpretation of archeological remains and toward contemporary uses (and misuses) of the past.]

[CLASS 256 Practical Archaeology (also ARKEO 256) (III or IV) (HA)]
Spring. 3 credits. Not offered 2004-2005. J. Coleman.

An introduction to the aims and methods of field archaeology. Topics covered include remote sensing (satellite images and aerial photos); surface survey; subsurface investigations by magnetometer, ground penetrating radar; the layout and development of a land excavation; underwater excavations; the collection, description, illustration, and analysis of artifacts and data, such as pottery, lithics, botanical samples, and radiocarbon samples. Hands-on experience with potsherds and other artifacts from prehistoric and Classical Greece and Cyprus in the university's collections is intended to prepare students for work in the field.]

[CLASS 321 Mycenae and Homer (also ARKEO 321 and ART H 321) # (IV) (HA)]
Fall. 4 credits. Prerequisite: at least 1 previous course in archaeology, classics, or history of art. Not offered 2004-2005. J. Coleman.

Study of the relationship between the Mycenaean period of Greece (known primarily from archaeology) and the Homeric *Iliad* and *Odyssey*. Topics include Mycenaean architecture, burial customs, kingship, and military activities; the reasons for the collapse of the Bronze Age palatial economies; the archaeological evidence for society in the "Dark Ages" that followed; the writing systems of Mycenaean Greece (Linear B) and the Iron Age (the Semitic/Greek alphabet); the nature of the Homeric poems and their value as historical sources.]

[CLASS 322 Greeks and Their Neighbors (also ART H 328) # (IV) (HA)]
Fall. 4 credits. Prerequisite: CLASS 220 or 221, or permission of instructor. Not offered 2004-2005. J. Coleman.

A study of the archaeological and other evidence for the interaction between Greek civilization and the peoples of the eastern and western Mediterranean from the thirteenth to the fourth centuries B.C.E. The course focuses on Greek relationships with Egypt, Phoenicia, Cyprus, Anatolia, and Italy in the post-Bronze Age period.]

[CLASS 324 Art in the Daily Life of Greece and Rome (also ART H 319) # (IV)]

Spring, 4 credits. Was CLASS 319. Not offered 2004–2005. A. Ramage. For description, see ART H 319.]

[CLASS 325 Greek Vase Painting (also ART H 325) # (IV) (LA)]

Spring, 4 credits. A. Ramage. For description, see ART H 325.

[CLASS 327 Greek and Roman Coins (also ART H 327) # (IV) (LA)]

4 credits. Not offered 2004–2005. A. Ramage. For description, see ART H 327.]

[CLASS 329 Greek Sculpture (also ART H 329) # (IV) (LA)]

4 credits. Not offered 2004–2005. J. Coleman.

An examination of ancient Greek sculpture, both three-dimensional and two-dimensional, from the Archaic to the Hellenistic period. Aspects of the works studied include technological advances, changing ideology of the sculptors, regionalism of styles, and taste of individual patrons.]

[CLASS 330 Dendrochronology of the Aegean (also ARKEO 309 and ART H 309) # (IV) (HA)]

Fall and spring, 4 credits. Prerequisite: permission of instructor. Letter grade only. Limited to 10 students. Was CLASS 309. P. I. Kuniholm. For description, see ART H 309.

[CLASS 350 Arts of the Roman Empire (also ART H 322) # (IV) (HA)]

Fall, 4 credits. Not offered 2004–2005. A. Ramage. For description, see ART H 322.]

[CLASS 430 Seminar on the Bronze Age Architecture of Asia Minor (also ARKEO 425 and ART H 425) # (IV)]

Spring, 4 credits. P. I. Kuniholm. For description, see ART H 425.

[CLASS 431 Ceramics (also ARKEO 423 and ART H 423) # (IV) (CA)]

Spring, 4 credits. Prerequisite: permission of instructor. Was CLASS 423. Not offered 2004–2005. A. Ramage. For description, see ART H 423.]

[CLASS 434 The Rise of Classical Greece (also ARKEO 434 and ART H 434) # (IV) (HA)]

Spring, 4 credits. Recommended: CLASS 220 or 221, ART H 220 or 221, or permission of instructor. Not offered 2004–2005. P. I. Kuniholm. For description, see ARKEO 434.]

[CLASS 435 Seminar on Roman Art and Archaeology (also ARKEO 435 and ART H 427) # (IV) (CA)]

Spring, 4 credits. Prerequisite: permission of instructor. A. Ramage. For description, see ART H 427.

[CLASS 629 The Prehistoric Aegean (also ARKEO 629)]

Fall, 4 credits. Not offered 2004–2005. J. Coleman.

Seminar with focus on the Aegean and neighboring regions in the Neolithic and Early Bronze Ages.]

[CLASS 630 Seminar in Classical Archaeology (also ARKEO 520 and ART H 520)]

Spring, 4 credits. Not offered 2004–2005. P. Kuniholm. For description, see ARKEO 520.]

[CLASS 705 Independent Study for Graduate Students in Classical Archaeology]

Fall and spring. Up to 4 credits. Was CLASS 721–722. Staff.

Greek and Latin Linguistics

[CLASS 421 Greek Comparative Grammar (also LING 451) (III) (KCM)]

Spring, 4 credits. Prerequisite: thorough familiarity with the morphology of classical Greek. Not offered 2004–2005. 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 LING 452) (III) (KCM)]

Fall, 4 credits. Prerequisite: thorough familiarity with the morphology of classical Latin. M. Weiss.

The prehistory and evolution of the sounds and forms of Classical Latin as reconstructed by comparison with the other Indo-European languages.]

[CLASS 425 Greek Dialects (also LING 455) (III) (KCM)]

Fall, 4 credits. Not offered 2004–2005. A. Nussbaum.

A survey of the dialects of ancient Greek through the reading and analysis of representative epigraphical and literary texts.]

[CLASS 426 Archaic Latin (also LING 456) (III) (LA)]

Spring, 4 credits. Prerequisite: reading knowledge of Latin. A. Nussbaum. Reading of epigraphic and literary pre-Classical 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.]

[CLASS 427 Homeric Philology (also LING 457) (III) (LA)]

Spring, 4 credits. Prerequisite: ability to read Homeric Greek. Not offered 2004–2005. 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 LING 459) (III) (LA)]

Spring, 4 credits. Prerequisite: thorough familiarity with the morphology of Classical Greek. Not offered 2004–2005. A. Nussbaum.]

Sanskrit

[CLASS 191–192 Elementary Sanskrit (also LING 131–132 and SANSK 131–132)]

191, fall; 192, spring, 4 credits each term. CLASS 192 provides language qualification. Was CLASS 131–132. Not offered 2004–2005.

An introduction to the essentials of Sanskrit grammar. Designed to enable the student to read classical and epic Sanskrit as quickly as possible.]

[CLASS 291–292 Intermediate Sanskrit (also LING 251–252 and SANSK 251–252) @ # (IV)]

291, fall; 292, spring, 3 credits each term. CLASS 291 satisfies Option 1 and provides language proficiency. Prerequisite: CLASS 192 or equivalent. Was CLASS 251–252. C. Minkowski.

Readings from the literature of Classical Sanskrit. Fall: selections from the two Sanskrit epics, the *Mababbarata* and the *Ramayana*. Spring: more selections from the epics, and from either Sanskrit story literature or from Sanskrit dramas.]

[CLASS 391 Independent Study in Sanskrit, Undergraduate Level]

Fall and spring. Up to 4 credits. Was CLASS 403–404. Staff.

[CLASS 704 Independent Study for Graduate Students in Sanskrit]

Fall and spring. Up to 4 credits. Was CLASS 703–704. Staff.

Also see CLASS 293, 390, and 395 (Classical Civilization listings).

Honors Courses

[CLASS 472 Honors Course: Senior Essay]

Fall and spring, 8 credits. An adviser must be chosen by the end of the student's sixth semester. Topics must be approved by the Standing Committee on Honors by the beginning of the seventh semester. See "Honors," Classics front matter.

Related Courses in Other Departments and Programs

See listings under:

Archaeology
Asian Studies
Comparative Literature
English
History
History of Art
Medieval Studies
Linguistics
Near Eastern Studies
Philosophy
Religious Studies
Society for the Humanities
Women's Studies

COGNITIVE STUDIES PROGRAM

S. Edelman (psychology), director. G. Gay (communication); C. Cardie, R. Constable, J. Halpern, D. Huttenlocher, L. Lee, B. Selman, R. Zabih (computer science); A. Hedge (design and environmental analysis); K. Basu, L. Blume, D. Easley (economics); J. Dunn, R. Ripple, D. Schrader (education); S. Wicker (electrical and computer engineering); M. Casasola, S. Ceci, B. Koslowski, B. Lust, S. Robertson, E. Temple, Q. Wang, E. Wethington, W. Williams (human development); K. O'Connor, J. Russo (Johnson Graduate School of Management); J. Bowers, A. Cohn, C. Collins, M. Diesing, J. Gair, W. Harbert, S. McConnell-Ginet, A. Miller-Ockhuizen, C. Rosen, M. Rooth, Y. Shirai, J. Whitman, D. Zec (linguistics); A. Nerode, R. Shore (mathematics); F. Valero-Cuevas (mechanical and aerospace engineering); C. Linster, R. Harris-Warrick, H. Howland, R. Hoy, H. K. Reeve (neurobiology and behavior); R. Boyd, T. Gendler, C. Ginet, D. Graff, B. Hellie, H. Hodes, S. Shoemaker, Z. Szabó, J. Whiting (philosophy); M. Christiansen, J. Cutting, R. Darlington, T. DeVoogd, D. Dunning, S. Edelman, M. Ferguson, D. Field, B. Finlay, T. Gilovich, M. Goldstein, B. Halpern, A. Isen, R. Johnston, C. Krumhansl, U. Neisser, M. Owren, E. Adkins Regan, M. Spivey (psychology); M. Macy (sociology). R. Canfield, S. Hertz (associate members).

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, the organization of motor action, and their neural correlates. In the College of Arts and Sciences these disciplines are represented in the departments of Computer Science, Economics, Linguistics, Mathematics, Neurobiology and Behavior, Philosophy, Psychology, and Sociology. Elsewhere in the university they are represented in the Departments of Computer Science, Mechanical and Computer Engineering, and Mechanical and Aerospace Engineering (College of Engineering), the Departments of Design and Environmental Analysis and Human Development (College of Human Ecology), the Departments of Communication and Education (College of Agriculture and Life Sciences), and the Johnson Graduate School of Management.

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 how they are biologically represented in the brain. 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

An interdisciplinary undergraduate concentration in Cognitive Studies is available to Cornell University undergraduates in the College of Arts and Sciences. Students from other colleges who seek such a concentration should discuss such possibilities with the Cognitive Studies office, which will provide information and contacts concerning such concentrations.

The undergraduate concentration in Cognitive Studies is designed to enable students to engage in a structured program directly related to the scientific study of cognition and the mind. The concentration provides a framework for the design of structured, supervised programs of study in this growing interdisciplinary field. Such programs of study serve as complements to course work in a single discipline as represented by an individual department. It is considered crucial that students gain a strong background in their major, independent of their work in the concentration. Independent majors and college scholars may also apply. Colleges vary in their procedures for formal recognition of this concentration (contact the Cognitive Studies office for details). The Cognitive Studies Program faculty have designed five structured "tracks" that offer students different ways of satisfying the concentration. In addition, students are always able to construct their own programs of study subject to approval by their concentration adviser. The courses listed under each track are program suggestions. The student should consult with his/her Cognitive Studies adviser to develop a more customized curriculum. In some cases, students may want to combine or cross tracks.

In general, it is expected that students in the concentration will take COGST 101, a lab course such as COGST 201, and three courses at the 300 or 400 level in at least two departments. Even though only five courses are required to complete the concentration, we expect that students interested in cognitive studies will often end up taking more, and we encourage them to do an independent research project (COGST 470) and a research workshop such as COGST 471.

The five typical tracks are as follows. The first track involves a particular approach to the study of cognition. The other four tracks are structured around specific content domains and consist of sets of suggested course clusters. Please note that many of these courses have substantial prerequisites.

1. Cognitive Studies in Context: The Workplace, the Classroom, and Everyday Life

Foundational issues in cognitive science are intimately relevant to real world settings. The Cognitive Studies in Context track offers students the opportunity to learn and independently explore how theory and research on the mind can help us better understand how we use information in much of our daily activities, whether it be the workplace, the classroom, or any other aspect of everyday life. Students will come to better understand the cognitive ergonomics of such diverse settings as an aircraft

cockpit, a quality control station on an assembly line, or an anesthesia station in a surgical suite. They will come to better understand the perceptual constraints that help tailor the nature of visual communication systems, or the linguistic constraints that help tailor text-based communication. They will come to see how the functional architecture of human memory guides the presentation and use of information in a wide array of settings. They will also learn how design constraints on computer hardware and software interact with human capacities and biases.

COGST 101/COM S 101/LING 170/PHIL 191/PSYCH 102, Introduction to Cognitive Science
COGST 201/COM S 201/PSYCH 201, Cognitive Science in Context Laboratory
COGST 342/PSYCH 342, Human Perception: Applications to Computer Graphics, Arts, and Visual Display
COGST 416/PSYCH 416, Modeling Perception and Cognition

In addition, three more upper-level approved courses in Cognitive Studies areas will normally be expected.

2. Perception and Cognition

This track focuses on psychological, computational, and neurobiological approaches to the interface between perception and cognition. Students will develop a grasp of the continuum between sensory impressions and complex thought.

COGST 101/COM S 101/LING 170/PHIL 191/PSYCH 102, Introduction to Cognitive Science
COGST 201/COM S 201/PSYCH 201, Cognitive Science in Context Laboratory
COGST 214/PSYCH 214, Cognitive Psychology
COGST 342/PSYCH 342, Human Perception: Applications to Computer Graphics, Art, and Visual Display
COGST 416/PSYCH 416, Modeling Perception and Cognition
COGST 450/HD 437/LING 450/PSYCH 437, Lab Course: Language Development
BIONB 326, The Visual System
PSYCH 305, Visual Perception
PSYCH 316, Auditory Perception
PSYCH 412, Laboratory in Cognition and Perception
PSYCH 418, Psychology of Music
PSYCH 419, Neural Networks Laboratory
COGST 465/COM S 392/PSYCH 465, Topics in High-Level Vision

3. Language and Cognition

This track focuses on the representation, processing, and acquisition and learning of language, as well as its role in cognition and culture. Students will acquire skills and knowledge in formal and applied linguistic theory, psycholinguistic experimentation, and computational modeling techniques.

COGST 101/COM S 101/LING 170/PHIL 191/PSYCH 102, Introduction to Cognitive Science
COGST 201/COM S 201/PSYCH 201, Cognitive Science in Context Laboratory
COGST 214/PSYCH 214, Cognitive Psychology

COGST 215/LING 215/PSYCH 215, Psychology of Language
 COGST 270/LING 270/PHIL 270, Truth and Interpretation
 COGST 416/PSYCH 416, Modeling Perception and Cognition
 COGST 427/PSYCH 427, Evolution of Language
 COGST 428/LING 428/PSYCH 428, Connectionist Psycholinguistics
 COGST 436/HD 436/LING 436/PSYCH 436, Language Development
 COGST 450/HD 437/LING 450/PSYCH 437, Lab Course: Language Development
 COM S 411, Programming Languages and Logics
 LING 203, Introduction to Syntax and Semantics
 LING 301–302, Phonology I & II
 LING 303–304, Syntax I & II
 LING 309, Morphology
 LING 319–320, Phonetics I & II
 LING 325, Pragmatics
 LING 403, Introduction to Applied Linguistics
 LING 421–422, Semantics I & II
 PHIL 332, Philosophy of Language
 PSYCH 415, Concepts, Categories, and Word Meanings

4. Cognition and Information Processing

This track focuses on how the mind (or a computer) can encode, represent, and store information. Students will develop an understanding of concepts, categories, memory, and the nature of information itself.

COGST 101/COM S 101/LING 170/PHIL 191/PSYCH 102, Introduction to Cognitive Science
 COGST 201/COM S 201/PSYCH 201, Cognitive Science in Context Laboratory
 COGST 214/PSYCH 214, Cognitive Psychology
 COGST 414/PSYCH 414, Comparative Cognition
 COGST 416/PSYCH 416, Modeling Perception and Cognition
 COGST 450/HD 437/LING 450/PSYCH 437, Lab Course: Language Development
 COM S 211, Computers and Programming
 COM S 212, Structure and Interpretation of Computer Programs
 COM S 472, Foundations of Artificial Intelligence
 COM S 473, Practicum in Artificial Intelligence
 PHIL 262, Philosophy of Mind
 PHIL 362, Philosophy of Mind
 PSYCH 311, Introduction to Human Memory
 PSYCH 412, Laboratory in Cognition and Perception
 PSYCH 413, Information Processing: Conscious and Nonconscious
 PSYCH 415, Concepts, Categories, and Word Meanings
 PSYCH 417, The Origins of Thought and Knowledge

5. Cognitive Neuroscience

This track focuses on neurobiological and computational approaches to understanding how perception and cognition emerge in the human brain. Students will acquire knowledge of what neural structures subserve what

perceptual/cognitive processes, and how they interact.

COGST 101/COM S 101/LING 170/PHIL 191/PSYCH 102, Introduction to Cognitive Science
 COGST 201/COM S 201/PSYCH 201, Cognitive Science in Context Laboratory
 COGST 214/PSYCH 214, Cognitive Psychology
 COGST 330/BIONB 330/PSYCH 330, Introduction to Computational Neuroscience
 COGST 416/PSYCH 416, Modeling Perception and Cognition
 COM S 401, Programming Languages and Software Engineering
 PSYCH 332/BIONB 328, Biopsychology of Learning and Memory
 PSYCH 396/BIONB 396, Introduction to Sensory Systems
 PSYCH 419, Neural Networks Laboratory
 PSYCH 425, Cognitive Neuroscience
 PSYCH 440, The Brain and Sleep

A Cognitive Studies undergraduate laboratory and computer facility is available for all students in a Cognitive Studies concentration. This facility will help link resources from different laboratories across the Cornell campus as well as providing a central location for developing and conducting experimental research in cognitive studies.

Students who complete the concentration requirements will have their concentration in Cognitive Studies officially represented on their transcript. In addition, students who have made substantial progress toward completing the requirements for the concentration will be eligible for enrollment in the graduate courses in Cognitive Studies during their senior year.

Concentration Application Procedures.

Initial inquiries concerning the undergraduate concentration should be made to the Cognitive Studies Program coordinator, Linda LeVan, cogst@cornell.edu, 255-6431, who will provide application materials and set up a meeting with a relevant member of the Undergraduate Concentration Committee. This committee will assist the student with selection of a concentration adviser with expertise in the student's main area of interest.

To formally initiate the concentration in Cognitive Studies, a student must gain approval for a selection of courses from a concentration adviser (one of the program faculty). The courses selected must form a coherent cluster that makes sense to both the adviser and the student. To be admitted to the concentration, the student must submit this plan of study to the Cognitive Studies undergraduate faculty committee for final approval.

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. Often, the adviser can help the student develop independent research experience.

Independent Research. The concentration encourages each student to be involved in independent research that bears on research issues in cognitive studies, if possible. COGST 470 is available for this purpose. It is recommended that students report on their research activities in an annual undergraduate

forum. The Undergraduate Concentration Committee is committed to helping students find an appropriate research placement when needed.

The Committee for Undergraduate Concentration in Cognitive Studies consists of: Bart Selman, computer science, 5-5643, 4144 Upson Hall, selman@cs.cornell.edu; Draga Zec, linguistics, 5-0728, 217 Morrill Hall, DZ17@cornell.edu; Tamar Gendler, philosophy, Goldwin Smith, tamar.gendler@cornell.edu; Michael Owren, psychology, 5-3835, 224 Uris Hall, mjo9@cornell.edu. The current director of undergraduate studies is Draga Zec.

Graduate Minor

Entering graduate students, as well as advanced undergraduates, who are interested in cognition and in the cognitive sciences are advised to take the introductory course COGST 501, Issues in Biological Information Processing, in fall semester. A student will be expected to enroll concurrently in COGST 214.

Graduate students minoring in Cognitive Studies should take COGST 531, Topics in Cognitive Studies, at some point after taking COGST 501. This is a "topics" course, which focuses on different issues each spring semester, and also is open to advanced undergraduate students.

For more information, consult the program office (282 Uris Hall, 255-6431, cogst@cornell.edu) or the director of graduate studies, Shimon Edelman, 255-6365; se37@cornell.edu.

Courses

Cognitive Studies

COGST 101 Introduction to Cognitive Science (also COM S 101, LING 170, PHIL 191, and PSYCH 102) (III) (KCM)

Fall. 3 or 4 credits (the 4-credit option involves a writing section instead of taking exams). M. Spivey.

This course surveys the study of how the mind/brain works. We examine how intelligent information processing can arise from biological and artificial systems. The course draws primarily from five disciplines that make major contributions to cognitive science: philosophy, psychology, neuroscience, linguistics, and computer science. The first part of the course introduces the roles played by these disciplines in cognitive science. The second part of the course focuses on how each of these disciplines contributes to the study of five topics in cognitive science: language, vision, learning and memory, action, and artificial intelligence.

[COGST 111 Brain, Mind, and Behavior (also BIONB 111 and PSYCH 111) (I) (PBS)]

Spring. 3 credits. Letter grade only. Intended for freshman and sophomores in the humanities and social sciences; seniors not allowed. Not recommended for psychology majors; biology majors may not use the course for credit toward the major. Not offered 2004–2005. R. Hoy and E. Adkins Regan.

Understanding how the brain creates complex human behavior and mental life is a great scientific frontier of the next century. This

course enables students with little scientific background from any college or major to appreciate the excitement. What are the interesting and important questions? How are researchers trying to answer them? What are they discovering? Why did the brain evolve this remarkable capacity?

[COGST 172 Computation, Information, and Intelligence (also COM S 172 and ENGR1 172) (II) (MQR)]

Fall. 3 credits. Prerequisite: some knowledge of calculus. Not offered 2004-2005. L. Lee.

An introduction to computer science using methods and examples from the field of artificial intelligence. Topics include game playing, search techniques, learning theory, computer-intensive methods, data mining, information retrieval, the web, natural language processing, machine translation, and the Turing test. This is not a programming course; rather, "pencil and paper" problem sets will be assigned. Not open to students who have completed the equivalent of COM S 100.]

COGST 201 Cognitive Science in Context Laboratory (also COM S 201 and PSYCH 201) (III) (KCM)

Spring. 4 credits. Prerequisite: Introduction to Cognitive Science, COGST 101/COM S 101/LING 170/PHIL 191/PSYCH 102.

Knowledge of programming languages is not assumed. Limited to 24 students. D. Field and staff.

A laboratory course that explores the theories of cognitive science and provides direct experience with the techniques of cognitive science, in relation to the full range of both present and anticipated future activities in the workplace, the classroom, and in everyday life. Discussions of laboratory exercise results, supplementation of laboratory topics, and analyses of challenging primary research literature are done in meetings of the entire class. Laboratory exercises, which are done on an individual or small group basis, include both pre-planned investigations and student-developed experiments. Use of digital computers as well as the Internet, e-mail, and web sites are integral components of the course.

The focus is on human-computer interactions that are intended to permit effective and efficient exchange of information and control of functions or operations. This approach is applied to real-life settings. Students are expected to come to each discussion meeting having read and thought about assigned materials, and to come to scheduled laboratory meetings fully prepared to perform the laboratory exercises. Laboratory facilities are available to students at all times so that statistical analysis of data, preparation of laboratory reports, and collection of experimental data will be facilitated.

COGST 214 Cognitive Psychology (also PSYCH 214 and 614) (III) (KCM)

Fall. 3 credits. Sophomore standing required. Limited to 175 students. Undergraduates who want 5 credits also should enroll in COGST 501. S. Edelman.

The course introduces the idea of cognition as information processing, or computation, using examples from perception, attention and consciousness, memory, language, and thinking. Participants acquire conceptual tools that are essential for following the current thought on the nature of mind and its relationship to the brain.

COGST 215 Psychology of Language (also LING 215/715 and PSYCH 215/715) (III) (KCM)

Spring. 3 credits. Limited to sophomores, juniors, and seniors. Prerequisite: any one course in Psychology or Human Development. M. Christiansen.

This course provides an introduction to the psychology of language. The purpose of the course is to introduce students to the scientific study of psycholinguistic phenomena. It covers a broad range of topics from psycholinguistics, including the origin of language, the different components of language (phonology, morphology, syntax, and semantics), processes involved in reading, computational modeling of language processes, the acquisition of language (both under normal and special circumstances), and the brain bases of language.

COGST 220 The Human Brain and Mind: Biological Issues in Human Development (also HD 220)

Fall. 3 credits. Prerequisite: HD 115, or permission of instructor. E. Temple.

What do we know about the biology of the mind? As long ago as the 1600s, when the philosopher Descartes speculated on how the mind and body interact, humans have been fascinated by how the chunk of tissue we call the brain can give rise to all the complexity that is human behavior. This course is designed as an introduction to the biology underlying human behavior. After studying basic concepts in neurobiology and neuroanatomy, the course will explore a variety of topics, such as how the brain reacts to drugs and hormones, and what brain mechanisms underlie seeing, hearing, thinking, talking, feeling emotions and desires, and dreaming. We will try to understand what is understood (and what is *not* yet understood) about the biological mechanisms underlying the human experience. In addition, we will discuss the biology of clinical disorders throughout. This course will give background necessary for other courses in HD that focus on biological mechanisms of human development and serves as a prerequisite for many of them.

[COGST 230 Cognitive Development (also HD 230)]

Spring. 3 credits. Prerequisite: HD 115 or PSYCH 101. Not offered 2004-2005.

Q. Wang.

This course is designed to help students develop a broad understanding of the mechanisms, processes, and current issues in cognitive development and learn to do critical, in-depth analyses of developmental research. We will discuss how children's thinking changes over the course of development and evaluate psychological theories and research on various aspects of cognitive development. Topics include perception, representation and concepts, reasoning and problem solving, social cognition, memory, metacognition, language and thought, and academic skills. Students will also have hands-on research experiences with "real" kids.]

[COGST 264 Language, Mind, and Brain (also LING 264) (III) (KCM)]

Spring. 4 credits. Not offered 2004-2005. J. Bowers.

An introductory course that emphasizes the formal structure of natural language in the Minimalist framework. 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. The 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.]

[COGST 270 Truth and Interpretation (also LING 270 and PHIL 270) (III or IV)]

Spring. 4 credits. Not offered 2004-2005.]

[COGST 305 Foundations of Linguistics (also LING 305)]

Fall. 4 credits. Prerequisites: LING 101 plus one other linguistics course, or two similar courses in another area of cognitive studies. Not offered 2004-2005. C. Collins.

This course will cover foundational issues in linguistic theory, including the nature of linguistic data, poverty of stimulus, autonomy of syntax, different frameworks (including functional linguistics), and the history of linguistics.]

COGST 330 Introduction to Computational Neuroscience (also BIONB 330 and PSYCH 330) (I) (PBS)

Fall. 3-4 credits (4 credits includes a laboratory providing additional computer simulation exercises). Limited to 25 students. Prerequisites: BIONB 222 or permission of instructor. Offered alternate years. C. Linster.

This course covers the basic ideas and techniques involved in computational neuroscience. The course surveys diverse topics including: neural dynamics of small networks of cells, neural coding, learning in neural networks and in brain structures, memory models of the hippocampus, sensory coding and others.

[COGST 333 Problems in Semantics—Quantification in Natural Language (also LING 333 and PHIL 333) (III or IV) (KCM)]

Spring. 4 credits. Prerequisites: a previous course in formal semantics (e.g., LING 421) or logic (e.g., PHIL 231) or permission of instructor. Not offered 2004-2005.

S. McConnell-Ginet and Z. G. Szabo.

This course looks at problems in the semantic analysis of natural languages, critically examining work in linguistics and philosophy on particular topics of current interest. The focus is on quantification. Languages offer a variety of resources for expressing generalizations: *some, every, no, many*, and other quantifying expressions that appear inside noun phrases; *always, never, occasionally*, and other adverbial quantifying expressions not associated with particular nominals; constructional resources of various kinds (e.g., English free relatives like *whatever she cooks*). How different are these resources and what might they imply about basic cognitive and linguistic capacities?]

COGST 342 Human Perception: Applications to Computer Graphics, Art, and Visual Display (also PSYCH 342/642 and VISST 342) (III)

Fall. 3 or 4 credits. The 4-credit option involves a term paper. Prerequisite: PSYCH 101 or permission of instructor. PSYCH 205 strongly recommended. D. Field.

Our present technology allows us to transmit and display information through a variety of media. To make the most of these media channels, it is important to consider the limitations and abilities of the human observer. The course considers a number of applied aspects of human perception with an emphasis on the display of visual information. Topics 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.

COGST 414 Comparative Cognition (also PSYCH 414 and 714) (III) (KCM)

Spring. 3 or 4 credits. The 4-credit option involves an annotated bibliography or creating a relevant web site. Prerequisites: PSYCH 205, 209, 214, 223, 292, or permission of instructor. M. Owren.

This course examines some of the conceptual and empirical work resulting from and fueling the recent surge of interest in animals' thinking. Specific topics may include whether nonhumans behave intentionally; whether they show concept and category learning, memory, and abstract thinking similar to that of humans; the role of social cognition in the evolution of intelligence; and whether animals are conscious or self-aware. Evidence from communication studies in which animal signals provide a "window on the mind" plays a strong role in the deliberations, including studies of naturally occurring signaling in various species and experiments in which nonhumans are trained in human-like language behavior. Cognition in nonhuman primates is a specific focus throughout. The course is a mix of lecture and discussion, emphasizing the latter as much as possible.

COGST 416 Modeling Perception and Cognition (also PSYCH 416 and 616) (III)

Spring. 4 credits. Prerequisites: PSYCH 205, 209, 214, or 215, or permission of instructor. M. Spivey.

This course offers a survey of several computational approaches to understanding perception and cognition. We explore linear systems analysis, connectionist models, dynamical systems, and production systems, to name a few. Emphasis is placed on how complex sensory information gets represented in these models, as well as how it gets processed. This course covers computational accounts of language processing, language acquisition, visual perception, and visual development, among other topics. Students complete a final project that applies a computational model to some perceptual/cognitive phenomena.

[COGST 424 Computational Linguistics (also COM S 324 and LING 424) (II) (MQR)]

Fall. 4 credits. Prerequisite: LING 203. Labs involve work in the Unix environment; COM S 114 is recommended. Not offered 2004–2005. M. Rooth.

Steady progress in formalisms, algorithms, linguistic knowledge, and computer technology is bringing computational mastery

of the syntax, morphology, and phonology of natural languages within reach. The course introduces methods for "doing a language" computationally, with an emphasis on approaches that combine linguistic knowledge with powerful computational formalisms. Topics include computational grammars, parsing, representation of syntactic analyses; finite state morphology; weighted grammars; feature constraint formalisms for syntax; treebank and other markup methodology; robust low-level syntax and semantics; and experimental-modeling methodology using large data samples.]

[COGST 427 Evolution of Language (also PSYCH 427 and PSYCH 627)]

Fall. 3 credits. Prerequisite: senior status or permission of instructor. Limited to 20 students. Offered alternate years. Not offered 2004–2005. M. Christiansen.

Fueled by theoretical constraints derived from recent advances in the brain and cognitive sciences, the last decade of the twentieth century saw a resurgence of scientific interest in the evolution of language. This seminar surveys a cross section of modern theories, methods, and research pertaining to the origin and evolution of language. We consider evidence from psychology, the cognitive neurosciences, comparative psychology, and computational modeling of evolutionary processes. Topics for discussion may include: What does the fossil record tell us about language evolution? What can we learn from comparative perspectives on neurobiology and behavior? Can apes really learn language? Did language come about through natural selection? What were the potential preadaptations for language? What is the relationship between phylogeny and ontogeny?]

COGST 428 Connectionist Psycholinguistics (also LING 428/628 and PSYCH 428/628) (III)

Fall. 3 credits. Prerequisite: senior standing or permission of instructor. Offered alternate years. M. Christiansen.

Connectionist psycholinguistics involves using (artificial) "neural" networks, which are inspired by brain architecture, to model empirical data on the acquisition and processing of language. As such, connectionist psycholinguistics has had a far-reaching impact on language research. In this course, we will survey the state of the art of connectionist psycholinguistics, ranging from speech processing and word recognition, to inflectional morphology, sentence processing, language production, and reading. An important focus of discussion will be the methodological and theoretical issues related to computational modeling of psychological data. We will furthermore discuss the broader implications of connectionist models of language, not only for psycholinguistics, but also for computational and linguistic perspectives on language.

[COGST 433 Developmental Cognitive Neuroscience (also HD 433)]

Spring. 3 credits. Prerequisite: HD 115 or PSYCH 101 and 1 semester of biology; permission of instructor. Enrollment limit of 25. Not offered 2004–2005. E. Temple.

What are the brain mechanisms underlying human behavior and cognition? How do those underlying brain mechanisms develop? These are the questions that we will explore in this course through both

lecture and reading and discussion of primary literature. The first weeks of class will cover basics of developmental neurobiology and neuroanatomy and methods used in the field of cognitive neuroscience (especially neuroimaging techniques). After the introductory and methods information is covered we will change to a weekly format where there will be lecture and discussion of current research papers. Each week we will focus on a particular cognitive ability such as language, memory, attention, or inhibitory control. For each topic we will explore what is known about the brain mechanisms that underlie that particular function, how those brain mechanisms develop over the life span, and where possible, the brain mechanisms underlying disorders of that particular cognitive function.]

COGST 435 Mind, Self, and Emotion: Research Seminar (also HD 431)

Fall. 3 credits. Offered to upperclass undergraduate and graduate students. Limited to 20 students. Letter grade only. Q. Wang.

This course examines current data and theory concerning memory, self, and emotion from a variety of perspectives and at multiple levels of analysis, particularly focusing on the interconnections among these fields of inquiry. A special emphasis is given to cross-cultural studies on memory development, self-construal, and conception of emotion.

COGST 436 Language Development (also HD 436, LING 436, and PSYCH 436) (III) (KCM)

Spring. 4 credits. Open to undergraduate and graduate students. Graduate students should also enroll in HD 633, LING 700, or PSYCH 600, a supplemental graduate seminar. Prerequisite: at least one course in developmental psychology, cognitive psychology, cognitive development, or linguistics. S-U grades optional. B. Lust.

This course surveys 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. An optional lab course supplement is available (see COGST 450/HD 437/LING 450/PSYCH 437).

COGST 437 Thinking and Reasoning (also HD 238)

Fall. 3 credits. Prerequisite: HD 115 or PSYCH 101. B. Koslowski.

The course examines problem solving and transfer, pre-causal thinking, logical thinking, practical syllogisms, causal reasoning, scientific reasoning, theories of evidence, expert vs. novice differences, and nonrational reasoning. Two general issues run through the course: the extent to which children and adults approximate the sorts of reasoning that are described by various types of models, and the extent to which various models accurately describe the kind of thinking that is required by the types of problems and issues that arise and must be dealt with in the real world.

[COGST 438 Minds, Machines, and Intelligence (also S&TS 438) (III) (KCM)]
Spring. 4 credits. Not offered 2004-2005.]

[COGST 439 Cognitive Development: Infancy through Adolescence (also HD 439)]

Spring. 3 credits. Prerequisite: HD 115 or PSYCH 101. Letter grade only. Not offered 2004-2005. B. Koslowski.

The course will be an overview of current and classic issues and research in cognitive development. Central topics of both "hard cognition" (e.g., information processing and neuropsychological functioning) and "soft cognition" (e.g., problem solving, concepts, and categories) will be covered. Selected topics will be linked to methodological issues and to important social issues such as cross-cultural cognitive development and putative racial and social class differences.]

COGST 450 Lab Course: Language Development (also HD 437, LING 450, and PSYCH 437)

Spring. 2 credits. In conjunction with COGST/HD/LING/PSYCH 436, Language Development. B. Lust.

This laboratory course is an optional supplement to the survey course Language Development (COGST/HD/LING/PSYCH 436). The lab course provides students with a hands-on introduction to scientific research, including design and methods, in the area of first-language acquisition.

[COGST 452 Culture and Human Development (also HD 452)]

Fall. 3 credits. Prerequisite: HD 115 or PSYCH 101. Limited to 30 students. Not offered 2004-2005. Q. Wang.

The course takes an interdisciplinary approach to address the central role of culture in human development. It draws on diverse theoretical perspectives, including psychology, anthropology, education, ethnography, and linguistics, to understand human difference, experience, and complexity. Empirical reflections are taken upon major developmental topics such as cultural aspects of physical growth and development; culture and cognition; culture and language; culture, self, and personality; cultural construction of emotion; culture issues of sex and gender; and cultural differences in pathology.]

COGST 465 Topics in High-Level Vision (also COM S 392 and PSYCH 465/665) (III) (KCM)

Spring. 4 credits. Offered alternate years. S. Edelman.

High-level vision is a field of study concerned with functions such as visual object recognition and categorization, scene understanding, and reasoning about visual structure. It is an essentially cross-disciplinary endeavor, drawing on concepts and methods from neuroanatomy and neurophysiology, cognitive psychology, applied mathematics, computer science, and philosophy. The course concentrates on a critical examination of a collection of research publications, linked by a common thread, from the diverse perspectives offered by the different disciplines. Students write biweekly commentaries on the assigned papers and a term paper integrating the material covered in class.

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. Cognitive Studies faculty.

Experience in planning, conducting, and reporting independent laboratory, field, and/or library research in an interdisciplinary area relevant to cognitive studies.

COGST 471 Cognitive Studies Research Workshop

Fall or spring. Credits variable. Prerequisites: student must be enrolled in an independent research course (either in Cognitive Studies, e.g., COGST 470, or in a related department) or in honors thesis research in one of the departments relevant to Cognitive Studies. Staff (interdisciplinary faculty from Cognitive Studies Program).

This course provides a research workshop in which undergraduate students who are engaged in research in a particular area relevant to cognitive science can meet across disciplines to learn and practice the essentials of research using interdisciplinary approaches. In this workshop, students critique and discuss the existing literature in a field of inquiry, individual students present their research designs, methods, and results from their independent research studies, debate the interpretation of their research results, and participate in the generation of new research hypotheses and designs, in a peer group of other undergraduate students involved in related research.

COGST 474 Introduction to Natural Language Processing (also COM S 474 and LING 474) (III)

Fall. 4 credits. Not offered every year. M. Rooth.

The course presents formalisms, algorithms, and methodology for manipulating natural languages computationally. It emphasizes parts of natural language (syntax and morphology, but not semantics) where algorithms and scientific understanding make it possible for us to create and implement approximately complete accounts of linguistic phenomena and also manipulate large samples of language use (a million or a billion words). Most of the methods are not only useful for engineering applications but also advance our scientific understanding of human languages.

COGST 476-477 Decision Theory (also COGST 676/677, COM S 576/577, ECON 476/477, and ECON 676/677) (II) (MQR)

Fall and spring. 4 credits each semester. This is a two-semester course. In the fall semester the course is lecture based. Students are required to complete several problem sets and there is a final exam. In the spring semester there are additional lectures as well as visiting speakers. Students will be required to read the speakers' papers and participate in discussions. In the spring semester students are required to complete a research project. L. Blume, D. Easley, and J. Halpern.

Research on decision theory resides in a variety of disciplines including computer science, economics, game theory, philosophy and psychology. This new course attempts

to integrate these various approaches. The course is taught jointly by two economists/game theorists and a computer scientist. The course has several objectives. First, we cover basic decision theory. This theory, sometimes known as "rational choice theory," is part of the foundation for the disciplines listed above. It applies to decisions made by individuals or by machines. Second, we cover the limitations of and problems with this theory. Issues to be discussed here include decision theory paradoxes revealed by experiments, cognitive and knowledge limitations, and computational issues. Third, we cover new research designed in response to these difficulties. Issues to be covered here include alternative approaches to the foundations of decision theory, adaptive behavior, and shaping the individual decisions by aggregate/evolutionary forces.

COGST 491 Research Methods in Psychology (also COGST 691 and PSYCH 491/691)

Spring. 4 credits. Enrollment limited to 15 students. Recommended: permission of instructor, PSYCH 350, experience in upper-division psychology courses, or graduate standing. Graduate students, see COGST 691. D. Dunning.

An intensive examination of the basic research methods used in social, personality, cognitive, and developmental psychology. The course focuses 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 also discuss what makes a research study actually interesting. The course, in addition, covers test construction, survey methods, and "quasi experiments." Students concentrate on completing a small research project in which they conduct an experiment, interpret its data, and write up the results.

Computer Science

COM S 101 Introduction to Cognitive Science (also COGST 101, LING 170, PHIL 191, and PSYCH 102)

Fall. 3 or 4 credits. M. Spivey.

[COM S 172 Computation, Information, and Intelligence (also COGST 172 and ENGR 172)]

Fall. 3 credits. Not offered 2004-2005. L. Lee.]

COM S 201 Cognitive Science in Context Laboratory (also COGST 201 and PSYCH 201)

Spring. 4 credits. D. Field and staff.

COM S 211 Computers and Programming

Fall, spring, or summer. 3 credits.

COM S 312 Data Structures and Functional Programming

Fall or spring. 4 credits.

[COM S 324 Computational Linguistics (also COGST 424 and LING 424)]

Fall. 4 credits. Not offered 2004-2005. M. Rooth.]

COM S 381 Introduction to Theory of Computing

Fall, summer. 4 credits.

COM S 392 Topics in High-Level Vision (also COGST 465 and PSYCH 465/665)
Spring. 4 credits. Offered alternate years. S. Edelman.

COM S 411 Programming Languages and Logics
Fall. 4 credits. Not offered every year.

COM S 472 Foundations of Artificial Intelligence
Fall. 3 credits.

COM S 473 Practicum in Artificial Intelligence
Fall. 2 credits.

COM S 474 Introduction to Natural Language Processing (also COGST 474 and LING 474)
Fall. 4 credits. Not offered every year. M. Rooth.

COM S 478 Machine Learning
Spring. 3 credits.

COM S 481 Introduction to Theory of Computing
Fall. 4 credits.

COM S 486 Applied Logic (also MATH 486)
Spring. 4 credits.

Education (College of Agriculture and Life Sciences)

EDUC 411 Educational Psychology
Fall. 3 credits. D. Schrader.

Human Development (College of Human Ecology)

HD 115 Human Development
Fall or summer. 3 credits.

HD 220 The Human Brain and Mind: Biological Issues in Human Development (also COGST 220)
Fall. 3 credits. E. Temple.

[HD 230 Cognitive Development (also COGST 230)
Spring. 3 credits. Not offered 2004–2005. Q. Wang.]

HD 238 Thinking and Reasoning (also COGST 437)
Fall. 3 credits. B. Koslowski.

HD 266 Emotional Functions of the Brain
Spring. 3 credits.

HD 320 Human Developmental Neuropsychology
Spring. 3 credits. B. Koslowski.

HD 336 Connecting Social, Cognitive, and Emotional Development
Fall. 3 credits. M. Casasola.

HD 344 Infant Behavior and Development
Fall. 3 credits. S. Robertson.

HD 347 Human Growth and Development: Biological and Behavioral Interactions (also B&SOC 347 and NS 347)
Spring. 3 credits. S. Robertson and J. Haas.

HD 362 Human Bonding
Fall. 3 credits.

HD 431 Mind, Self, and Emotion: Research Seminar (also COGST 435)
Fall. 3 credits. Q. Wang.

[HD 433 Developmental Cognitive Neuroscience (also COGST 433)
Spring. 3 credits. Not offered 2004–2005. E. Temple.]

HD 436 Language Development (also COGST 436, LING 436, and PSYCH 436)
Spring. 4 credits. B. Lust.

HD 437 Lab Course: Language Development (also COGST 450, LING 450, and PSYCH 437)
Spring. 2 credits. In conjunction with COGST/HD/LING/PSYCH 436, Language Development. B. Lust.

[HD 439 Cognitive Development: Infancy through Adolescence (also COGST 439)
Spring. 3 credits. Not offered 2004–2005. B. Koslowski.]

[HD 452 Culture and Human Development (also COGST 452)
Fall. 3 credits. Not offered 2004–2005. Q. Wang.]

Linguistics

LING 101 Introduction to Linguistics
Fall or spring. 4 credits. Fall, C. Rosen; spring, M. Diesing.

LING 170 Introduction to Cognitive Science (also COGST 101, COM S 101, PHIL 191, and PSYCH 102)
Fall. 3 or 4 credits. M. Spivey.

LING 215 Psychology of Language (also COGST 215, LING 715, and PSYCH 215/715)
Spring. 3 credits. M. Christiansen.

[LING 264 Language, Mind, and Brain (also COGST 264)
Spring. 4 credits. Not offered 2004–2005. J. Bowers.]

[LING 270 Truth and Interpretation (also COGST 270 and PHIL 270)
Spring. 4 credits. Not offered 2004–2005.]

LING 301 Introduction to Phonetics
Fall. 4 credits.

LING 302 Introduction to Phonology
Spring. 4 credits. D. Zec.

LING 303 Introduction to Syntax
Fall. 4 credits.

LING 304 Introduction to Semantics and Pragmatics
Spring. 4 credits. M. Diesing.

[LING 305 Foundations of Linguistics (also COGST 305)
Fall. 4 credits. Not offered 2004–2005. C. Collins.]

LING 332 Philosophy of Language (also PHIL 332)
Fall. 4 credits. Z. Szabo.

[LING 333 Problems in Semantics—Quantification in Natural Language (also COGST 333 and PHIL 333)
Spring. 4 credits. Not offered 2004–2005. S. McConnell-Ginet and Z. Szabo.]

LING 400 Language Typology
Fall. 4 credits. C. Rosen.

LING 401–402 Phonology I, II
Fall and spring. 4 credits each term. Fall, A. Cohn; spring, D. Zec.

LING 403–404 Syntax I, II
Fall and spring. 4 credits each term. Fall, J. Bowers; spring, M. Diesing.

[LING 414 Second Language Acquisition I (also ASIAN 414)
Spring. 4 credits. Not offered 2004–2005. Y. Shirai.]

[LING 415 Second Language Acquisition II (also ASIAN 417)
Spring. 4 credits. Not offered 2004–2005. Y. Shirai.]

LING 419 Phonetics I
Fall. 4 credits. S. Hertz.

[LING 420 Phonetics II
Spring. 4 credits. Not offered 2004–2005.]

LING 421 Semantics I
Spring. 4 credits. M. Rooth.

LING 422 Semantics II
Fall. 4 credits.

LING 423 Morphology
Spring. 4 credits.

[LING 424 Computational Linguistics (also COGST 424 and COM S 324)
Fall. 4 credits. Not offered 2004–2005. M. Rooth.]

LING 425 Pragmatics
Spring. 4 credits.

LING 428 Connectionist Psycholinguistics (also COGST 428, LING 628 and PSYCH 428/628)
Fall. 3 credits. Offered alternate years. M. Christiansen.

LING 436 Language Development (also COGST 436, HD 436, and PSYCH 436)
Spring. 4 credits. B. Lust.

LING 450 Lab Course: Language Development (also COGST 450, HD 437, and PSYCH 437)
Spring. 2 credits. In conjunction with COGST/HD/LING/PSYCH 436, Language Development. B. Lust.

LING 474 Introduction to Natural Language Processing (also COGST 474 and COM S 474)
Fall. 4 credits. Not offered every year. M. Rooth.

Mathematics

MATH 281 Deductive Logic (also PHIL 331)
Fall. 4 credits.

[MATH 481 Mathematical Logic (also PHIL 431)
Spring. 4 credits. Not offered 2004–2005.]

MATH 482 Topics in Logic (also PHIL 432)
Spring. 4 credits. H. Hodes.

[MATH 483 Intensional Logic (also PHIL 436)
Spring. 4 credits. Not offered 2004–2005.]

MATH 486 Applied Logic (also COM S 486)
Spring. 4 credits.

Neurobiology and Behavior

[BIONB 111 Brain, Mind, and Behavior (also COGST 111 and PSYCH 111)]
Spring. 3 credits. Not offered 2004-2005.
R. Hoy and E. Adkins Regan.]

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. Not offered 2004-2005.
H. Howland.]

BIONB 328 Biopsychology of Learning and Memory (also PSYCH 332)
Spring. 3 credits. T. DeVoogd.

BIONB 330 Introduction to Computational Neuroscience (also COGST 330 and PSYCH 330)
Fall. 3-4 credits. C. Linster.

[BIONB 392 Drugs and the Brain]
Spring. 4 credits. Not offered 2004-2005.
R. Harris-Warrick and L. M. Nowak.]

[BIONB 396 Introduction to Sensory Systems (also PSYCH 396)]
Spring. 3 or 4 credits. Not offered 2004-2005.
B. Halpern.]

BIONB 421 Effects of Aging on Sensory and Perceptual Systems (also PSYCH 431 and PSYCH 631)
Fall. 3 or 4 credits. B. Halpern.

[BIONB 424 Neuroethology (also PSYCH 424)]
Spring. 4 credits. Not offered 2004-2005.]

[BIONB 426 Animal Communication]
Spring. 4 credits. Not offered 2004-2005.]

[BIONB 492 Sensory Function (also PSYCH 492/692 and VISST 492)]
Spring. 3 or 4 credits. Not offered 2004-2005.
B. Halpern and H. Howland.]

[BIONB 496 Bioacoustic Signals in Animals and Man]
Spring. 3 credits. Not offered 2004-2005.
C. Clark and R. Hoy.]

Philosophy

PHIL 191 Introduction to Cognitive Science (also COGST 101, COM S 101, LING 170, and PSYCH 102)
Fall. 3 or 4 credits. M. Spivey.

PHIL 231 Introduction to Deductive Logic
Fall and spring. 4 credits.

PHIL 261 Knowledge and Reality
Spring. 4 credits.

PHIL 262 Introduction to Philosophy of Mind
Fall. 4 credits.

[PHIL 270 Truth and Interpretation (also COGST 270 and LING 270)]
Spring. 4 credits. Not offered 2004-2005.]

PHIL 286 Science and Human Nature (also S&TS 286)
Spring. 4 credits. R. Boyd.

[PHIL 318 Twentieth-Century Philosophy]
Fall. 4 credits. Not offered 2004-2005.
B. Hellie.]

PHIL 331 Deductive Logic (also MATH 281)
Fall. 4 credits. H. Hodes.

PHIL 332 Philosophy of Language (also LING 332)
Fall. 4 credits. Z. Szabó.

[PHIL 333 Problems in Semantics—Quantification in Natural Language (also COGST 333 and LING 333)]
Spring. 4 credits. Not offered 2004-2005.
S. McConnell-Ginet and Z. Szabó.]

PHIL 361 Epistemology
Spring. 4 credits.

[PHIL 362 Philosophy of Mind]
Spring. 4 credits. Not offered 2004-2005.
S. Shoemaker.]

PHIL 381 Philosophy of Science: Knowledge and Objectivity (also S&TS 381)
Fall. 4 credits. R. Boyd.

[PHIL 382 Philosophy and Psychology]
4 credits. Not offered 2004-2005.]

[PHIL 383 Choice, Chance, and Reason]
Spring. 4 credits. Not offered 2004-2005.
H. Hodes.]

[PHIL 389 Philosophy of Science: Evidence and Explanation]
4 credits. Not offered 2004-2005.]

[PHIL 431 Mathematical Logic (also MATH 481)]
Spring. 4 credits. Not offered 2004-2005.]

PHIL 432 Topics in Logic (also MATH 482)
Spring. 4 credits. H. Hodes.

PHIL 433 Philosophy of Logic
Spring. 4 credits. H. Hodes.

[PHIL 434 Foundations of Mathematics]
Fall. 4 credits. Not offered 2004-2005.
H. Hodes.]

[PHIL 436 Intensional Logic (also MATH 483)]
Spring. 4 credits. Not offered 2004-2005.]

[PHIL 437 Problems in the Philosophy of Language]
Spring. 4 credits. Not offered 2004-2005.
H. Hodes.]

[PHIL 461 Metaphysics]
Spring. 4 credits. Not offered 2004-2005.]

Psychology

PSYCH 102 Introduction to Cognitive Science (also COGST 101, COM S 101, LING 170, and PHIL 191)
Fall. 3 or 4 credits. M. Spivey.

[PSYCH 111 Brain, Mind, and Behavior (also BIONB 111 and COGST 111)]
Spring. 3 credits. Not offered 2004-2005.
R. Hoy and E. Adkins Regan.]

PSYCH 201 Cognitive Science in Context Laboratory (also COGST 201 and COM S 201)
Spring. 4 credits. D. Field and staff.

PSYCH 205 Perception (also PSYCH 605)
Spring. 3 credits. J. Cutting.

PSYCH 209 Developmental Psychology (also PSYCH 709)
Spring. 4 credits. M. Goldstein.

PSYCH 214 Cognitive Psychology (also COGST 214)
Fall. 3 credits. S. Edelman.

PSYCH 215 Psychology of Language (also COGST 215, LING 215/715, and PSYCH 715)
Spring. 3 credits. M. Christiansen.

[PSYCH 223 Introduction to Biopsychology]
Fall. 3 credits. Not offered 2004-2005.
M. Owren.]

PSYCH 305 Visual Perception (also VISST 305)
Fall. 4 credits. J. Cutting.

[PSYCH 311 Introduction to Human Memory (also PSYCH 611)]
Spring. 3 credits. Not offered 2004-2005.]

PSYCH 316 Auditory Perception (also PSYCH 716)
Fall. 3 or 4 credits. C. Krumhansl.

[PSYCH 326 Evolution of Human Behavior (also PSYCH 626)]
Spring. 4 credits. Not offered 2004-2005.
R. Johnston.]

PSYCH 330 Introduction to Computational Neuroscience (also BIONB 330 and COGST 330)
Fall. 3-4 credits. C. Linster.

PSYCH 332 Biopsychology of Learning and Memory (also BIONB 328 and PSYCH 632)
Spring. 3 credits. T. DeVoogd.

PSYCH 342 Human Perception: Applications to Computer Graphics, Art, and Visual Display (also COGST 342, PSYCH 642, and VISST 342)
Fall. 3 or 4 credits. D. Field.

PSYCH 361 Biopsychology of Normal and Abnormal Behavior (also NS 361)
Fall. 3 credits. B. J. Strupp.

[PSYCH 396 Introduction to Sensory Systems (also BIONB 396 and PSYCH 696)]
Spring. 3 or 4 credits. Not offered 2004-2005.
B. Halpern.]

[PSYCH 412 Laboratory in Cognition and Perception (also PSYCH 612)]
Spring. 4 credits. Not offered 2004-2005.
D. Field.]

[PSYCH 413 Information Processing: Conscious and Nonconscious]
Spring. 4 credits. Not offered 2004-2005.]

PSYCH 414 Comparative Cognition (also COGST 414 and PSYCH 714)
Spring. 3 or 4 credits. M. Owren.

[PSYCH 415 Concepts, Categories, and Word Meanings (also PSYCH 615)]
Fall. 4 credits. Not offered 2004-2005.]

PSYCH 416 Modeling Perception and Cognition (also COGST 416 and PSYCH 616)
Spring. 4 credits. M. Spivey.

[PSYCH 417 The Origins of Thought and Knowledge (also PSYCH 717)]
Fall. 4 credits. Not offered 2004-2005.]

PSYCH 418 Psychology of Music (also PSYCH 618)

Spring. 3 or 4 credits. C. Krumhansl.

[PSYCH 424 Neuroethology (also BIONB 424)]

Spring. 4 credits. Not offered 2004–2005.]

PSYCH 425 Cognitive Neuroscience (also PSYCH 625)

Fall. 4 credits. B. Finlay.

[PSYCH 427 Evolution of Language (also COGST 427 and PSYCH 627)]

Fall. 3 credits. Offered alternate years. Not offered 2004–2005. M. Christiansen.]

PSYCH 428 Connectionist Psycholinguistics (also COGST 428, LING 428/628, and PSYCH 628)

Fall. 3 credits. Offered alternate years. M. Christiansen.

PSYCH 431 Effects of Aging on Sensory and Perceptual Systems (also BIONB 421 and PSYCH 631)

Fall. 3 or 4 credits. B. Halpern.

PSYCH 436 Language Development (also COGST 436, HD 436, and LING 436)

Spring. 4 credits. B. Lust.

PSYCH 437 Lab Course: Language Development (also COGST 450, HD 437, and LING 450)

Spring. 2 credits. In conjunction with COGST/HD/LING/PSYCH 436, Language Development. B. Lust.

PSYCH 465 Topics in High-Level Vision (also COGST 465, COM S 392, and PSYCH 665)

Spring. 4 credits. Offered alternate years. S. Edelman.

PSYCH 491 Research Methods in Psychology (also COGST 491/691 and PSYCH 691)

Spring. 4 credits. D. Dunning.

[PSYCH 492 Sensory Function (also BIONB 492, PSYCH 692, and VISST 492)]

Spring. 4 credits. Not offered 2004–2005. B. Halpern and H. Howland.]

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 501 Issues in Biological Information Processing (also LING 501)

Fall. 2 credits. Simultaneous enrollment in COGST/PSYCH 214, Cognitive Psychology, or permission of instructor. S. Edelman.

This course introduces graduate students interested in cognition (especially those who plan to pursue the Cognitive Studies minor) to the central issues in computational cognitive psychology. It consists of a series of advanced-level discussions of selected examples from the material covered in COGST 101 (also COM S 101, LING 170, PHIL 191, and PSYCH 102) and COGST 214 (also PSYCH 214/614). The material from those courses includes perception, attention and consciousness, memory, thinking, and language. The course focuses on the

development of skills required for critical evaluation of research in cognitive sciences, backed by an in-depth understanding of the relevant concepts and theories.

[COGST 530 Representation of Structure in Vision and Language (also LING 530 and PSYCH 530)]

Spring. 4 credits. Graduate seminar. Enrollment limited to 20 graduate students (or undergraduates with permission of instructor). Prerequisites: a course each in cognitive psychology, linguistics, and computer science, or permission of instructor. Offered alternate years. Not offered 2004–2005. S. Edelman.

The seminar concentrates on the nature of the representation of visual objects and scenes in the brain and compares it with the structural framework that serves as the main explanatory tool in current theories of language processing. Data and ideas are drawn from visual psychophysics, neurophysiology, psycholinguistics, computational vision and linguistics, and philosophy. Students present published research papers and preprints, which are then discussed and critiqued.]

COGST 531 Topics in Cognitive Studies: Mind and Reality in Science Fiction (also LING 531, BIONB 531, and PSYCH 531)

Spring. 4 credits. Prerequisite: COGST 501, PSYCH 614, or permission of instructor. S. Edelman and H. Segal.

What does it mean to be a mind? How is a mind affected by its embodiment? by the body's immersion in the world? by not having a body in the first place, or not any longer? Is the world out there what it seems? Is there a world out there? Profound thinking about, and sometimes disturbing insights into, the nature of the human mind and its relationship to reality are found in the writings of a handful of visionaries to be discussed in this course. Readings are selected from the works of Jorge Luis Borges, Philip K. Dick, Greg Egan, Ursula LeGuin, Stanislaw Lem, Richard Powers, Arkady and Boris Strugatzky, Vernor Vinge, Connie Willis, and others. For more information, see <http://kybele.psych.cornell.edu/~edelman/Cog-531-Spring-2005>.

COGST 550 Special Topics in Cognitive Science (also PSYCH 550)

Fall or spring. 4 credits. Topics and schedule available in the Psychology Department main office just prior to the start of classes each semester. M. Spivey.

COGST 614 Cognitive Psychology (also PSYCH 614)

Fall. 5 credits. Includes (M W F) lectures of COGST/PSYCH 214 and a sec. S. Edelman. Introduces the idea of cognition as information processing, or computation, using examples from perception, attention and consciousness, memory, language, and thinking. Participants acquire conceptual tools that are essential for following the current thought on the nature of mind and its relationship to the brain.

COGST 633 Language Acquisition Seminar (also HD 633 and LING 633)

Fall. 1–4 credits. Prerequisite: COGST/HD/LING/PSYCH 436 or equivalent, or permission of instructor. B. Lust. This seminar reviews and critiques current theoretical and experimental studies of first-language acquisition, with a concentration on insights gained by cross-linguistic study

of this area. Attention is also given to the development of research proposals.

COGST 663 Philosophy of Psychology (also PHIL 663)

Fall. 4 credits. T. Gendler.

A research seminar directed at graduate students in philosophy, psychology and cognitive science. The focus is on identifying and discussing issues of philosophical significance raised by recent work in cognitive, developmental and social psychology. Primary readings are journal articles in psychology and philosophy. Likely topics include recent work on autism and theory of mind, recent work on the automaticity of social behavior, and recent work on motor planning and the common coding of perception and action.

COGST 671 Introduction to Automated Reasoning (also COM S 671)

Fall. 4 credits. Prerequisite: (COM S 611 and graduate standing) or permission of instructor.

Topics in modern logic needed to understand and use automated reasoning systems such as HOL, Nuprl, and PVS. Special emphasis is on type theory and logic and on tactic-oriented theorem proving.

COGST 676–677 Decision Theory (also COGST 476/477, COM S 576/577, ECON 476/477, and ECON 676/677)

Fall and spring. 4 credits each semester.

This is a two-semester course. In the fall semester the course is lecture based. Students are required to complete several problem sets and a final exam. In the spring semester there are additional lectures as well as visiting speakers. Students are required to read the speakers papers and participate in discussions. In the spring semester students are required to complete a research project. L. Blume, D. Easley, and J. Halpern.

Research on decision theory resides in a variety of disciplines including computer science, economics, game theory, philosophy, and psychology. This new course attempts to integrate these various approaches. The course has several objectives. First, we cover basic decision theory. This theory, sometimes known as "rational choice theory," is part of the foundation for the disciplines listed above. It applies to decisions made by individuals or by machines. Second, we cover the limitations of and problems with this theory. Issues to be discussed here include decision theory paradoxes revealed by experiments, cognitive and knowledge limitations, and computational issues. Third, we cover new research designed in response to these difficulties. Issues to be covered here include alternative approaches to the foundations of decision theory, adaptive behavior, and shaping the individual decisions by aggregate/evolutionary forces.

COGST 691 Research Methods in Psychology (also COGST 491 and PSYCH 491/691)

Spring. 4 credits. Enrollment limited to 15 students. D. Dunning.

An intensive examination of the basic research methods used in social, personality, cognitive, and developmental psychology. The course focuses 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. The course, in addition, covers test construction, survey methods, and

"quasi experiments." Students concentrate on completing a small research project in which they conduct an experiment, interpret its data, and write up the results.

COM S 664 Machine Vision
Fall. 4 credits.

COM S 671 Introduction to Automated Reasoning (also COGST 671)
Fall. 4 credits.

COM S 672 Advanced Artificial Intelligence
Spring. 4 credits. Prerequisite: COM S 472.

COM S 674 Natural Language Processing
Spring. 4 credits. Prerequisite: COM S 472. Not offered every year.

[COM S 676 Reasoning about Knowledge]
Fall. 4 credits. Prerequisites: mathematical maturity and an acquaintance with propositional logic. Not offered 2004-2005.]

[COM S 677 Reasoning about Uncertainty]
Fall. 4 credits. Prerequisites: mathematical maturity and an acquaintance with propositional logic. Not offered 2004-2005.]

COM S 772 Seminar in Artificial Intelligence
Fall and spring. 2 credits.

COM S 775 Seminar in Natural Language Understanding
Fall and spring. 2 credits.

EDUC 611 Educational Psychology
Fall. 3 credits. Undergraduates admitted with permission from instructor. R. Ripple.

EDUC 614 Gender, Context, and Epistemological Development (also FGSS 624)
Fall. 3 credits. D. Schrader.

EDUC 714 Moral Development and Education
Spring. 3 credits. Offered alternate years. D. Schrader.

HD 633 Language Acquisition Seminar (also COGST 633 and LING 633)
Fall. 1-4 credits. Prerequisite: COGST/HD/LING/PSYCH 436 or equivalent. B. Lust.

HD 600/700 Graduate Seminars

LING 501 Issues in Biological Information Processing (also COGST 501)
Fall. 2 credits. Simultaneous enrollment in COGST/PSYCH 214, Cognitive Psychology, or permission of instructor. S. Edelman.

[LING 530 Representation of Structure in Vision and Language (also COGST 530 and PSYCH 530)]
Spring. 4 credits. Offered alternate years. Not offered 2004-2005. S. Edelman.]

LING 531 Topics in Cognitive Studies: Mind and Reality in Science Fiction (also COGST 531, BIONB 531, and PSYCH 531)
Spring. 4 credits. S. Edelman.

[LING 609 Second Language Acquisition and the Asian Languages (also ASIAN 610)]
Fall. 4 credits. Prerequisite: LING 414-415. Not offered 2004-2005. Y. Shirai.]

LING 628 Connectionist Psycholinguistics (also COGST 428, LING 428, and PSYCH 428/628)
Fall. 3 credits. Offered alternate years. M. Christiansen.

LING 633 Language Acquisition Seminar (also COGST 633 and HD 633)
Fall. 1-4 credits. Prerequisite: COGST/HD/LING/PSYCH 436 or equivalent. B. Lust.

LING 700 Graduate Seminars

MATH 681 Logic
Spring. 4 credits.

MATH 781-782 Seminar in Logic
Fall and spring. 4 credits each.

[MATH 788 Topics in Applied Logic]
Fall. 4 credits. Not offered 2004-2005.]

NBA 663 Managerial Decision Making
Fall. 3 credits. J. Russo.

PHIL 633 Philosophy of Language—Linguistic Convention
Spring. 4 credits. Z. Szabó.

[PHIL 662 Philosophy of Mind]
Fall. 4 credits. Not offered 2004-2005. B. Hellie.]

PHIL 663 Philosophy of Psychology (also COGST 663)
Fall. 4 credits. T. Gendler.

PHIL 700 Graduate Seminars

PSYCH 519 Affects and Cognition (also NRE 507)
Fall. 4 credits. A. M. Isen.

PSYCH 521 Psychobiology (Developmental Seminar)
Fall and spring. 4 credits each.

[PSYCH 530 Representation of Structure in Vision and Language (also COGST 530 and LING 530)]
Spring. 4 credits. Offered alternate years. Not offered 2004-2005. S. Edelman.]

PSYCH 531 Topics in Cognitive Studies: Mind and Reality in Science Fiction (also COGST 531, LING 531, and BIONB 531)
Spring. 4 credits. S. Edelman.

PSYCH 550 Special Topics in Cognitive Science (also COGST 550)
Spring. 4 credits. M. Spivey.

PSYCH 614 Cognitive Psychology (also COGST 614)
Fall. 5 credits. S. Edelman.

PSYCH 616 Modeling Perception and Cognition (also COGST 416 and PSYCH 416)
Spring. 4 credits. M. Spivey.

PSYCH 618 Psychology of Music (also PSYCH 418)
Spring. 4 credits. C. Krumhansl.

PSYCH 628 Connectionist Psycholinguistics (also COGST 428, LING 428/628, and PSYCH 428)
Fall. 3 credits. Offered alternate years. M. Christiansen.

PSYCH 631 Effects of Aging on Sensory and Perceptual Systems (also BIONB 421 and PSYCH 431)
Fall. 3 or 4 credits. B. Halpern.

PSYCH 665 Topics in High-Level Vision (also COM S 392, COGST 465, and PSYCH 465)
Spring. 4 credits. Offered alternate years. S. Edelman.

PSYCH 691 Research Methods in Psychology (also COGST 491/691 and PSYCH 491)
Spring. 4 credits. D. Dunning.

PSYCH 714 Comparative Cognition (also COGST 414 and PSYCH 414)
Spring. 3 or 4 credits. M. Owren.

PSYCH 716 Auditory Perception (also PSYCH 316)
Fall. 4 credits. C. Krumhansl.

COLLEGE SCHOLAR PROGRAM

K. Gabard, director, 55 Goldwin Hall, 255-5792

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.

COMPARATIVE LITERATURE

J. Culler, chairman (247 Goldwin Smith), W. J. Kennedy, director of undergraduate studies (247 Goldwin Smith); N. Melas, director of graduate studies (fall) (247 Goldwin Smith); T. Murray, director of graduate studies (spring) (247 Goldwin Smith); A. Adams, F. Ahl, C. Arroyo, A. Banerjee, A. Caputi (Emeritus), C. Carmichael, D. Castillo, W. Cohen, J. Culler, B. deBary, S. Donatelli, D. Grossvogel (Emeritus), P. Hohendahl, W. Holdheim (Emeritus), D. LaCapra, B. Maxwell, J. Monroe, J. R. Resina, E. Rosenberg (Emeritus), N. Saccamano, N. Sakai, L. Waugh (Emerita).

Also cooperating: E. Alfonso, D. Bathrick, J. Blanco, S. Buck-Morss, P. Carden, P. Gilgen, A. Groos, E. Hanson, W. Kittler, T. McNulty, J. Ortiz, H. Petrovsky, D. Reese, J. Routier-Pucci, D. Rubenstein, S. Senderovich, M. Steinberg, S. Stewart, S. Toorawa, G. Waite.

The Department of Comparative Literature provides a broad range of courses in European as well as non-European literature. Courses stress significant authors, themes, problems, styles, genres, historical periods, and theoretical perspectives. In cooperation with related departments in the humanities, the departmental offerings reflect current interdisciplinary approaches to literary study: hermeneutics, semiotics, deconstruction, cultural criticism, Marxism, reception aesthetics, feminism, 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 2004–2005 COM L 458 [fall], COM L 415 [spring]) to be taken by all majors in their junior or senior year. At the discretion of the department, students may enroll in core courses in both their junior and senior years.
- 3) Five courses in literature and other areas of the humanities at the 200 level or higher, to be taken in one or more foreign language and literature departments. Texts must be read in the original language. A student may offer one language course (conversation, composition, etc.) toward fulfilling this requirement.
- 4) An honors essay (COM L 493) of roughly 50 pages is optional. It is to be written during the senior year under the direction of a faculty member, preferably from within the department, who has agreed to work in close cooperation with the student. Students are urged to begin research on their thesis topic during the summer preceding their senior year. In lieu of a Senior Honors Essay, students may take one course at the 400–600 level.

The department also encourages:

- 1) a program that includes broad historical coverage (e.g., COM L 201–202: Great Books); intensive study of a single genre (e.g., COM L 363–364: The European Novel, COM L 365: Contemporary Fiction); analysis of problems in literary theory (e.g., COM L 302: Literature and Theory). The department also offers a number of strongly recommended 200-level courses designed to acquaint undergraduates with the discipline: COM L 203: Introduction to Comparative Literature, as well as broad-ranging introductory courses such as Global Fictions (COM L 204).

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 students achieving grades of at least B+ on the senior essay, in course work for the major, and in their overall academic performance at Cornell.

First-Year Writing Seminars

Most 100-level courses may be used toward satisfying the freshman writing seminar requirements. See "John S. Knight Institute for Writing in the Disciplines" for a full description of the first-year seminar program.

Courses

COM L 200 Introduction to Visual Studies (also VISST 200, ENGL 292)

Spring. 4 credits. T. Murray.

Introduction to modes of vision and the historical impact of visual images, visual structures, and visual space on culture, communication, and politics. Drawing on the visual traditions of both Western and non-Western societies, we examine procedures of sight (from optical machines to the psychology of vision and the philosophy of aesthetics); spaces (from landscapes to maps to cities); objects (from sacred sites to illuminated books to digital art); performances (race, sexualities, ethnicities, cultures); and technologies (photography, cinema, video, and computing). Through online writing and papers, students reflect on how visual studies complicates traditional models of defining and analyzing art objects and everyday culture. Guest lecturers occasionally address the class.

COM L 201 Great Books # (IV) (LA)

Fall. 4 credits. COM L 201 and 202 may be taken independently of each other. S. Donatelli.

A reading of seminal texts that represent and have shaped Western culture and hence form an essential part of the student's intellectual equipment. By evaluating and interpreting selections from the Bible, Homer, Virgil, Lady Murasaki, Dante, Castiglione, and Shakespeare, students will gain practice in critical reading, thinking, and writing.

COM L 202 Great Books (IV) (LA)

Spring. 4 credits. A. Banerjee.

The course traces the evolution of the story of the road as theme, trope, and organizing principle of seminal books from the Renaissance to the postmodern. Through readings of Rabelais, Cervantes, Swift, Sterne, Twain, Gogol, Conrad, Hemingway, Nabokov, and Kerouac we will explore how literary adventures structure our experience of the world.

COM L 203 Introduction to Comparative Literature (IV) (LA)

Fall. 4 credits. W. J. Kennedy.

The course is intended to answer the question persistently asked by undergraduates: "What is comparative literature, anyway?" The format of the course is designed to acquaint students with the range and variety of the field by having members of the department present those aspects that reflect their areas of expertise and their methods of teaching. Of the three meetings each week, the first generally takes the form of a lecture; the second and third will be a discussion of the assigned text. Topics to be considered include uses and methods of comparison, the role of theory in literary criticism, and connections between literary study and other disciplines, including history, law, visual and film studies, and/or political and economic theory. Authors studied range from Aeschylus to Ammons, Baudelaire to Borges, Cervantes to Césaire. All readings in English translation. Open to majors and prospective majors as

well as students intending majors other than Comparative Literature.

[COM L 204 Global Fictions (IV) (CA)

Spring. 4 credits. Not offered 2004–2005. N. Melas.

This course is an introduction and an inquiry into global perspectives on fiction. Can the reading of fiction point us toward becoming citizens of the world? How might we know this world? How might we imagine it? We consider the condition of the stranger in this global era as well as construct a geography of reading. Readings are drawn mainly but not only from the contemporary period and outside Europe. Readings change depending on instructor, but may include works of Rushdie, Marquez, Condé, Munif, Castellanos, Oe, Ngugi, Wolf, Kincaid, and Homer.]

[COM L 205 Introduction to Poetry (IV) (LA)

Fall. 4 credits. Not offered 2004–2005. W. J. Kennedy.

Surveys early and modern historical periods and poetic genres in Europe, Asia, and the Americas, from conventional "strict" genres such as songs, sonnets, and haiku to forms closely associated with our own times: e.g., free verse, "the prose poem." Texts are drawn from poetry by such women and men as Sappho, Li Bai, Rumi, Shakespeare, Sor Juana, Basho, Goethe, Keats, Dickinson, Baudelaire, Rilke, Akhmatova, Sowl, Neruda, Sexton, Rich, and others. Poems not in English are read in translation, with texts in the original languages available for comparison. No previous study of poetry required.]

COM L 211 Comedy and Humanism (also THETR 214) (IV) (LA)

Spring. 4 credits. S. Donatelli.

A reading of premodern and modern texts, mostly narrative, affords an appreciation of comedy in an increasingly rationalistic and technological age. Comic wisdom and its processes are considered as a valuable aspect of the humanist inheritance through our reading of key works by Plato, Erasmus, Cervantes, Austen, Gogol, and Queneau. The philosophical dimensions of comic thought and action are explored through writings by Descartes, Vico, and several modern commentators including Freud. The course invites a speculative response to these and related topics such as laughter, the carnival, and the fool.

COM L 215 Sophomore Seminar: Comparative American Literatures (also AM ST 215) (IV) (LA)

Spring. 4 credits. Limited to 15 students. B. Maxwell.

Covers twentieth-century writing from Canada, the United States, the Caribbean, and Latin America. A hemispheric American Studies perspective will encourage thinking about and across cultural, linguistic, and national demarcations. This course proposes taking seriously words from Africa, passed on by the novelist Paule Marshall: "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 read in the course cannot forget, and decline to forgive, the historical traumas that so bitterly flavor them. The class is concerned largely with understanding the aesthetic strategies and innovations that these

writers use to perform ceremonies not bent on reconciliation.

This is a special seminar sponsored by the John S. Knight Institutes Sophomore Seminars Program Seminars offer discipline-specific study within an interdisciplinary context. While not restricted to sophomores, the seminars aim at initiating students into the disciplines outlook, discourse community, modes of knowledge, and ways of articulating that knowledge. Enrollment is limited to 15. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

COM L 220 Thinking Surrealisms (also ART H 219) (IV) (LA)

Fall. 4 credits. B. Maxwell.

Borrowing its title from a formulation of the Marxist philosopher Ernst Bloch and beginning from the "forays of demoralization" instigated by the Dadas, who bequeathed to surrealism the precious gift of unreconciliation to the given, this course ranges over the protean expressiveness of several surrealist moments of the last century. The inception of surrealist precept and practice in Paris in the mid-1920s is a consideration, perhaps only slightly more central to the course than the explicitly anti-fascist political phase of the 1930s and '40s; the supplementation of Parisian surrealism by Caribbean, Mexican, African American, Quebecois, and Mauritian writers and artists; the renegade practice of Hans Bellmer and the unschooled surrealism of Eugene Atget; the reflections of and on surrealism by Walter Benjamin, Ernst Bloch, and Theodor W. Adorno; the relations of surrealism to the Situationist International; and the recent critiques of surrealism in fiction (Milan Kundera) and scholarship (Hal Foster). Throughout, the course asks what the proliferation of "thinking surrealisms" meant to twentieth-century culture and politics. All readings in English.

[COM L 225 Sophomore Seminar: Poetry and Poetics of Difference (also ENGL 225) (IV) (LA)

Fall. 4 credits. Limited to 15 students. Not offered 2004-2005. J. Monroe.

What roles does poetry play in contemporary culture? In what ways does it engage and respond, in particular, to questions of difference and otherness? This course explores poetic practices within the United States and abroad, with particular emphasis on the period since 1989. Authors include Ashbery, Brathwaite, Fulton, Goytisoló, Mullen, Rich, Waldrop.

This is a special seminar sponsored by the John S. Knight Institutes Sophomore Seminars Program Seminars offer discipline-specific study within an interdisciplinary context. While not restricted to sophomores, the seminars aim at initiating students into the disciplines outlook, discourse community, modes of knowledge, and ways of articulating that knowledge. Enrollment is limited to 15. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

[COM L 226 Sophomore Seminar: Viewing Modern Barcelona (also SPANL 230) (IV) (CA)

Spring. 4 credits. Limited to 15 students. Not offered 2004-2005. J. R. Resina.

This is a special seminar sponsored by the John S. Knight Institutes Sophomore Seminars

Program Seminars offer discipline-specific study within an interdisciplinary context. While not restricted to sophomores, the seminars aim at initiating students into the disciplines outlook, discourse community, modes of knowledge, and ways of articulating that knowledge. Enrollment is limited to 15. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.]

COM L 227 Sophomore Seminar: Multilingualism

Fall. 4 credits. N. Melas.

"The limits of my language," wrote Wittgenstein, "means the limits of my world." This course will explore the poetics and politics of the multiple worlds of those who speak, write, or live in more than one language. We will explore the circumstances by which a single language comes to dominate large areas of the world and the strategies writers practice to maintain an edge of difference. Examining a range of writing, from literature written in second or third languages, to texts written in interlects between dominant and subjugated languages, to immigrant texts written between languages or in variants of "global English," we will attend to the poetic strictures and possibilities of literary multilingualism, even as we survey the fate of multiple languages in our globalizing world. Possible authors include Conrad, Kafka, Oulouguem, Roy, Glissant, Danticat, Shammas, Alvarez, Derrida, Lee. Familiarity with two languages recommended.

This is a special seminar sponsored by the John S. Knight Institutes Sophomore Seminars Program Seminars offer discipline-specific study within an interdisciplinary context. While not restricted to sophomores, the seminars aim at initiating students into the disciplines outlook, discourse community, modes of knowledge, and ways of articulating that knowledge. Enrollment is limited to 15. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

COM L 239 Cultural History of the Jews of Spain (also JWST 239, NES 239, RELST 239, and SPANL 239) # (IV) (HA)

Fall. 3 credits. E. Alfonso.

For description, see NES 239.

COM L 302 Literature and Theory (also COM L 622 and ENGL 302/602) (IV) (LA)

Fall. 4 credits. J. Culler.

Study of issues in contemporary theoretical debates, with particular attention to structuralism, deconstruction, psychoanalysis, and feminism. Readings from Barthes, Derrida, Foucault, J. Butler, B. Johnson, and others. No previous knowledge of literary theory is assumed.

[COM L 304 Europe and Its Others: An Introduction to the Literature of Colonialism @ (IV) (LA)

Fall. 4 credits. Not offered 2004-2005.

N. Melas.

Through an examination of selected works from the early twentieth century to the present from France, England, Africa, and the Caribbean, this course provides an introduction to the literature written alongside and against the historical phenomenon that has arguably had the most far-reaching impact in modern history: European colonialism.

How was culture instrumental in the political project of domination? How have writers of the postcolonial period attempted to write back? What problems and possibilities does colonialism present for cultural identity and cultural resistance? In addition to close reading of texts and a consideration of historical background we examine visual representations of colonialism, particularly film. Authors include Conrad, Ngugi, Nandy, Condé, Duras, Salih, Fanon, Memmi, Djebar, Resnais, and Pontecorvo. All readings available in English.]

COM L 316 Translating from French/ Translating from Spanish (also FRRM 315 and SPANR 315)

Fall. 4 credits. J. Routier-Pucci.

For description, see SPANR 315.

[COM L 326 Christianity and Judaism (also RELST 326) # (IV) (LA)

Spring. 4 credits. Not offered 2004-2005.

C. Carmichael.

A study of the New Testament as a product of the first-century Palestinian and Hellenistic Judaism. Other text (also in translation): *The Passover Haggadah*.

COM L 328 Literature of the Old Testament (also RELST 328) @ # (IV) (LA)

Fall. 4 credits. C. M. Carmichael.

Analysis of small sections of well-known material for in-depth discussion.

COM L 334 Islamic Spain: Culture and Society (also NES 339, JWST 339, RELST 334, and SPANL 339) # (IV) (CA)

Spring. 4 credits. R. Brann.

For description, see NES 339.

COM L 341 Imagining America (also AM ST 326, GOVT 303)

Fall. 4 credits. D. Rubenstein.

For description, see AM ST 326.

[COM L 343 Contemporary Mass Culture in Japan and in the U.S. (also ASIAN 363) (IV)

Spring. 4 credits. Enrollment limited to 25.

Not offered 2004-2005. B. deBar.

For description, see ASIAN 363.]

COM L 344 Tragic Theatre (also CLASS 345) # (IV) (LA)

Fall. 4 credits. F. Ahl.

For description, see CLASS 345.

[COM L 346 The Art of Subversive Writing (also CLASS 346) # (IV) (LA)

Spring. 4 credits. Not offered 2004-2005.

F. Ahl.

Writers are often unable to treat the most deeply controversial issues within their societies persuasively and safely by direct and open challenge, especially in ages and cultures that enforce conformity to some political, religious, or sexual norm. This course examines the literary and rhetorical techniques, formulated in the Greco-Roman antiquity and employed by writers and musicians for over two millennia, to express obliquely what may not be expressed overtly, with special attention to Imperial Rome (Plutarch, Quintilian, Demetrius), Victorian England (W. S. Gilbert), the post-World War II Americas and Europe (Frank Baum, Dalton Trumbo, Friedrich Durrenmatt, Czesław Miłosz, Theodorakis, Abram Tertz, Jorge Luis Borges, and Vinicius de Moraes), and in selected movies (including *Spartacus* and *Z*.)

COM L 348 Shakespeare and Europe (also ENGL 349) (IV) (LA)

Fall. 4 credits. W. J. Kennedy.
In their own times Shakespeare's plays registered a strong interest in the culture and society of Renaissance Europe beyond England. In later times they cast a powerful spell over culture and society in nineteenth- and twentieth-century Europe. This course will examine their debts to and influences upon continental drama. Readings will focus upon Shakespeare's plays in relation to Italian comedy, early French tragedy, and plays by Anton Chekhov, Bertolt Brecht, and Yasmina Reza.

COM L 350 Education and the Philosophical Fantasies (also RUSSL 350) # (IV) (LA)

Fall. 4 credits. P. Carden.
For description, see RUSSL 350.

COM L 355 Decadence (also ENGL 355) (IV) (LA)

Fall. 4 credits. E. Hanson.
For description, see ENGL 355.

COM L 356 Renaissance Literature # (IV) (LA)

Spring. 4 credits. W. J. Kennedy.
An introduction to Renaissance literary texts with some attention to cultural backgrounds and intellectual history. Readings from Machiavelli, Erasmus, Rabelais, Shakespeare, Cervantes, and others.

[COM L 362 The Culture of the Renaissance II (also ENGL 325, HIST 364, MUSIC 390, ART H 351, FRLIT 362 and RELST 362) # (III or IV) (CA)

Fall. 4 credits. (Friday required sections.)
Next offered 2005–2006. W. J. Kennedy and K. P. Long.

Members of various departments lecture on Luther, Michelangelo, Edmund Spenser, Cervantes, Copernicus, Galileo, and Monteverdi. Guest lectures include Peter Dear, History; Esther Dotson, History of Art; and Rebecca Harris-Warrick, Music. Lectures and discussions introduce different methods of interpretation and of historical analysis.]

[COM L 363 The European Novel # (IV) (LA)

Fall. 4 credits. Not offered 2004–2005. Staff.
The European novel from its origins to the early nineteenth century. The course is discussion-based and focuses on detailed consideration of character and narrative technique in conjunction with analysis of the historical, philosophical, and aesthetic significance of the genre. Texts to include *Lazarillo de Tormes*, Cervantes' *Don Quixote*, Defoe's *Robinson Crusoe*, Goethe's *The Sorrows of Young Werther*, Austen's *Pride and Prejudice*, and Stendhal's *The Red and the Black*. All texts in English translation, but may of course be read in the original by students with command of the pertinent language. May be taken independently of COM L 364.]

COM L 364 The European Novel # (IV) (LA)

Spring. 4 credits. A. Banerjee.
An exploration of the European novel from the 1850s to the 1950s. Discussions focus on its place in a rapidly modernizing world and its engagement with changing institutions, intellectual trends, cultural preoccupations, and narrative forms. Readings from Flaubert, Dickens, Tolstoy, Dostoevsky, Zola, Woolf, Zamyatin, Kafka, Orwell, and Nabokov.

[COM L 365 Contemporary Fiction @ (IV)

Fall. 4 credits. Limited to 15 students. Not offered 2004–2005. B. Maxwell.

A study of European fiction and drama largely drawing on texts from the first half of the twentieth century. We pay particular attention to the making of literary types and characters; to traces of utopian and messianic elements; to the relations between memory and political revolution; and to the motive of *ressentiment*. Readings (in translation) chosen from the following: Robert Walser, *Snowwhite* and *The Walk*; Franz Kafka, *The Trial*; Thomas Mann, *Death in Venice*; Bertolt Brecht, *The Rise and Fall of the City of Mahagonny*; Joseph Roth, *Hotel Savoy*; Alfred Döblin, *Berlin Alexanderplatz*; Christa Wolf, *The Quest for Christa T.*; Louis Aragon, *Paris Peasant*; Louis-Ferdinand Céline, *Death on the Installment Plan*; Elio Vittorini, *In Sicily*; Natalia Ginzburg, stories; and Isaac Babel, stories. Collateral theoretical readings by Georg Lukács, Ernst Bloch, Bertolt Brecht, Walter Benjamin, Siegfried Kracauer, Gershom Scholem, Elias Canetti, and Christa Wolf.]

COM L 368 Visual Culture and Social Theory (also GOVT 375, ART H 370, ARCH 338, VISST 368) (III or IV) (CA)

Fall. 4 credits. S. Buck-Morss.
For description, see GOVT 375.

COM L 375 Chekhov in the Context of Contemporary European Literature and Art (also RUSSL 373) # (IV) (LA)

Spring. 4 credits. S. Senderovich.
For description, see RUSSL 373.

COM L 377 Opera and Culture (also GERST 374, MUSIC 374, and THETR 374) # (IV) (LA)

Spring. 4 credits. A. Groos.
For description, see GERST 374.

[COM L 382 Greeks, Romans, and Victorians (also CLASS 382) # (IV) (LA)

Spring. 4 credits. Not offered 2004–2005.
F. Ahl.
For description, see CLASS 382.]

COM L 386 Literature and Film of South Asia (also ASIAN 386)

Fall. 4 credits. A. Banerjee.
A survey of literary and filmic texts from the area encompassing present-day India, Pakistan, and Bangladesh. Discussions are organized around issues such as nation and narrative; historiography; secularism and religious nationalism; gender; marginalized and diasporic identities. All texts are English translations or subtitles.

Though focused on the twentieth century, the course engages epic and folkloric discourses in context. Authors studied range from canonical figures of Rabindranath Tagore, M. K. Gandhi, Ismat Chughtai, and Sadat Hasan Manto to contemporary literary pioneers such as Mahasweta Devi, Kishwar Naheed, K. R. Ananthamurthy, and Taslima Nasreen. Films include auteur and independent cinema, Bombay potboilers, and documentaries.

[COM L 387 Twentieth-Century Black Cultural Movements (also COM L 690, ASRC 332/532) @ (IV)

Fall. 4 credits. Not offered 2004–2005.
A. Adams.]

COM L 390 New York, Paris, Baghdad: Poetry of the City (also COM L 687 and NES 314/614)

Spring. 4 credits. S. Toorawa.
For description, see NES 314.

[COM L 398 Theorizing Gender and Race in Asian Histories and Literatures with a Particular Focus on Japanese Cases (also COM L 668, ASIAN 388/688) @ (IV) (CA)

Fall. 4 credits. Not offered 2004–2005.
N. Sakai.
For description, see ASIAN 388.]

COM L 405 Theory of the Theatre and Drama (also THETR 431) # (IV) (LA)

Fall. 4 credits. D. Bathrick.
For description, see THETR 431.

COM L 410 Colonialism and Modernity (also S HUM 414)

Spring. 4 credits. J. Blanco.
For description, see S HUM 414.

[COM L 413 Death, Culture, and the Literary Monument (IV)

Fall. 4 credits. Not offered 2004–2005.
N. Melas.
Beginning with Homer's *Iliad*, this course inquires into the monumental transformation of death into immortality in the literary composition. How do death's negations become fiction's triumph? We pay particular attention to the fate of this procedure when its subjects are no longer heroic warriors but slaves and women. How do colonial domination and gender difference alter the aesthetic procedures and assumptions underlying commemoration and literary immortality? In addition to death and language, we consider such themes as the relation of antiquity to the present, of identity to its dissolution and of politics to culture. Readings of literary texts drawn from a variety of languages and traditions are attended by selected readings in critical theory and a glance at visual culture, particularly surrounding monuments commemorating the emancipation of slaves and the holocaust. Authors include Homer, Derek Walcott, Simone Schwartz-Bart, Virginia Woolf, Krista Wolf, Tayeb Salih, Maurice Blanchot, Hegel, Orlando Patterson, and Walter Benjamin.]

COM L 414 Translating the Untranslatable (also S HUM 413)

Fall. 4 credits. Limited to 15 students.
H. Petrovsky.
For description, see S HUM 413.

COM L 415 The Theory and Analysis of Narrative

Spring. 4 credits. Limited to 15 students.
Core course for majors. J. Culler.
Study of major theoretical approaches to narrative, with readings from Aristotle, Barthes, Bakhtin, Booth, Genette, Pratt, Shklovsky, and others. Attention is given to problems of plot structure, relations between plot and narrative discourse, the discrimination of narrators, questions of gender, and interpretive frameworks for narrative. Narratives by Balzac, Borges, Barth, and others (including stories selected by the students themselves) are studied for the light they can cast on problems of narrative structure.

COM L 416 Kafka In/On Translation (also GERST 416)

Spring. 4 credits. W. Kittler.
For description, see GERST 416.

[COM L 418 Virtual Orientalisms (also ASIAN 415) # (IV)]

Fall. 4 credits. Limited to 15 students. Not offered 2004-2005. B. deBary.]

[COM L 419-420 Independent Study

419, fall; 420, spring. Variable credit. COM L 419 and 420 may be taken independently of each other. Applications available in 247 G.S.

[COM L 425 Marx, Nietzsche, Freud (also GERST 415 and GOVT 473)]

Spring. 4 credits. G. Waite.
For description, see GERST 415.

[COM L 426 New Testament Seminar (also RELST 426) # (IV) (HA)]

Spring. 4 credits. Limited to 20 students. Not offered 2004-2005. C. Carmichael.
Identification and discussion of problems in the New Testament.]

[COM L 428 Biblical Seminar (also RELST 427) # @ (IV) (HA)]

Fall. 4 credits. Limited to 15 students. C. Carmichael.
Topic: Law and Narrative in the Bible. A study of how biblical ethical and legal rules (in Exodus, Leviticus, and Deuteronomy) comment on incidents in the biblical narratives (Genesis-2 Kings). The link between law and narrative enables us to observe in detail how ancient thinkers evaluate ethical and legal problems of perennial interest.

[COM L 439 Poetry and Poetics of Translation (also COM L 643, ENGL 641, GERST 439, ROM S 439, ROM S 639, and S HUM 439)]

Fall. 4 credits. Limited to 15 students. J. Monroe.
Is poetry what gets lost in translation, as some would claim, or is it what comes through after all, across linguistic and cultural differences? How are we to understand what makes poetry (un)translatable, the complex ways it both resists and invites translation? How do the tasks of translating poetry differ from those of translating other contemporary discourses? What is it about poetry that has given rise in recent years, in the wake of 1989 and 9/11, in the United States and elsewhere, to a renewed sense of poetry's urgency and resonance? This seminar will explore these and related questions through the work of such writers as Adorno, Alcala, Agamben, Badiou, Benjamin, Brathwaite, Carson, Celan, Césaire, Cha, Glissant, Goytisolo, Jabès, Lacoue-Labarthe, Neruda, Vicuna, Waldrop, and Zurita.

[COM L 444 Rousseau and Rhetorical Reading (also COM L 645 and ENGL 442)]

Spring. 4 credits. C. Chase.
This seminar will explore rhetorical strategies invented by Jean-Jacques Rousseau (1712-1778), who integrated political and literary theory into his autobiography and his best-selling novel, and used rhetorical fictions like "nature" in his writing on education and justice. Rousseau's writing allows us to examine how some basic speech acts—excuse, confession, fiction, lie, metaphor, promise—operate in literary and theoretical writing.

The seminar will also explore Paul de Man's and Jacques Derrida's writings on Rousseau, which are closely tied to "deconstruction".

[COM L 447 Ovid's Metamorphoses (also ENGL 409 and S HUM 404)]

Fall. 4 credits. J. Ortiz.
For description, see S HUM 404.

[COM L 450 Renaissance Poetry (also COM L 650, ENGL 622, ITALL 450/650) # (IV) (LA)]

Spring. 4 credits. Not offered 2004-2005. 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 spring 2004: Economic transactions and exchanges in the poetry of Petrarch, Michelangelo, Labé, Shakespeare, Mary Wroth, and others.]

[COM L 451 Renaissance Narrative (IV)]

Spring. 4 credits. Not offered 2004-2005. W. J. Kennedy.
A reading and discussion of key texts in narrative epic and chivalric romance from Italian, French, English, and other European literatures of the Renaissance.]

[COM L 452 Renaissance Humanism (also COM L 652) # (IV) (LA)]

Spring. 4 credits. Limited to 15 students. W. J. Kennedy.
A reading and discussion of key texts by Renaissance humanists in Italian, French, English and other European literatures from the fourteenth to seventeenth centuries.

[COM L 458 Narratives of Travel, Migration, and Exile]

Fall. 4 credits. Limited to 15 students. Core course for majors. A. Banerjee.
The relationships among space, place, and subjectivity through texts whose motivation and premise involve dislocation rather than emplacement. Readings include *The Travels of Fa Hsien*, Ibn Battuta, Marco Polo, and Athanasius Nikitin; Mandeville's *Itinerary*; Hamsun's *Pan*; Conrad's *Heart of Darkness* and *Under Western Eyes*; Nabokov's *Invitation to a Beheading*; Achebe's *Things Fall Apart*; Salih's *Season of Migration to the North*; Naipaul's *A Bend in the River*; Kundera's *Unbearable Lightness of Being*; Sebald's *The Emigrants*; McEwan's *The Comfort of Strangers*; Seiffert's *The Dark Room*; and Lahiri's *The Namesake*. These texts provide opportunities for examining spatial concepts (inclusion/exclusion and center/periphery); and temporal nomenclatures (pre-/early-/post-modern, colonial, or national). Discussions are framed by theoretical readings from, among others, Barthes, Foucault, Said, Anderson, Pratt, de Certeau, Deleuze and Guattari, and Bhabha.

[COM L 459 Opera, History, Politics, Gender (also FGSS 454, HIST 460, ITALL 456, and MUSIC 474)]

Fall. 4 credits. M. Steinberg and S. Stewart.
For description, see HIST 460.

[COM L 467 Poetry and Rhetoric (also COM L 667, ENGL 483/683, FRLIT 437/637) (IV) (LA)]

Fall. 4 credits. Not offered 2004-2005. C. Chase.
In present-day common usage, "poetry" means emotion or beauty, and "rhetoric" means deceptive, decorative language. These incompatible meanings cover over a history of close connection between poetry and rhetoric. Historically, if poetry and rhetoric at times have been seen as opposite, incompatible kinds of language, they also have been identified with each other and strongly distinguished from philosophy and science. Where rhetoric belongs turns out to raise issues of politics and philosophy, not only of literary history and language. Such questions

and issues have been intently pursued in modern poetry beginning with the Romantics.]

[COM L 470 Translation and Cultural Difference (also ASIAN 481 and S HUM 408)]

Fall. 4 credits. N. Sakai.
For description, see S HUM 408.

[COM L 474 Topics in Modern European Intellectual and Cultural History (also HIST 474/673, JWST 474)]

Fall. 4 credits. Prerequisite: permission of instructor. D. LaCapra.
Topic: Approaches to Intellectual and Cultural History. For description, see HIST 474.

[COM L 479 Femininity, Ethics, and Aesthetics (also FRLIT 691) (IV) (CA)]

Fall. 4 credits. T. McNulty.
For description, see FRLIT 491.

[COM L 480 Baudelaire in Context (also COM L 680, FRLIT 488/688) # (IV) (LA)]

Spring. 4 credits. Prerequisite: reading knowledge of French required. Not offered 2004-2005. J. Culler.
A reading of *Les Fleurs du Mal* and *Les Petits poèmes en prose*, in conjunction with major twentieth-century critical treatments of them, so as to grasp what has been at stake in discussions of Baudelaire. Critics to be read include Benjamin, Bersani, de Man, Friedrich, Jakobson, Jauss, Johnson, and Sartre.]

[COM L 482 Latin American Women Writers (also SPANL 492, FGSS 481) @ (IV) (LA)]

Fall. 4 credits. Not offered 2004-2005. D. Castillo.]

[COM L 486 Contemporary Poetry and Poetics (also COM L 674, ENGL 488, SPANL 474, and SPAN L 674)]

Spring. 4 credits. J. Monroe.
What gives contemporary poetry and poetics its resonance and value? What are its dominant features, audiences, and purposes? How are we to understand its evolving public spheres—e.g., in relation to film, fiction, electronic media—and its relationship to the central cultural and historical developments of our time? What has become of such familiar distinctions as the "traditional" and the "experimental," the "mainstream" and the "alternative"? With special attention to the period since 1989, this seminar explores these and related questions in a range of works that open onto the rich interplay of contemporary poetry and poetics with issues concerning personal and collective identity, language, and culture. Authors include Ashbery, Bernstein, Brathwaite, Carson, Collins, Fulton, Harjo, Hejinian, Howe, Mullen, Rich, Waldrop, and Watten.

[COM L 493 Senior Essay]

Fall and spring. 8 credits.
Hours TBA individually in consultation with the director of the Senior Essay Colloquium. Approximately 50 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 is assigned on the basis of research and a preliminary draft completed in the first semester. A letter grade is awarded on completion of the second semester.

[COM L 495 The Cultural Theory of the Frankfurt School (also GERST 495, GOVT 471) (III or IV)]

Fall. 4 credits. Not offered 2004–2005.
P. Hohendahl.]

[COM L 496 Theorizing the Public Sphere (also GERST 496, GOVT 464) (III or IV)]

Fall. 4 credits. Not offered 2004–2005.
P. Hohendahl.]

[COM L 604 Translation and the Global Marketplace]

Fall. 4 credits. Not offered 2004–2005.
N. Melas.]

[COM L 609 Comparison and Cultural Difference]

Fall. 4 credits. Not offered 2004–2005.
N. Melas.]

This course is a wide-ranging investigation of the pitfalls and possibilities for cross-cultural comparison. We examine the structure and mechanisms of comparison, both as a disciplinary method and as a concept or practice: to what extent and in what circumstance can comparison produce cultural difference, consolidate it, dissolve it, erect borders, inhabit borderlands, propose a global ecumene? With particular attention to colonialism and globalization, we inquire into the relation between various modes of comparison and broader contexts and ideologies. Though focused on the humanities and on theoretical texts, readings include incursions into the social sciences and selected poetry and film. Authors may include Lyotard, Foucault, Fanon, Tilley, Gilroy, Clifford, Appadurai, Bhabha, Lanser, Kincaid, Walcott.]

[COM L 610 Modern Japanese Studies: The Formation of the Field in History and Literature (also ASIAN 609)]

Spring. 4 credits. Not offered 2004–2005.
B. deBary, N. Sakai, J. Koschmann.]

COM L 619–620 Independent Study

619, fall; 620, spring. Variable credit.
COM L 619 and 620 may be taken independently of each other. Applications available in 247 G.S.

[COM L 622 Literature and Theory (also COM L 302 and ENGL 302/602)]

Fall. 4 credits. J. Culler.
For description, see COM L 302.

[COM L 630 Aesthetics in the Eighteenth Century (also ENGL 630)]

Fall. 4 credits. Not offered 2004–2005.
N. Saccamano.]

[COM L 631 Politics and the Passions: Hobbes to Rousseau (also ENGL 631)]

Spring. 4 credits. Not offered 2004–2005.
N. Saccamano.]

COM L 636 Comparative Modernisms/Alternative Modernities

Fall. 4 credits. Limited to 15 students.
N. Melas.]

The cultural movements or "style" that go under the name of modernism are international in scope. Modernism's broad comparative dimensions, however, when they are considered at all, are usually read from the centers of Western culture, especially Paris and London, out toward peripheral or marginal regions. This course reverses this critical itinerary and in the process inquires into the geographical coordinates that alternately relay and obscure the

relation between modernism as an aesthetic movement and modernity as a world-historical and political-economic project. Central emphasis falls on colonialism and its particular inflection of the temporality of modernist aesthetics and on the progress of modernity in the two regions that are our focus: the French Caribbean and Mediterranean Egypt. While including canonical theoretical texts on Western modernity, modernism and postcolonial theory, readings are focused on the multiple and intersecting influences around two central figures, the Martinican poet Aimé Césaire (Baudelaire, surrealism, African literature and anthropology, decolonization, Fanon, Glissant) and the modern Greek Alexandrian poet, Constantine Cavafy (Browning, Forster, T. S. Eliot, Durrell, Tsirkas, Al-Kharrat, Shaheen). All readings available in translation.

COM L 639 Islamic Spain: Culture and Society (also COM L 334, JWST 339, NES 339, RELST 334, and SPANL 339)

Spring. 4 credits. R. Brann.
For description, see NES 339.

COM L 643 Poetry and Poetics of Translation (also COM L 439, ENGL 641, GERST 439, ROM S 439, ROM S 639, and S HUM 439)

Fall. 4 credits. Limited to 15 students.
J. Monroe.
For description, see COM L 439.

[COM L 644 Judaism and Modernism (also ENGL 683)]

Spring. 4 credits. Not offered 2004–2005.
W. Cohen.]

Emphasis on the centrality of Jewish writers and characters to modernist fiction, especially of the 1920s, in relation to European literary history, the nature of modernism, the rise of anti-Semitism, and, more generally, racial and imperial discourse. Readings from Babel, Joyce, Kafka, Proust, Stein, and Svevo, with possible attention to such writers as Borges, Céline, Döblin, Eliot, Hemingway, Mann, Nabokov, and Pound. Texts available in English.]

COM L 645 Rousseau and Rhetorical Reading (also COM L 444 and ENGL 442)

Spring. 4 credits. C. Chase.
For description, see COM L 444.

[COM L 650 Renaissance Poetry (also COM L 450, ENGL 622, ITAL 450/650)]

Spring. 4 credits. Not offered 2004–2005.
W. J. Kennedy.
For description, see COM L 450.]

COM L 652 Renaissance Humanism (also COM L 452)

Spring. 4 credits. Limited to 15 students.
W. J. Kennedy.
For description, see COM L 452.

COM L 653 From Electric to Electronic Media (also GERST 683, VISST 683)

Fall. 4 credits. W. Kittler.
For description, see GERST 683.

COM L 655 Aestheticism (also ENGL 655 and FGSS 655)

Fall. 4 credits. E. Hanson.
For description, see ENGL 655.

COM L 656 Aesthetic Theory: End of Art (also ART H 447 and GERST 656)

Fall. 4 credits. P. Gilgen.
For description, see GERST 656.

COM L 658 Culture's Threshold: Speculative Fictions from Rousseau to Freud (also GERST 625)

Spring. 4 credits. D. Reese.
For description, see GERST 625.

COM L 660 Visual Ideology (also ART H 660 and GERST 660)

Fall. 4 credits. G. Waite.
For description, see GERST 660.

[COM L 665 The Literature of Empire in the Renaissance (also ENGL 626)]

Spring. 4 credits. Not offered 2004–2005.
W. Cohen.]

Literary responses to the first age of European global expansion, viewed in the context of the category of the Renaissance and the ongoing process of the self-definition of European literature and Western civilization. Emphasis on the interplay between Mediterranean and oceanic imperialism, and on the relationship between ideology and literary form. Readings from lyric poetry, Ariosto, Bacon, Camões, Campanella, Marlowe, Montaigne, More, Rabelais, Shakespeare, Spenser, Tasso, and especially Cervantes. Readings available in English.]

[COM L 667 Poetry and Rhetoric (also COM L 467, ENGL 483/683, FRLIT 437/637)]

Fall. 4 credits. Not offered 2004–2005.
C. Chase.
For description, see COM L 467.]

[COM L 668 Theorizing Gender and Race in Asian Histories and Literatures with a Particular Focus on Japanese Cases (also COM L 398, ASIAN 388/688)]

Fall. 4 credits. Not offered 2004–2005.
N. Sakai.]

[COM L 671 Transnational Imaginaries: Globalization and Culture]

Fall. 4 credits. Limited to 15 students, advanced undergraduates and graduates. Not offered 2004–2005. N. Melas.
The term "globalization" has become ubiquitous in recent years as the primary conceptual frame and material basis for understanding contemporary transnationalism. It evokes a brave new borderless world in which politics, culture, and social formations are no longer necessarily congruent with nor primarily beholden to national boundaries. It triumphantly or despairingly announces the end of history when space precedes time as the measure of human experience, and that experience exceeds the grasp of modernity's autonomous subject. Globalization thus challenges many aspects of our experience of culture—both in its ethnographic and humanist guises—and of the categories through which we apprehend and analyze it.]

COM L 673 Topics in Modern European Intellectual and Cultural History (also HIST 673 and JWST 674)

Fall. 4 credits. D. LaCapra.
For description, see HIST 673.

COM L 674 Contemporary Poetry and Poetics (also COM L 486, ENGL 488, SPANL 474/674)

Spring. 4 credits. J. Monroe.
For description, see COM L 486.

[COM L 675 After the Divide: German Critical Theory of the Seventies and Eighties (also GERST 675 and HIST 675)

Fall. 4 credits. Not offered 2004-2005.
P. Hohendahl.]

[COM L 679 Femininity, Ethics, and Aesthetics (also COM L 479 and FRLIT 691)]

Fall. 4 credits. T. McNulty.
For description, see FRLIT 491.

[COM L 680 Baudelaire in Context (also COM L 480, FRLIT 488/688)]

Spring. 4 credits. Not offered 2004-2005.
J. Culler.
For course description, please see COM L 480.]

[COM L 684 Hopkins and Baudelaire (also ENGL 682)]

Spring. 4 credits. Not offered 2004-2005.
J. Culler.]

[COM L 686 Althusser and Lacan (also FRLIT 623, GERST 686, and GOVT 679)]

Fall. 4 credits. G. Waite.
For description, see GERST 686.

[COM L 687 New York, Paris, Baghdad: Poetry in the City (also COM L 390 and NES 314/614)]

Spring. 4 credits. S. Toorawa.
For description, see NES 314.

[COM L 689 Adorno's Aesthetic Theory (also GERST 689)]

Fall. 4 credits. Not offered 2004-2005.
P. Hohendahl.]

[COM L 690 Twentieth-Century Black Cultural Movements (also COM L 387, AS&RC 332/532)]

Fall. 4 credits. Not offered 2004-2005.
A. Adams.]

[COM L 692 Digital Bodies, Virtual Identities (also ART H 575, ENGL 696, and THETR 633)]

Fall. 4 credits. T. Murray.
For description, see ENGL 696.

[COM L 695 Historicizing the Post-Modern (also JPLIT 614)]

Spring. 4 credits. B. deBary.
For description, see JPLIT 614.

COMPUTER SCIENCE

C. Van Loan, chair; B. Arms, G. Bailey, K. Bala, K. Birman, C. Cardie, R. Caruana, T. Coleman, R. L. Constable, A. Demers, R. Elber, D. Fan, P. Francis, J. Gehrke, D. Greenberg, D. Gries, J. Halpern, J. E. Hopcroft, D. Huttenlocher, T. Joachims, U. Keich, J. Kleinberg, D. Kozen, L. Lee, S. Marschner, A. Myers, K. Pingali, R. Ruggina, F. B. Schneider, D. Schwartz, B. Selman, J. Shanmugasundaram, D. Shmoys, E. G. Sierer, E. Tardos, R. Teitelbaum, S. Vavasis, G. Yona, 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. For details, visit our web site at www.cs.cornell.edu/ugrad.

The Major

CS majors take courses in algorithms, data structures, logic, programming languages,

scientific computing, systems, and theory. Electives in artificial intelligence, computer graphics, computer vision, databases, multimedia, and networks are also possible. Requirements include:

- three semesters of calculus (MATH 111-122 (or 112)-221 or 191-192-293-294)
- two semesters of introductory computer programming (COM S 100 and 211)
- a one-credit project (COM S 212)
- a seven-course computer science core (COM S 280, 312, 314, 321 or 322 or 421 or 428, 381, 414, and 482)
- two 400+ computer science electives, totaling at least six credits
- a computer science project course (COM S 413, 415, 419, 427, 433, 468, 473, 501, 514, or 664)
- a mathematical elective course (ENGRD 270, MATH 300+, T&AM 310, etc.)
- two 300+ courses that are technical in nature and total at least six credits
- a three-course specialization in a topic area other than computer science. These courses must be numbered 300 level or greater.

Note: All of the field electives described above must be courses of three or more credit hours with the exception of the COM S project course, which is two credits or more.

The program is broad and rigorous, but it is structured in a way that supports in-depth study of outside areas. Intelligent course selection can set the stage for graduate study and employment in any technical area and any professional area such as business, law, or medicine. With the adviser, the computer science major is expected to put together a coherent program of study that supports career objectives and is true to the aims of liberal education.

Admission

All potential affiliates are reviewed on a case-by-case basis relative to the following criteria:

- a grade of C or better in all COM S courses and MATH courses
- a GPA of 2.7 or better in COM S 211, 212, and 280.
- a GPA of 2.7 or better in MATH 112/122 and 221 or MATH 192 and 293.

Courses used in the affiliation GPA computations may be repeated if the original course grade was below a C. The most recent grade will be used for all repeated courses. Qualifying courses must be taken at Cornell.

Departmental honors in computer science is granted to students who have maintained a cumulative GPA greater than or equal to 3.5 and completed a set of coherent courses and research activities that satisfy the following requirements:

- at least one COM S course (at least 3 credit hours) at or above the 500 level with a grade of A- or better; no seminar or 2-credit project courses.
- at least two semester-long 3-credit courses of COM S 490 (Independent Research) with a COM S faculty member, with grades of A- or better each semester.

Latin Designations (appended to the degree), awarded by the field of computer science, are based on the final cumulative GPA, as follows:

- *cum laude*, 3.50 or above
- *magna cum laude*, 3.75 or above
- *summa cum laude*, 4.00 or above

Note: Honors courses may not be used to satisfy the COM S 400+ elective requirement, the COM S project requirement, the math elective, the technical electives, or the specialization. See the COM S undergraduate web site for more information on eligibility: www.cs.cornell.edu/ugrad.

Courses

For complete course descriptions, see the computer science listing in the "Computing and Information Science (CIS)" section.

COM S 099 Fundamental Programming Concepts

Fall, summer. 2 credits. S-U grades only. No prerequisites. Freshman only.

COM S 100 Introduction to Computer Programming (II) (MQR)

Fall, spring, summer. 4 credits.
During the fall semester, two versions of COM S 100 (COM S 100M and COM S 100J) are available as described in the computer science listing in the College of Engineering.

COM S 101 Introduction to Cognitive Science (also COGST 101, LING 170, PHIL 191, and PSYCH 102) (III) (KCM)

Fall, summer. 3 credits.
For description, see COGST 101.

COM S 113 Introduction to C

Fall, spring. 1 credit. Usually weeks 1-4.
Prerequisite: COM S 100 or equivalent programming experience. Credit is granted for both COM S 113 and 213 only if 113 is taken first. S-U grades only.

COM S 114 Unix Tools

Fall. 1 credit. Usually weeks 5-8.
Prerequisite: COM S 100 or equivalent programming experience. S-U grades only.

COM S 130 Introductory Design and Programming for the Web (also INFO 130)

Fall, summer. 3 credits. No prerequisites.

COM S 165 Computing in the Arts (also CIS 165 and MUSIC 165)

Fall. 3 credits.

[COM S 172 Computation, Information, and Intelligence (also COGST 172, ENGR 172) (II) (MQR)]

Fall. 3 credits. Prerequisites: some knowledge of calculus. Not offered fall 2004.]

COM S 201 Cognitive Science in Context Laboratory (also COGST 201 and PSYCH 201) (III) (KCM)

Fall or spring. 4 credits. Concurrent or prior registration in "Introduction to Cognitive Science" PSYCH 102/COGST 101/COM S 101/LING 170/PHIL 191 is suggested but not required. Knowledge of programming languages is not assumed. Limited to 24 students. Fall, B. Halpern and staff; spring, D. Field and staff.
For description, see COGST 201.

COM S 211 Computers and Programming (also ENGRD 211) (II) (MQR)

Fall, spring, summer. 3 credits.
Prerequisite: COM S 100 or an equivalent course in Java or C++.

COM S 212 Java Practicum

Fall, spring, summer. 1 credit. Letter grade only. Pre- or corequisite: COM S/ENGRD 211.

[COM S 213 C++ Programming

Spring. 2 credits. Prerequisite: COM S 100 or equivalent programming experience. Students who plan to take COM S 113 and 213 must take 113 first. S-U grades only.]

COMS 214 Advanced UNIX Programming and Tools

Spring. 1 credit. Usually weeks 5-8. Prerequisite: COM S 114 or equivalent. S-U grades only.

COM S 215 Introduction to C #

Fall, spring. 1 credit. Usually weeks 5-8. Prerequisite: COM S/ENGRD 211 or equivalent experience. S-U grades only.

COM S 230 Intermediate Design and Programming for the Web (also INFO 230)

Spring. 3 credits. Prerequisite: COM S 130 or equivalent knowledge.

COM S 280 Discrete Structures (II) (MQR)

Fall, spring. 3 credits. Pre- or corequisite: COM S 211 or permission of instructor.

COM S 312 Data Structures and Functional Programming (II) (MQR)

Fall, spring. 4 credits. Prerequisite: COM S 211/212 or equivalent programming experience. Should not be taken concurrently with COM S 314.

COM S 314 Computer Organization (also ECE 314)

Fall, spring. 4 credits. Prerequisite: COM S 211; COM S 312 or ENGRD 230 recommended, but not required. Should not be taken concurrently with COM S 312.

[COM S 321 Numerical Methods in Computational Molecular Biology (also BIOBM 321 and ENGRD 321) (II) (MQR)

Fall. 3 credits. Prerequisites: at least one course in calculus such as MATH 106, 111, or 191 and a course in linear algebra such as MATH 221 or 294 or BTRY 417. COM S 100 or equivalent and some familiarity with iteration, arrays, and procedures. COM S majors and minors may use only one of the following toward their degree: COM S 321, 322, 421, or 428. Not offered fall 2004.]

COM S 322 Introduction to Scientific Computation (also ENGRD 322)

Spring, summer. 3 credits. Prerequisites: COM S 100 and (MATH 222 or 294). COM S majors and minors may use only one of the following toward their degree: COM S 321, 322, 421, or 428.

[COM S 324 Computational Linguistics (also COGST 424, LING 424) (II) (MQR)

Fall or spring. 4 credits. Prerequisites: LING 203; Labs involve work in the UNIX environment; COM S 114 recommended. For description, see LING 424.]

COM S 330 Applied Database Systems (also INFO 330)

Fall. 3 credits. Prerequisite: COM S 211/ENGRD 211. COM S majors may use only one of the following toward their degree: COM S/INFO 330 or COM S 433.

COM S 381 Introduction to Theory of Computing

Fall, summer. 3 credits. Prerequisite: COM S 280 or permission of instructor. Credit will not be granted for both COM S 381 and 481.

COM S 400 The Science of Programming

Fall. 3 credits. Prerequisite: COM S 211.

COM S 411 Programming Languages and Logics

Fall. 4 credits. Prerequisites: COM S 312 or permission of instructor.

COM S 412 Introduction to Compilers

Spring. 3 credits. Prerequisites: COM S 312 (or permission of instructor) and 314. Corequisite: COM S 413.

COM S 413 Practicum in Compilers

Spring. 2 credits. Corequisite: COM S 412. A compiler implementation project related to COM S 412.

COM S 414 Systems Programming and Operating Systems

Fall, spring, summer. 3 credits. Prerequisite: COM S 211, 212, 312 (or permission of instructor), and 314. Corequisite: COM S 415 in spring only.

COM S 415 Practicum in Operating Systems

Fall, spring. 2 credits. Corequisite: COM S 414.

COM S 419 Computer Networks (formerly COM S 519)

Spring. 4 credits. Prerequisites: COM S 211, COM S 312 or ENGRD 230 are recommended but not required, or permission of instructor. Not offered every year.

COM S 421 Numerical Analysis

Fall. 4 credits. Prerequisites: MATH 294 or equivalent, one additional mathematics course numbered 300 or above, and knowledge of programming. COM S majors and minors may use only one of the following toward their degree: COM S 321, 322, 421, or 428.

COM S 426 Introduction to Computational Biology

Fall. 3 credits. Prerequisites: COM S/ENGRD 211, COM S 280.

COM S 427 Practicum in Computational Biology

Fall. 2 credits. Pre- or co-requisite: COM S 426.

COM S 428 Introduction to Computational Biophysics

Fall. 3 credits. Prerequisites: COM S 100, CHEM 211 or equivalent, MATH 293 or 294, PHYS 112 or 213, or permission of instructor. BIOBM 330 recommended. COM S majors and minors may use only one of the following toward their degree: COM S 321, 322, 421, or 428.

COM S 430 Information Retrieval (also INFO 430)

Fall. 3 credits. Prerequisite: COM S 211 or equivalent.

COM S 431 Web Information Systems (also INFO 431)

Spring. 3 credits. Prerequisites: COM S 211 and some familiarity with the technology of web sites.

COM S 432 Introduction to Database Systems

Fall. 3 credits. Prerequisites: COM S 312 or 211, 212, and permission of instructor. Recommended: COM S 213 and strong programming skills in C or C++.

COM S 433 Practicum in Database Systems

Fall. 2 credits. Corequisite: COM S 432. COM S majors may use only one of the following toward their degree: COM S/INFO 330 or COM S 433.

COM S 465 Computer Graphics I (also ARCH 374)

Fall. 4 credits. Prerequisite: COM S/ENGRD 211. May not be taken for credit after completion of COM S 417.

COM S 467 Computer Graphics II

Spring. 3 credits. Prerequisite: COM S 465.

COM S 468 Computer Graphics Practicum

Spring. 2 credits. Prerequisite: COM S 465. Corequisite: COM S 467.

COM S 472 Foundations of Artificial Intelligence

Fall. 3 credits. Prerequisites: COM S 211 and 280 (or equivalent).

COM S 473 Practicum in Artificial Intelligence

Fall. 2 credits. Corequisite: COM S 472.

COM S 474 Introduction to Natural Language Processing (also COGST 474, LING 474)

Fall. 4 credits. Prerequisite: COM S 211. Not offered every year.

COM S 478 Machine Learning

Spring. 4 credits. Prerequisites: COM S 280, 312, and basic knowledge of linear algebra and probability theory.

COM S 480 Introduction to Cryptology (also MATH 335)

Fall, spring. 3 credits. Prerequisite: COM S 100 and MATH 222 or 294. Students who take this course may not also receive credit for MATH 336. For description, see MATH 335.

COM S 481 Introduction to Theory of Computing

Fall. 4 credits. Prerequisite: COM S 280 or permission of instructor. Credit will not be granted for both COM S 381 and 481. A faster-moving and deeper version of COM S 381. Corrective transfers between COM S 481 and 381 (in either direction) are encouraged during the first few weeks of instruction.

COM S 482 Introduction to Analysis of Algorithms

Spring, summer. 4 credits. Prerequisites: COM S 280, 312, and either 381 or 481, or permission of instructor.

COM S 483 Quantum Computation (also PHYS 481, 681)

Spring. 2 credits. Prerequisite: familiarity with the theory of vector spaces over the complex numbers. Not offered every year. For description, see PHYS 481.

COM S 486 Applied Logic (also MATH 486) (II) (MQR)

Fall or spring. 4 credits. Prerequisites: MATH 222 or 294, COM S 280 or equivalent (such as MATH 332, 432, 434, 481), and some course in mathematics or theoretical computer science.

COM S 490 Independent Reading and Research

Fall, spring. 1-4 credits.

COM S 501 Software Engineering

Spring. 4 credits. Prerequisite: COM S 211 or equivalent experience programming in Java or C++.

COM S 504 Applied Systems Engineering (also CEE 504, ECE 512, M&AE 591, OR&IE 512, SYSEN 510)

Fall. 3 credits. Prerequisites: senior or graduate standing in an engineering field; concurrent or recent (past two years) enrollment in a group-based project with a strong system design component that is approved by a course instructor.

For description, see SYSEN 510.

COM S 505 System Architecture, Behavior, and Optimization (also CEE 505, ECE 513, M&AE 592, OR&IE 513, SYSEN 520)

Spring. 3 credits. Prerequisite: Applied Systems Engineering.

For description, see SYSEN 520.

COM S 513 System Security

Fall. 4 credits. Prerequisites: COM S 414 or 419 and familiarity with JAVA or C# programming languages.

COM S 514 Intermediate Computer Systems

Fall or spring. 4 credits. Prerequisites: COM S 414 or permission of instructor.

COM S 522 Computational Tools and Methods for Finance

Spring. 4 credits. Prerequisites: programming experience (e.g., C, FORTRAN or MATLAB) and some knowledge of numerical methods, especially numerical linear algebra. Not offered every year.

COM S 530 The Architecture of Large-Scale Information Systems (also INFO 530)

Spring. 4 credits. Prerequisites: COM S/INFO 330 or COM S 432.

COM S 565 (also ART 372 and CIS 565; formerly CIS 518 and COM S 518)

Fall. 4 credits. Prerequisite: COM S/ENGRD 211.

For description, see ART 372.

COM S 572 Heuristic Methods for Optimization (also CEE 509, CIS 572, OR&IE 533)

Spring. 3 or 4 credits. Prerequisite: COM S/ENGRD 211 or 322 or CEE/ENGRD 241, or graduate standing, or permission of instructor. Not offered every year.

For description, see CEE 509.

COM S 578 Empirical Methods in Machine Learning and Data Mining

Fall. 4 credits. Prerequisites: COM S 280 and 312 or equivalent.

COM S 611 Advanced Programming Languages

Fall. 4 credits. Prerequisites: graduate standing or permission of instructor.

COM S 612 Compiler Design for High-Performance Architectures

Spring. 4 credits. Prerequisites: COM S 314 and 412 or permission of instructor.

COM S 614 Advanced Systems

Spring. 4 credits. Prerequisite: COM S 414 or permission of instructor.

COM S 615 Peer-to-Peer Systems

Spring. 4 credits. Prerequisites: COM S 614 recommended.

COM S 619 Advanced Computer Networks

Fall. 4 credits. Prerequisites: COM S 419 or COM S 519, or permission of instructor. Not offered every year.

COM S 621 Matrix Computations

Fall. 4 credits. Prerequisites: MATH 411 and 431 or permission of instructor.

COM S 622 Numerical Optimization and Nonlinear Algebraic Equations

Spring. 4 credits. Prerequisite: COM S 621. Offered in odd-numbered years.

[COM S 624 Numerical Solution of Differential Equations

Spring. 4 credits. Prerequisite: previous exposure to numerical analysis (e.g., COM S 421 or 621) to differential equations, and knowledge of MATLAB. Offered in even-numbered years.]

COM S 626 Computational Molecular Biology

Spring. 4 credits. Prerequisites: familiarity with linear programming, numerical solutions of ordinary differential equations and nonlinear optimization methods.

COM S 627 Computational Biology: The Machine Learning Approach

Spring. 4 credits. Prerequisites: COM S 426 or 626 and COM S 478 or 578 or permission of instructor.

COM S 630 Representing and Accessing Digital Information (also INFO 630)

Fall. 4 credits. Prerequisite: COM S 472 or 478 or 578 or the equivalent.

COM S 632 Database Systems

Spring. 4 credits. Prerequisite: COM S 432/433 or permission of instructor.

COM S 633 Advanced Database Systems

Spring. 4 credits.

COM S 664 Machine Vision

Fall. 4 credits. Prerequisites: undergraduate-level understanding of algorithms and MATH 221 or equivalent.

COM S 665 Advanced Rendering

Fall or spring. 4 credits. Prerequisites: COM S 465 and 467 or equivalent and an undergraduate-level understanding of algorithms, probability and statistics, vector calculus, and programming.

COM S 667 Physically Based Rendering

Fall or spring. 4 credits. Prerequisites: COM S 465 and 467 or equivalent and an undergraduate-level understanding of algorithms, programming, and vector calculus.

COM S 671 Introduction to Automated Reasoning

Fall or spring. 4 credits. Prerequisite: COM S 611 and graduate standing or permission of instructor.

COM S 672 Advanced Artificial Intelligence

Spring. 4 credits. Prerequisites: COM S 472 or permission of instructor.

COM S 673 Integration of Artificial Intelligence and Operations Research (also CIS 673)

Spring. 3 credits.

COM S 674 Natural Language Processing

Spring. 3 credits. Prerequisites: COM S 472 or permission of instructor. COM S 474 is not a prerequisite. Not offered every year; semester TBA.

[COM S 676 Reasoning about Knowledge

Fall. 4 credits. Prerequisites: mathematical maturity and an acquaintance with propositional logic.]

[COM S 677 Reasoning about Uncertainty

Fall. 4 credits. Prerequisites: mathematical maturity and an acquaintance with propositional logic. Offered in odd-numbered years.]

COM S 678 Advanced Topics in Machine Learning

Spring. 4 credits. Prerequisites: COM S 478 or equivalent, or COM S 578 or equivalent, or permission of instructor.

COM S 681 Analysis of Algorithms

Fall. 4 credits. Prerequisite: COM S 482 or graduate standing.

COM S 682 Theory of Computing

Spring. 4 credits. Prerequisite: (COM S 381 or 481) and (COM S 482 or 681) or permission of instructor.

[COM S 683 Advanced Design and Analysis of Algorithms

Spring. 4 credits. Prerequisites: COM S 681 or permission of instructor. Not offered every year.]

[COM S 684 Algorithmic Game Theory

Spring. 4 credits. Prerequisites: COM S 681 or permission of instructor. Not offered every year.]

COM S 685 The Structure of Information Networks (also INFO 685)

Spring. 4 credits. Prerequisite: COM S 482.

[COM S 686 Logics of Programs

Spring. 4 credits. Prerequisites: COM S 481, 682, and (MATH 481 or MATH/COM S 486). Not offered every year.]

COM S 709 Computer Science Colloquium

Fall, spring. 1 credit. S-U grades only. For staff, visitors, and graduate students interested in computer science.

COM S 711 Seminar in Advanced Programming Languages

Fall or spring. 3 credits.

COM S 713 Seminar in Systems and Methodology

Fall, spring. 4 credits. Prerequisites: a graduate course employing formal reasoning, such as COM S 611, 613, 671, a logic course, or permission of instructor. Not offered every year; semester TBA.

COM S 715 Seminar in Programming Refinement Logics

Fall, spring. 4 credits. Prerequisite: permission of instructor.

COM S 717 Topics in Parallel Architectures

Fall. 4 credits. Prerequisite: COM S 612 or permission of instructor. Not offered every year; semester TBA.

COM S 718 Computer Graphics Seminar

Fall, spring. 4 credits.

COM S 719 Seminar in Programming Languages

Fall, spring. 4 credits. Prerequisite: COM S 611 or permission of instructor. S-U grades only.

COM S 721 Topics in Numerical Analysis

Fall, spring. 4 credits. Prerequisite: COM S 621 or 622 or permission of instructor.

COM S 726 Problems and Perspectives in Computational Molecular Biology (also PL BR 726)

Fall, spring. 1 credit. S-U grades only.

COM S 732 Seminar in Database Systems

Fall, spring. 4 credits. S-U grades only.

COM S 750 Evolutionary Computation and Design Automation (also M&AE 650)

Fall. 4 credits. Prerequisite: programming experience or permission of instructor.

[COM S 751 Media Research and Critical Design (also CIS 751)]

Fall. 4 credits. Prerequisites: graduate standing in COM S or equivalent ability to read technical research papers. Contact instructor if unsure of qualifications. Not offered every year.]

[COM S 752 Seminar on Scholarly Information Architecture

Fall. 3 credits. Prerequisite: concurrent enrollment in COM S 502 or equivalent experience. S-U grades only. Not offered every year.]

COM S 754 Systems Research Seminar

Fall, spring. 1 credit. S-U grades only.

COM S 772 Seminar in Artificial Intelligence

Fall, spring. 4 credits. Prerequisite: permission of instructor. S-U grades only.

COM S 775 Seminar in Natural Language Understanding

Fall, spring. 2 credits.

COM S 786 Introduction to Kleene Algebra

Spring. 4 credits. Prerequisites: COM S 481 required; COM S 482 or 681, COM S 682, elementary logic (MATH 481 or 681), algebra (MATH 432) recommended.

COM S 789 Seminar in Theory of Algorithms and Computing

Fall, spring. 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 990 Special Investigations in Computer Science

Fall, spring. Prerequisite: permission of a computer science adviser. S-U grades only. Doctoral research.

CZECH

See Department of Russian.

DANCE

See Department of Theatre, Film, and Dance.

DUTCH

See Department of German Studies.

EARTH AND ATMOSPHERIC SCIENCES

T. E. Jordan, chair; S. J. Colucci, co-chair (CALS); directors of undergraduate studies: B. L. Isacks (geological sciences and science of earth systems), S. J. Riha (science of earth systems); M. W. Wysocki (atmospheric sciences); R. W. Allmendinger, W. D. Allmon, M. Barazangi, W. Bassett, J. M. Bird, A. L. Bloom, L. D. Brown, L. M. Cathles, J. L. Cisne, K. H. Cook, A. T. DeGaetano, L. A. Derry, P. J. Gierasch, C. H. Greene, D. L. Hysell, D. E. Karig, R. W. Kay, S. Mahlburg Kay, M. C. Kelley, W. W. Knapp, J. E. Oliver, A. J. Pershing, J. Phipps Morgan, M. Pritchard, F. H. T. Rhodes, D. L. Turcotte, R. M. White, D. S. Wilks

The Department of Earth and Atmospheric Sciences covers the breadth of modern earth sciences. We live on a planet with finite resources and a finite capacity to recover quickly from human-induced environmental stresses. It is a naturally 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 to both future policymakers and ordinary citizens, who must find new energy sources and sustain the quality of our environment.

The department is the home of two majors in the College of Arts and Sciences: geological sciences and science of earth systems (SES). The geological sciences major emphasizes the solid earth and its history, while the science of earth systems major emphasizes study of the interactions among rock, water, air, and life in our planet's operation. The geological sciences major is described below, and the SES major is described in the section "Special Programs and Interdisciplinary Studies."

For the latest information about these academic programs, please consult our web page at www.eas.cornell.edu.

The Geological Sciences Major

The geological sciences major reveals Earth's turbulent history from the formation of our solar system to the plate tectonic cycles and ice ages that dominate Earth's present behavior. That history is highlighted by the co-evolution of life and the Earth system, a dramatic story that starts with the origin of life in our sun's planetary system and leads to the modern interglacial phase of our planet's latest ice age during which our species has emerged to play a major role in the planetary system. Topics of study also include the fundamental

processes responsible for the concentration of mineral and energy resources that have enabled our technological evolution, and include natural hazards such as earthquakes, volcanic eruptions, floods, and landslides, which pose dangers to our increasingly vulnerable cities and infrastructure.

The geological sciences major prepares students in geology, geophysics, geochemistry, and geobiology for careers in energy and mineral industries, or in water and contaminant investigation (environmental geology), and academic and government research enterprises. Many of these career tracks involve graduate study, for which the major is excellent preparation. Alternatively, it is a valuable major for a pre-law or pre-med program or in preparation for a career in K-12 education.

In addition to classroom-based work, students learn by outdoor fieldwork and involvement in the vigorous research programs of the department. Field courses take students to New York and neighboring states, Argentina, Hawaii, and other varying locales. Undergraduates have served as field assistants for faculty members and graduate students in South America, Europe, Asia, Canada, the U.S.A., and several oceanic islands. Facilities include equipment for processing seismic signals and satellite images of the Earth's surface using extensive libraries of earthquake records, satellite images, and exploration seismic records, and instruments for highly precise chemical and physical analyses of earth materials. Undergraduates are encouraged to participate in research activities, frequently as paid assistants.

For admission to the geological sciences major, a student should have made substantial progress toward completing the following basic science requirements for the major: MATH 111-112 or MATH 191-192, PHYS 207-208 or PHYS 112-213, CHEM 207 or 211. Freshmen and sophomores should take an introductory EAS course (or courses), normally EAS 101, EAS 201, EAS 102, or EAS 154. Juniors with a strong foundation in mathematics and science may be accepted into the major without an introductory course. Majors take EAS 210, the five 300-level core courses listed below, six credits of additional course work from earth and atmospheric 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 an advanced outdoor field experience may be met by completing one of the following four-credit options: a) EAS 417 (Field Mapping in Argentina, 3 credits) and EAS 491 or 492 (based on field observations) for a combined four-credit minimum; b) EAS 437 (Geophysical Field Methods, 3 credits) plus at least one credit of EAS 491 or 492 using geophysical techniques from EAS 437; c) EAS 491-492 (Undergraduate Research, 2 credits each) with a significant component of fieldwork; or d) a pre-approved outdoor advanced field course taught by another college or university (4-credit minimum).

Core Courses

EAS 326 Structural Geology

EAS 355 Mineralogy

EAS 356 Petrology and Geochemistry

EAS 375 Sedimentology and Stratigraphy

EAS 388 Geophysics and Geotectonics

Prospective majors should contact B. L. Isacks 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 Earth and Atmospheric Sciences.

Courses offered at the 100 and 200 level are open to all students. Certain 300- and 400-level courses in earth and atmospheric sciences may be of particular interest to students of chemistry, biology, and physics. Students are encouraged to inquire about courses that interest them at the undergraduate program office in 2124 Snee Hall.

Honors. An honors program is offered by the Department of Earth and Atmospheric 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 (EAS 491 or 492). Students interested in applying should contact the director of undergraduate studies during the second semester of the junior year.

Courses

EAS 101 Introductory Geological Sciences (I) (PBS)

Fall. 3 credits. Staff.

Designed to enhance an appreciation of the physical world. Emphasizes natural environments, surface temperatures, and dynamic processes such as mountain belts, volcanoes, earthquakes, glaciers, and river systems. Interactions of the atmosphere, hydrosphere, biosphere, and lithosphere (earth system science). Water, mineral, and fuel resources; environmental concerns. Field trips in the Ithaca region.

EAS 102 Evolution of the Earth and Life (also BIO G 170) (I) (PBS)

Spring. 3 credits. J. L. Cisne.

Course topics include Earth systems and their evolution; Earth history's astronomical context; plate tectonics, continental drift, and their implications for climate and life; co-evolution of life and the atmosphere; precedents for ongoing global change; and dinosaurs, mass extinctions, and human ancestry. Includes laboratories on reconstructing geological history and mapping ancient geography. Fossil collecting on field trips.

EAS 103 SES Freshman Colloquium

Fall. 1 credit. TBA.

Students meet weekly to discuss topics in earth science and develop skills that will help them meet their academic and career goals. Topics include an overview of the Science of Earth Systems (SES), the various areas of study open to students in this major, career paths, and active areas of research. Study, computer, and research skills useful for SES students are reviewed, along with opportunities for working in Earth system-related areas. The colloquium includes guest speakers and several field trips.

EAS 107 How the Earth Works

Fall. 1 credit. J. L. Cisne.

A user-friendly introduction to the workings and interactions of solid earth, ocean, atmosphere, and life as they relate to understanding ongoing global change.

EAS 108 Earth in the News (I) (PBS)

Summer. 3 credits. S. L. Losh.

This course provides an introduction to physical geology and earth systems science and explores the scientific basis for informed decision making regarding many timely environmental issues, including global warming; water pollution and use; geologic hazards such as floods, earthquakes, and volcanoes; fossil fuel distribution and use; and land use.

EAS 109 Dinosaurs

Fall. 1 credit. J. L. Cisne.

An introductory survey course for anyone interested in dinosaurs. Lectures examine the fossil evidence and illustrate how various geological and biological disciplines contribute to understanding dinosaurs and their world.

[EAS 111 To Know Earth (I) (PBS)

Fall. 3 credits. Staff.

Acquaints the nonscientist with Earth. Course topics include major features and how Earth has evolved; Earth system science and building a habitable planet; effects of human activity on geologic environments, mitigating environment damage, living with natural hazards; and mineral resource use in the twenty-first century and an environmentally sound fuel-minerals cycle.]

EAS 121 Introduction to MATLAB (also CIS 121)

Fall, spring. 2 credits. Prerequisites: MATH 111, 191, or equivalent. D. Schwartz.

An introduction to elementary computer-programming concepts using MATLAB. Topics include problem analysis, development of algorithms, selection, iteration, functions, and arrays. Examples and assignments are chosen to build an appreciation for computational science. The goal is for each student to develop a facility with MATLAB that will be useful in other courses whenever there is a need for computer problem-solving or visualization. The course assumes no programming experience.

EAS 122 Earthquake! (also ENGR1 122) (I) (PBS)

Spring. 3 credits. L. D. Brown.

The science of natural hazards and strategic resources is explored. Techniques for locating and characterizing earthquakes and assessing the damage they cause; methods of using sound waves to image the earth's interior to search for strategic minerals; the historical importance of such resources. Seismic experiments on campus to probe for groundwater, the new critical environmental resource.

EAS 131 Basic Principles of Meteorology (I) (PBS)

Fall. 3 credits. M. W. Wysocki.

A simplified treatment of the structure of the atmosphere: heat balance of the Earth; general and secondary circulations; air masses, fronts, and cyclones; and hurricanes, thunderstorms, tornadoes, and atmospheric condensation. In the laboratory, emphasis is on techniques of analysis of weather systems. The optional one-credit laboratory for this course is offered as EAS 133.

EAS 133 Basic Meteorology Lab

Fall. 1 credit. Concurrent enrollment in EAS 131 required. M. W. Wysocki.

Laboratory course covering topics presented in EAS 131. This course is required for atmospheric science majors, but is optional for other students taking EAS 131.

EAS 150 Fortran Applications in Earth Science

Spring. 2 credits. Prerequisite: CIS/EAS 121 or equivalent. Letter grade only.

A. J. Pershing.

An introduction to the elements of computer programming using Fortran. Exercises involve mainly meteorological problems.

EAS 154 The Sea: An Introduction to Oceanography, Lecture (also offered as BIOEE 154) (I) (PBS)

Spring, summer. 3 credits. Spring:

C. H. Greene, W. M. White; summer:

B. C. Monger.

A survey of the physics, chemistry, geology, and biology of the oceans for both science and nonscience majors. Topics include seafloor spreading and plate tectonics, marine sedimentation, chemistry of seawater, ocean currents and circulation, the oceans and climate change, ocean ecology, and coastal processes. The optional one-credit laboratory for this course is offered as EAS 155/BIOEE 155.

EAS 155 The Sea: An Introduction to Oceanography, Laboratory (also offered as BIOEE 155)

Spring. 1 credit. Prerequisite: concurrent enrollment in EAS 154. C. H. Greene, W. M. White.

Laboratory course covering topics presented in EAS 154.

[EAS 200 Art, Archaeology, and Analysis (also ENGR1 185, MS&E 285) (I) (PBS)

Spring. 3 credits. Not offered 2004-2005.

R. W. Kay.

An interdepartmental course on the use of techniques of science and engineering in cultural research. Applications of physical and physiological principles to the study of archaeological artifacts and works of art. Historical and technical aspects of artistic creation. Analyses by modern methods to deduce geographic origins and for exploration, dating, and authentication of cultural objects. Does not meet liberal studies distribution requirement for engineering.]

EAS 201 Introduction to the Physics and Chemistry of the Earth (also ENGRD 201) (I) (PBS)

Fall. 3 credits. Prerequisites: PHYS 112 or 207. J. Phipps Morgan, L. Cathles.

Course topics include formation of the solar system: accretion and evolution of the earth; the rock cycle: radioactive isotopes and the geological time scale, plate tectonics, rock and minerals, earth dynamics, mantle plumes; the hydrologic cycle: runoff, floods and sedimentation, groundwater flow, and contaminant transport; and the weathering cycle: chemical cycles, CO₂ (weathering), rock cycle, controls on global temperature (CO₂ or ocean currents), oil, and mineral resources.

EAS 203 Fundamental Principles of Earth Science

Fall. 3 credits. Letter only. Prerequisites: modest science background advantageous. L. M. Cathles, J. Phipps Morgan.

Have you ever wondered how to use quantitative logic but have been afraid to risk taking a course where your grade depended upon it? Are you interested in the earth? If so, try EAS 203 this semester. Lectures develop quantitative insight into how the earth works and are the same as in EAS 201. A term paper substitutes for quantitative prelims, and the final is an essay exam. A weekly discussion session with the professors explains the physics and math conceptually. The goal is to develop an appreciation for what quantitative approaches can contribute to the intellectual understanding of any subject, while also learning about the earth, its evolution, and its future environmental challenges.

EAS 210 Introduction to Field Methods in Geological Sciences (I) (PBS)

Fall. 3 credits. 1 lecture, Saturday field trips. Prerequisites: EAS 101 (or 201) or permission of instructor.
R. W. Allmendinger.

Course covers the methods by which rocks are used as a geological database. Topics include field methods used in the construction of geological maps and cross sections; systematic description of stratigraphic sections. There are field and laboratory sessions on Saturdays until Thanksgiving. There is one additional lecture during most of these weeks. Course includes one weekend field trip to eastern New York.

EAS 213 Marine and Coastal Geology (I) (PBS)

Summer. 4 credits. Prerequisite: an introductory course in geology or ecology or permission of instructor. Staff.

A special two-week course offered at Cornell's Shoals Marine Laboratory (SML) on an island near Portsmouth, New Hampshire. For more details and an application, consult the SML office, G14 Stimson Hall. Estimated cost for 2005 (including tuition, room, board, and ferry transportation) is \$2,120.

EAS 222 Seminar—Hawaii's Environment

Fall. 1 credit. S-U only. A. Moore, L. A. Derry.

A seminar for students interested in the unique environmental systems of the Hawaiian Islands. This course is designed to bring together students returning from field studies in Hawaii with students interested in going there to study. Through reading and discussion we will explore the geology, biology, ocean, atmosphere, and culture of the Hawaiian environment.

EAS 240 Field Study of the Earth System

Spring. 5 credits. Prerequisites: one semester of calculus (MATH 191/192/193 or MATH 111/112) and two semesters of any of the following: PHYS 207/208 or 112/213; CHEM 207/208; BIO 101/103–102/104 or 105/106 or 109/110; or equivalent course work. Limited to those enrolled in Cornell Abroad Earth and Environmental Sciences Semester in Hawaii. A. Moore and M. Wysocki.

This is an interdisciplinary field course covering fundamental concepts of the Earth system. Topics include global circulation patterns in the solid Earth, atmosphere, and ocean; energy and mass transfer; change and variability of Earth, atmosphere, and ocean systems; the temporal record of change preserved in the geologic record; and Earth, oceanic, and atmospheric controls on ecosystem processes. The course is project-

based with students engaged in hands-on, active learning that takes advantage of local resources.

EAS 250 Meteorological Observations and Instruments

Fall. 3 credits. Prerequisite: EAS 131. Lab fee \$50. M. W. Wysocki.

Methods and principles of meteorological measurements and observations including surface, free-air, and remote systems. Topics include instrument siting, mounting, and protection; instrument response characteristics, calibration, and standardization; and recorders and data logging systems. Includes laboratory exercises in observation and data analysis. Intended to serve as preparation for Observers Examination.

EAS 268 Climate and Global Warming (I) (PBS)

Spring. 3 credits. Prerequisite: basic college math. A. T. DeGaetano.

Students from a range of disciplines become familiarized with such contemporary issues in climatology as global warming and El Niño. Introductions to the natural greenhouse effect, past climates, observed and projected climate changes and impacts. Also natural climate variations and their consequences and predictability. Weekly student-led discussions of issues appearing in journals such as *Nature*.

EAS 296 Forecast Competition

Fall and spring. 1 credit. S-U grades only. Prerequisites: sophomore undergraduate standing in atmospheric science or permission of instructor. D. S. Wilks.

This two-semester course provides daily exercise in probabilistic weather forecasting, in which students compete to forecast local weather most skillfully. Enroll for two consecutive semesters, with credit awarded after the second semester. May be repeated for credit.

EAS 302 Evolution of the Earth System (I) (PBS)

Spring. 4 credits. Prerequisites: MATH 112 or 192 and CHEM 207 or equivalent. W. M. White, W. D. Allmon, and B. L. Isacks.

Course covers the co-evolution of life and the earth system: Earth's early history; plate tectonics, continental drift, and climate changes during the past billion years; mountain building, ice ages, and our own emergence during the past ten million years. Serves as an introduction to methods of interpreting information preserved in the rock record.

EAS 315 Geomorphology (I) (PBS)

Fall. 4 credits. Prerequisite: a 3-credit EAS course. B. L. Isacks

A study of the processes that sculpt the Earth's terrestrial landscapes. Landforms constructed by Earth's internal processes are the point of departure as we examine their modification by physical interaction with the atmosphere. Laboratory exercises include both field examination of landforms of the Finger Lakes area and computer analysis of satellite images and digital elevation models of examples from around the globe. Includes two Saturday field trips.

EAS 321 Introduction to Biogeochemistry (also NTRES 321) (I) (PBS)

Fall. 4 credits. Prerequisites: CHEM 207, MATH 112, plus a course in biology and/or geology. L. A. Derry.

Control and function of the Earth's global biogeochemical cycles. The course begins with a review of the basic inorganic and organic chemistry of biologically significant elements, and then considers the biogeochemical cycling of carbon, nutrients, and metals that take place in soil, sediments, rivers, and the oceans. Topics include weathering, acid-base chemistry, biological redox processes, nutrient cycling, trace gas fluxes, bio-active metals, the use of isotopic tracers, and mathematical models. Interactions between global biogeochemical cycles and other components of the Earth system are discussed.

EAS 322 Biogeochemistry of the Hawaiian Islands

Spring. 4 credits. Prerequisites: BIOEE 261, EAS 321, EAS 455, or permission of instructor. Limited to those enrolled in Cornell Abroad Earth and Environmental Sciences Semester in Hawaii. L. Derry.

A field-oriented study of biogeochemical processes and ecosystem interactions across the Hawaiian islands. Field, class, and laboratory work will focus on how landscape age and climate strongly control biogeochemical cycling and ecosystem development in Hawaii. Other topics include succession of ecosystems, evolution of nutrient cycles, and impacts of invasive species. The class will be structured around field projects, carried out both as groups and individually.

EAS 326 Structural Geology (I) (PBS)

Spring. 4 credits. Prerequisite: one semester of calculus, plus an introductory geology course or permission of instructor. One weekend field trip.
R. W. Allmendinger.

Nature and origin of deformed rocks at microscopic to macroscopic scales, with emphasis on structural geometry and kinematics. Topics include stress, strain, rheology, deformation mechanisms, minor structures, faulting, folding, and structural families.

EAS 331 Climate Dynamics (also ASTRO 331) (I) (PBS)

Fall. 4 credits. Prerequisites: two semesters of calculus and one of physics.
K. H. Cook, P. J. Gierasch.

Processes that determine climate and contribute to its change are discussed, including atmospheric radiation, ocean circulation, and atmospheric dynamics. Contemporary climate change issues are investigated and discussed in the context of natural variability of the system.

[EAS 334 Microclimatology (I) (PBS)

Spring. 3 credits. Prerequisite: a course in physics. Offered alternate years. Next offered 2006. D. S. Wilks.

Considers the relationships of radiant energy, temperature, wind, and moisture in the atmosphere near the ground. The interplay between physical processes of the atmosphere, plant canopies, and soil is examined with emphasis on the energy balance.]

EAS 341 Atmospheric Thermodynamics and Hydrostatics (I) (PBS)

Fall. 3 credits. Prerequisites: 1 year of calculus and 1 semester of physics.
A. T. DeGaetano.

Introduction to the thermodynamics and hydrostatics of the atmosphere and to the

methods of description and quantitative analysis used in meteorology. Topics covered include thermodynamic processes of dry air, water vapor, and moist air and concepts of hydrostatics and stability.

EAS 342 Atmospheric Dynamics (also ASTRO 342) (I) (PBS)

Spring. 3 credits. Prerequisites: 1 year each of calculus and physics. K. H. Cook and P. J. Gierasch.

An introduction to the basic equations and techniques used to understand motion in the atmosphere, with an emphasis on the space and time scales typical of storm systems (the synoptic scale). The governing equations of atmospheric flow are derived from first principles and applied to middle latitude and tropical meteorology. Topics include balanced flow, atmospheric waves, circulation, and vorticity. Text used is Holton's *An Introduction to Dynamic Meteorology*.

[EAS 350 Dynamics of Marine Ecosystems (also BIOEE 350) (I) (PBS)]

Fall. 3 credits. Prerequisites: 1 year of calculus and a semester of oceanography (i.e., EAS 154), or instructor's permission. Not offered 2004-2005. C. H. Greene, R. W. Howarth.

This lecture course covers the interactions of physical and biological processes in marine ecosystems. It begins by looking at these processes on a global scale and works down to the scales relevant to individual organisms. Topics include: global patterns of ocean circulation; global patterns of ocean production; climate variability and the role of the ocean in global climate change; the El Niño/Southern Oscillation; ecosystem dynamics of the open ocean and coastal environments.]

EAS 351 Marine Ecosystems Field Course

Spring. 4 credits. Prerequisites: one semester of calculus (MATH 191/192/193 or MATH 111/112), and two semesters of biology (BIO 101/103-102/104 or 105/106 or 109/110); one semester of oceanography (EAS 104) is recommended. Limited to those enrolled in Cornell Abroad Earth and Environmental Sciences Semester in Hawaii. C. Greene and B. Monger.

This field course covers the interactions of physical and biological processes in marine ecosystems. It starts by looking at these processes on ocean-basin to regional scales and works down to the smaller scales relevant to individual organisms. Students are introduced to modern techniques of marine-ecosystems research, including remote sensing, oceanographic-survey methods, and experimental marine ecology. This course is field and laboratory intensive with students engaged in hands-on, active learning that takes advantage of local resources.

EAS 352 Synoptic Meteorology (I) (PBS)

Spring. 3 credits. Prerequisites: EAS 341 and concurrent enrollment in EAS 342. M. W. Wysocki.

Weather map analysis and forecasting techniques are studied by applying the principles of fluid and heat flow. This course strengthens previously introduced meteorological concepts which are applied to forecasting midlatitude synoptic scale weather systems, such as cyclones, anticyclones, jet streams, fronts, and waves.

EAS 355 Mineralogy (I) (PBS)

Fall. 4 credits. Prerequisites: EAS 101 or 201 and CHEM 207 or 211 or permission of instructor. S. Mahlburg Kay.

The course covers chemical and physical properties and identification of minerals with emphasis on the rock forming minerals that are the principal constituents of the Earth and other planets. Topics include internal and external crystallography, crystal chemistry, introductions to x-ray crystallography and optical mineralogy, and a systematic examination of the structures, chemistry, and occurrence of the rock-forming minerals. Independent project includes use of electron microprobe and x-ray facilities.

EAS 356 Petrology and Geochemistry (I) (PBS)

Spring. 4 credits. Prerequisite: EAS 355. R. W. Kay.

Principles of phase equilibrium as applied to igneous and metamorphic systems. Description, classification, chemistry, origin, regional distribution, and dating of igneous and metamorphic rocks. Geochemical distribution of trace elements and isotopes in igneous and metamorphic systems. The petrological evolution of the planets.

EAS 375 Sedimentology and Stratigraphy (I) (PBS)

Fall. 4 credits. Prerequisite: EAS 101 or 201. J. L. Cisne.

Course covers the formation of sedimentary rocks; depositional processes and environments; correlation of strata in relation to time and environment; petrology of sandstone and limestone; geological age determination; reconstruction of paleogeography and interpretation of earth history from stratigraphic evidence; and organization of strata in stratigraphic sequences.

EAS 388 Geophysics and Geotectonics (I) (PBS)

Spring. 4 credits. Prerequisites: MATH 192 (or 112) and PHYS 208 or 213.

B. L. Isacks.

Covers global tectonics and the deep structure of the solid earth as revealed by investigations of earthquakes, earthquake waves, the earth's gravitational and magnetic fields, and heat flow.

EAS 401 Fundamentals of Energy and Mineral Resources

Spring. 3 credits. L. Cathles.

Fossil fuels will continue to be the prime source of energy for the foreseeable future, and society depends upon mineral resources. This course describes and quantitatively analyzes energy and mineral resources of the Earth. The distribution and nature of Earth resources are described, focusing on U.S. examples. Quantitative tools are then developed and used to understand the processes that accumulate resources to economic levels.

EAS 417 Field Mapping in Argentina (I) (PBS)

Summer. 3 credits. Prerequisites: EAS 210 and 326; Spanish desirable but not required. S. Mahlburg Kay.

Covers modern techniques of geological mapping applied in the region of San Juan, Argentina, including folded and faulted sedimentary rock units of the Andean Precordillera (San Juan River section), intensely deformed Precambrian metamorphic

rocks of the Pampean Ranges (Pie de Palo), and shallow-level silicic intrusives (Cerro Blanco-Ullun).

EAS 434 Reflection Seismology (I) (PBS)

Fall. 3 credits. Prerequisites: MATH 192 and PHYS 208, 213, or equivalent. L. D. Brown.

Fundamentals of subsurface imaging by multichannel seismic reflection techniques as used in oil exploration and geohydrological investigations. Covers survey design, acquisition, analysis, processing, and interpretation in both 2-D and 3-D. Includes discussion of related techniques such as seismic refraction analysis, tomographic inversion, vertical seismic profiling, shear wave exploration, and ground penetrating radar. Lab is keyed to state-of-the-art seismic processing, modeling, and interpretation software from LandMark.

EAS 435 Statistical Methods in Meteorology and Climatology (II) (MQR)

Fall. 3 credits. Prerequisites: an introductory course in statistics (e.g., AEM 210) and calculus. D. S. Wilks.

Covers statistical methods used in climatology, operational weather forecasting, and selected meteorological research applications; some statistical characteristics of meteorological data, including probability distributions and correlation structures; operational forecasts derived from multiple regression models, including the MOS system; forecast verification techniques and scoring rules; and time series analysis, EOFs, and other research topics as time permits.

[EAS 437 Geophysical Field Methods (I) (PBS)]

Fall. 3 credits. Prerequisite: PHYS 213 or 208, or permission of instructor. Offered alternate years. Not offered 2004-2005.

L. D. Brown.

Introduction to field methods of geophysical exploration, especially as applied to environmental issues. Emphasis is on seismic, ground-penetrating radar, gravity, and magnetic techniques. Field surveys carried out at the beginning of the semester are analyzed and interpreted.]

EAS 445 Introduction to Groundwater Hydrology (also BEE 471 and CEE 431) (I/PBS)

Spring. 3 credits. Prerequisite: MATH 294 and ENGRD 202. L. Cathles.

Intermediate-level study of aquifer geology, groundwater flow, and related design factors. Includes description and properties of natural aquifers, groundwater hydraulics, soil water, and solute transport.

[EAS 447 Physical Meteorology (II) (PBS)]

Fall. 3 credits. Prerequisites: 1 year each of calculus and physics. Offered alternate years. Next offered 2005. A. T. DeGaetano.

Primarily a survey of natural phenomena of the atmosphere, with emphasis on their underlying physical principles. Topics include composition and structure of the atmosphere, atmospheric optics, acoustics and electricity, microphysical cloud processes, and principles of radar probing of the atmosphere.]

EAS 451 Synoptic Meteorology II (I) (PBS)

Fall. 3 credits. Prerequisites: EAS 341 and 342. S. J. Colucci.

Structure and dynamics of large-scale, mid-latitude weather systems, such as cyclones,

anticyclones, and waves, with consideration of processes that contribute to temperature changes and precipitation are covered. Laboratory sessions involve real-time weather forecasting and the computer application of a numerical model of the atmosphere to study selected large-scale, mid-latitude weather events.

[EAS 453 Advanced Petrology (I) (PBS)]

Fall. 3 credits. Prerequisite: EAS 356. Offered alternate years. Next offered 2005–2006. R. W. Kay.

Course topics include: magmas and metamorphism in the context of plate tectonics; major and trace element chemistry and phase petrology as monitors of the creation and modification of igneous rocks; and temperature and stress in the crust and mantle and their influence on reaction rates and textures of metamorphic rocks. Application of experimental studies to natural systems.]

[EAS 454 Advanced Mineralogy (I) (PBS)]

Spring. 3 credits. Prerequisite: EAS 355 or permission of instructor. Offered alternate years. Not offered 2004–2005. S. Mahlburg Kay.

Course covers crystallography and crystal chemistry of minerals and the methods of their study. Includes X-ray diffraction, optical methods, computer simulation of crystal structures. Emphasis is on effects of high pressures and temperatures with implications for understanding the Earth's interior.]

[EAS 455 Geochemistry (I) (PBS)]

Fall. 4 credits. Prerequisites: CHEM 207 and MATH 192 or equivalent. Recommended: EAS 356. Offered alternate years. Next offered 2005–2006. W. M. White.

Looks at the Earth from a chemical perspective. Covers the formation of the elements; cosmochemistry; chemical evidence regarding the formation of the Earth and solar system; trace-element geochemistry; isotope geochemistry; geochemical thermodynamics and kinetics; chemical evolution of the crust, mantle, and core; weathering and the chemistry of natural waters; chemistry of rivers and the oceans; hydrothermal systems and ore deposition.]

[EAS 456 Mesoscale Meteorology (I) (PBS)]

Spring. 3 credits. Prerequisites: EAS 341 and 342 or permission of instructor. Offered alternate years. Next offered 2006. S. J. Colucci.

Covers the structure and dynamics of mid-latitude mesoscale weather systems such as fronts, jets, squall lines, convective complexes, precipitation bands, downslope windstorms, mountain breezes, sea breeze circulations, and lake effect snowstorms. The course also considers tropical weather systems and mesoscale modeling.]

[EAS 457 Atmospheric Air Pollution (I) (PBS)]

Fall. 3 credits. Prerequisites: EAS 341 or one course in thermodynamics, and one semester of chemistry, or permission of instructor. Offered alternate years. M. W. Wysocki.

Course examines sources, effects, transport, measurement, and controls of air pollution. The basic principles in each area are discussed with an emphasis on their local, regional, and global impacts.

[EAS 458 Volcanology (I) (PBS)]

Fall. 3 credits. Prerequisite: EAS 356 or equivalent. Offered alternate years. R. W. Kay and W. M. White.

Considers the causes of volcanism, melting in the Earth, and the origin of magmas. Topics include physical volcanology, nature and types of volcanic eruptions and associated deposits, eruption mechanisms; volcanic plumbing systems, magma chamber processes, evolution of magma; volcanism and impact phenomena in the solar system; volcanic hazard assessment and volcano monitoring; and ore deposits associated with volcanism.

[EAS 460 Late Quaternary Paleoecology]

Fall. 3 credits. M. Goman.

This class explores topics in Late Quaternary paleoecology. This course is broadly divided into three sections: 1) introductory topics; 2) research techniques; and 3) field and laboratory-based research.

[EAS 462 Marine Ecology (also BIOEE 462) (I) (PBS)]

Fall. 3 credits. Limited to 75 students. Prerequisite: BIOEE 261. Offered alternate years. C. D. Harvell, C. H. Greene.

Lectures and discussion focus on current research in broad areas of marine ecology with an emphasis on processes unique to marine systems. A synthetic treatment of multiple levels of organization in marine systems including organismal, population, community, ecosystems, and evolutionary biology. Examples are drawn from all types of marine habitats including polar seas, temperate coastal waters, and tropical coral reefs.

[EAS 470 Weather Forecasting and Analysis]

Spring. 3 credits. Prerequisites: EAS 352 and EAS 451. M. W. Wysocki.

An applied course with an opportunity to focus on weather forecasting and analysis techniques for various regions around the world. Lectures emphasize the application of student's knowledge of atmospheric dynamics, thermodynamics, and computer-data analysis to forecast the development and movement of multiscale weather systems. Students participate in weekly forecast discussions, write daily forecasts that include a synoptic discussion, QPF, and severe-weather outlook for the forecast region, and lead class discussion on assigned readings.

[EAS 475 Special Topics in Oceanography]

Fall, spring, summer. 2–6 var. credits. Prerequisites: one semester of oceanography, and permission of instructor. Fall, spring: C. H. Greene; summer: B. C. Monger.

Undergraduate instruction and participation in advanced areas of oceanographic research. Topics change from term to term. Contact instructor for further information.

[EAS 476 Sedimentary Basins: Tectonics and Mechanics (I) (PBS)]

Fall. 3 credits. Prerequisite: EAS 375 or permission of instructor. Offered alternate years. T. E. Jordan.

Covers subsidence of sedimentary basins from the point of view of plate tectonics and geomechanics. Topics include interactions of subsidence, sediment supply, and environmental characteristics in development of stratigraphic sequences; stratigraphic characteristics of active-margin, passive-margin, and cratonic basins; and geophysical

and stratigraphic modeling; sequence stratigraphy. Modern and ancient examples are used.

[EAS 478 Advanced Stratigraphy (I) (PBS)]

Fall. 3 credits. Prerequisite: EAS 375 or permission of instructor. Offered alternate years. Next offered 2005–2006. T. E. Jordan.

Modern improvements on traditional methods of the study of ages and genetic relations among sedimentary rocks, emphasizing 3-D relationships. Techniques and applications of sequence stratigraphy at scales ranging from beds to entire basins. Physical correlation, dating techniques, and time resolution in sedimentary rocks. Physical controls on the stratigraphic record. Numerical modeling.]

[EAS 479 Paleobiology (also BIOEE 479) (I) (PBS)]

Fall. 4 credits. Prerequisites: 1 year of introductory biology and either BIOEE 274, 373, EAS 375, or permission of instructor. Offered alternate years. Not offered 2004–2005. W. Allmon.

A survey of the major groups of organisms and their evolutionary histories. Intended to fill out the biological backgrounds of earth and atmospheric sciences students concerning the nature and significance of the fossil record for their respective studies.]

[EAS 481 Senior Survey of Earth Systems (I) (PBS)]

Spring. 3 credits. Limited to seniors majoring in geological science. Not offered 2004–2005. Staff.

Survey course that integrates undergraduate course work, intended to enhance overall understanding of geological sciences. Emphasis on current models of earth's dynamic systems (e.g., global climate change; mantle evolution). Includes guest lecturers; synthesis and review literature; scientific literature readings; discussions; student presentations.]

[EAS 483 Environmental Biophysics (also CSS 483) (I) (PBS)]

Spring. 3 credits. Offered alternate years. S. J. Riha.

Introduction to basic principles of energy and mass transfer and storage in soil-plant systems. Topics include energy budgets, soil heat flow, water movement in saturated and unsaturated soils, evapotranspiration, water, gas, and nutrient dynamics in the soil-plant-atmosphere continuum. Applications to agronomic and environmental problems and instrument design and use are considered through discussion and problem sets.

[EAS 487 Introduction to Radar Remote Sensing (also ECE 487) (I) (PBS)]

Fall. 3 credits. Prerequisites: PHYS 208 or 213 or equivalent. D. L. Hysell.

Course on the fundamentals of radar, antennas, and remote sensing. Students are exposed to the principles underlying the analysis and design of antennas used for communication and for radar-related applications. They also encounter both a mathematical and a practical description of how radars function, how their performance can be optimized for different applications, and how signals acquired by them can be processed. The objective is to familiarize students with a wide variety of radars rather than turn them into practicing radar engineers. Each topic is developed from basic

principles so students with a wide variety of backgrounds will be able to take the course. Emphasis is placed on radar applications in geophysics, meteorology and atmospheric sciences, astronomy and space sciences. Radar remote sensing of the Earth from spacecraft receives special attention.

EAS 491-492 Undergraduate Research

Fall, spring. 1-4 credits. Staff (B. L. Isacks, coordinator).

Introduction to the techniques and philosophy of research in the earth sciences and an opportunity for undergraduates to participate in current staff research projects. Topics chosen in consultation with, and guided by, a staff member. A short written report is required, and outstanding projects are prepared for publication.

EAS 494 Special Topics in Atmospheric Science

Fall, Spring. 8 credits maximum. S-U grades optional. Undergraduate level. Staff. The department teaches "trial" courses under this number. Offerings vary by semester and are advertised by the department before the beginning of the semester.

EAS 496 Internship experience

Fall or spring. 1-2 credits. S-U grades only. Staff.

EAS 497 Individual Study in Atmospheric Science

Fall or spring. 1-6 credits. S-U grades optional. Students must register with an Independent Study form. Staff.

Topics are arranged at the beginning of the term for individual study or for group discussions.

EAS 498 Teaching Experience in Earth and Atmospheric Sciences

Fall, spring. 1-4 credits. S-U grades only. Staff.

The student assists in teaching an EAS course appropriate to his/her previous training. The student meets with a discussion or laboratory section, prepares course materials, grades assignments, and regularly discusses course objectives and teaching techniques with the faculty member in charge of the course.

EAS 499 Undergraduate Research in Atmospheric Science

Fall or spring. Credit by arrangement. S-U grades only. Students must register with an Independent Study form. Staff.

Independent research on current problems in atmospheric science.

EAS 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 2 or more semesters. L. M. Cathles.

The project may address one of the many aspects of groundwater flow and contamination and must involve a significant geological component and lead to concrete recommendations or conclusions of an engineering nature. Results are presented orally and in a professional report.

EAS 502 Case Histories in Groundwater Analysis

Spring. 4 credits. L. M. Cathles.

Groundwater flow in a specific area, such as a proposed nuclear-waste disposal site, is analyzed in depth. Geological and resource data on the area are presented early in the

course. Then the material is analyzed by students working as an engineering analysis team. Each student makes a weekly progress report and writes part of a final report. Results are presented in a half-day seminar at the end of term.

[EAS 622 Advanced Structural Geology I

Spring. 3 credits. Prerequisites: EAS 326 and permission of instructor. Offered alternate years. R. W. Allmendinger.

Stress-strain theory and application.

Advanced techniques of structural analysis. Topics include finite and incremental strain measurement; microstructure, preferred orientation, and TEM analysis; pressure solution and cleavage development; and experimental deformation. Applications to deformation of unconsolidated sediments, brittle and brittle-ductile deformation of supracrustal strata, and ductile deformation of high-grade metamorphic rocks. Kinematic analysis of shear zones and folds in these regimes.]

EAS 624 Advanced Structural Geology II

Spring. 3 credits. Prerequisites: EAS 326 and permission of instructor. Offered alternate years. R. W. Allmendinger.

Geometry, kinematics, and mechanics of structural provinces. Concentration on thrust belts, rift provinces, or strike-slip provinces. Techniques of balanced cross sections.

[EAS 628 Geology of Orogenic Belts

Spring. 3 credits. Prerequisite: permission of instructor. Not offered 2004-2005. Staff.

A seminar course in which students study specific geologic topics of an orogenic belt selected for study during the term. The course is intended to complement EAS 681.]

[EAS 634 Advanced Geophysics

Fall. 3 credits. Prerequisite: EAS 388 or permission of instructor. Offered alternate years. Not offered 2004-2005.]

EAS 636 Advanced Geophysics II: Quantitative Geodynamics

Spring. 3 credits. Prerequisite: EAS 388 or permission of instructor. Offered alternate years. J. Phipps Morgan.

This course quantitatively studies the deformation, heat transport, and melting processes that have shaped the evolution of the solid Earth. Familiar physical and chemical principles and concepts are applied to the study of mantle convection and melting, mountain building, and erosion processes.

EAS 641 Analysis of Biogeochemical Systems

Spring. 3 credits. Prerequisite: MATH 293 or permission of instructor. Offered alternate years. L. A. Derry.

Dynamics of biogeochemical systems. Kinetic treatment of biogeochemical cycles. Box models, residence time, response time. Analytical and numerical solutions of model systems. Eigen-analysis of linear systems. Feedback and nonlinear cases, problems of uncertainties in natural systems. Modeling software such as Stella II and Matlab; applications to current research of participants or from recent literature.

EAS 651 Atmospheric Physics (also ASTRO 651)

Fall. 3 credits. Prerequisite: a good background in undergraduate calculus and physics is required. Offered alternate years. K. H. Cook, P. J. Gierasch, S. J. Colucci.

A survey of the fundamental physical processes in atmospheres. Topics include thermodynamics of atmospheric gases, moist effects, hydrostatics, convective instability, atmospheric radiation and radiative heating, radiative-convective equilibrium, clouds, cloud microphysics, and precipitation processes. Thermal structure and greenhouse effects on the Earth and other planets are discussed. The course is taught at the level of *Fundamentals of Atmospheric Physics* by Salby.

EAS 652 Advanced Atmospheric Dynamics (also ASTRO 652)

Spring. 3 credits. Prerequisites: EAS 341 and 342 or their equivalent. Offered alternate years. S. J. Colucci, P. J. Gierasch.

Course topics include quasigeostrophic theory, atmospheric waves, hydrodynamic instability, the general circulation of the atmosphere, and topics selected from among numerical weather prediction and tropical, mesoscale, and middle atmosphere processes according to student interest.

EAS 656 Isotope Geochemistry

Spring. 3 credits. Open to undergraduates. Prerequisite: EAS 455 or permission of instructor. Offered alternate years. W. M. White.

Course topics include nucleosynthetic processes and the isotopic abundances of the elements; geochronology and cosmochronology using radioactive decay schemes, including U-Pb, Rb-Sr, Sm-Nd, K-Ar, U-series isotopes, and cosmogenic isotopes such as ^{14}C and ^{36}Cl ; use of radiogenic and stable isotopes in petrology and their application to study of the evolution of the crust and mantle; isotopic evidence regarding the formation of the Earth and the solar system; and stable isotopes and their use in geothermometry, ore petrogenesis, paleontology, and the global climate system.

EAS 666 Applied Multivariate Statistics

Spring. 3 credits. Prerequisites: multivariate calculus, matrix algebra, and two previous courses in statistics. Offered alternate years. D. S. Wilks.

Statistical techniques for multivariate data. Topics include multivariate EDA, the multivariate normal distribution, parametric and nonparametric inference about multivariate means, principal component analysis, canonical correlation analysis, discriminant analysis, and cluster analysis. Geophysical applications are emphasized, using primarily atmospheric and oceanographic data as examples, but the development is general enough to be of broader interest.

[EAS 675 Modeling the Soil-Plant-Atmosphere System (also CSS 675)

Spring. 3 credits. Prerequisites: EAS/CSS 483 or equivalent. Offered alternate years. Next offered 2006. S. J. Riha.

Introduction to the structure and use of soil-plant-atmosphere models. Topics covered include modeling plant physiology, morphology, and development; potential crop production and crop production limited by moisture and nutrient availability; plant-plant competition; and land surface processes as well as model data requirements, validation, and scale. Use of soil-plant-atmosphere models for teaching, research, extension, and policy formation is discussed.]

EAS 692 Special Topics in Atmospheric Science

Fall or spring. 1-6 credits. S-U grades optional. Staff.

Study of topics in atmospheric science that are more specialized or different from other courses. Special topics covered depend on staff and student interests.

EAS 695 Computer Methods in Geological Sciences

Fall, spring. 3 credits. L. Brown, B. L. Isacks.

Independent research projects using state-of-the-art computational resources in the Department of Earth and Atmospheric Sciences. Possibilities include image and seismic processing, seismic and geomechanical modeling, GIS, use of interpretational workshops for 3-D seismic and satellite imagery, modeling fluid flow through complex media.

EAS 700-799 Seminars and Special Work

Fall, spring. 1-3 credits. Prerequisite: permission of instructor. Staff.

Advanced work on original investigations in earth and atmospheric sciences. Topics change from term to term. Contact appropriate professor for more information.

EAS 711 Upper Atmospheric and Space Physics

D. L. Hysell.

EAS 722 Advanced Topics in Structural Geology

R. W. Allmendinger.

EAS 731 Planetary Geodynamics, Active Tectonics, Volcanology, Earthquakes, and Geodesy

M. Pritchard.

EAS 733 Advanced Topics in Geodynamics

Spring. J. Phipps Morgan.

EAS 751 Petrology and Geochemistry

R. W. Kay.

EAS 755 Advanced Topics in Petrology and Tectonics

Fall. 3 credits. J. Phipps Morgan.

EAS 757 Current Research in Petrology and Geochemistry

S. Mahlburg Kay.

EAS 762 Advanced Topics in Paleobiology

W. D. Allmon.

EAS 771 Advanced Topics in Sedimentology and Stratigraphy

T. E. Jordan.

EAS 773 Paleobiology

J. L. Cisne.

EAS 775 Advanced Topics in Oceanography

Spring. C. H. Greene.

EAS 777 Advanced Topics in Climate Dynamics

Spring. K. Cook.

EAS 780 Earthquake Record Reading

Fall. M. Barazangi.

EAS 781 Geophysics Exploration Seismology, Ground-Penetrating Radar

L. D. Brown.

EAS 783 Advanced Topics in Geophysics

B. L. Isacks.

EAS 789 Advanced Topics in Seismology

L. D. Brown.

EAS 793 Andes-Himalayas Seminar

S. Mahlburg Kay, R. W. Allmendinger, B. L. Isacks, T. E. Jordan.

EAS 795 Low Temperature Geochemistry

1-3 credits. S-U letter grade. L. A. Derry.

EAS 796 Geochemistry of the Solid Earth

W. M. White.

EAS 797 Fluid-Rock Interactions

L. M. Cathles.

EAS 799 Soil, Water, and Geology Seminar

Spring. L. M. Cathles, T. S. Steenhuis.

EAS 850 Master's-Level Thesis Research in Atmospheric Science

Fall or spring. Credit by arrangement. S-U grades only. Hours by arrangement. Graduate faculty.

Limited to students specifically in the master's program in atmospheric science.

EAS 950 Graduate-Level Dissertation Research in Atmospheric Science

Fall or spring. Credit by arrangement. S-U grades optional. Hours by arrangement. Graduate faculty.

Limited to students in the atmospheric science Ph.D. program *only before* the "A" exam has been passed.

EAS 951 Doctoral-Level Dissertation Research in Atmospheric Science

Fall or spring. Credit by arrangement. S-U grades optional. Hours by arrangement. Graduate faculty.

Limited to students admitted to candidacy in the atmospheric science Ph.D. program *after* the "A" exam has been passed.

EAST ASIA PROGRAM

140 Uris Hall

J. Whitman, director; D. Boucher, A. Carlson, L. Chen, S. G. Cochran, B. de Bary, H. Diffloth, G. Fields, E. M. Gunn, J. Hagen, T. Hahn, S. Hoare, H. Hong, N. Howson, Y. Katagiri, P. J. Katzenstein, Y. Kawasaki, M. S. Ko, J. V. Koschmann, F. Kotas, N. Larson, J. M. Law, T. P. Lyons, S. Martin, R. McNeal, F. L. Mehta, H. Miyazaki, Y. Nakanishi, V. Nee, A. Pan, L. Paterson, C. A. Peterson, A. Riles, N. Sakai, P. S. Sangren, K. Selden, M. Shin, Y. Shirai, J. J. Suh, R. J. Sukle, K. W. Taylor, Q. Teng, H. Wan, Q. Wang, D. X. Warner, R. Weiner, Emeritus: R. Barker, K. W. Brazell, P. Chi, E. H. Jordan, L. C. Lee, J. McCoy, T. L. Mei, R. J. Smith, M. W. Young

The East Asia Program draws together faculty from departments and fields throughout the university who participate in a program of research and teaching on the civilizations and cultures of East Asia. Courses are offered through departments in the humanities and social sciences, as well as in the fields of business, city and regional planning, international and comparative labor relations, and rural sociology. The Department of Asian Studies offers language courses in Mandarin, Cantonese, Korean, and Japanese, 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., or an M.A./Ph.D. in a discipline such as agricultural economics, anthropology, city and regional planning, government, history, history of art, linguistics, literature, rural sociology, or sociology. Graduate students concentrating on East Asia may apply for a variety of fellowships and travel grants offered by the East Asia Program. The formal program of study is enriched by numerous events and extracurricular activities, including films, workshops, art exhibits, lectures, symposia, and cultural and artistic performances on East Asia. With over a half million holdings in Chinese, Japanese, Korean, and western languages, the Wason Collection in Kroch Library is a major national resource for research on East Asia. A 5,000-piece collection representing the full range of Chinese, Japanese, and Korean art may be seen at the George and Mary Rockwell Galleries in the Herbert F. Johnson Museum of Art.

ECONOMICS

U. Possen, chair; R. Masson, graduate field representative; T. Lyons, director of undergraduate studies; T. Bar, L. Barseghyan, K. Basu, L. Blume, R. Burkhauser, S. Coate, D. Easley, R. Ehrenberg, G. Fields, A. Guerdjikova, G. Hay, Y. Hong, R. Kanbur, N. Kiefer, S. Klonner, T. Lyons, M. Majumdar, T. Mitra, F. Molinari, M. Nielsen, T. O'Donoghue, K. Park, A. Razin, D. Sahn, R. E. Schuler, K. Shell, T. Vogelsang, H. Y. Wan, Jr., Y. Wen, J. Wissink, T. Zhu, A. Zussman. Emeritus: T. E. Davis, W. Isard, A. Kahn, P. D. McClelland, G. Staller, E. Thorbecke, J. Vanek

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.

The Major**Prerequisites**

ECON 101 and 102 and MATH 111 (or equivalents, with approval of the director of undergraduate studies), all with grades of C or better.

ECON 301 with a grade of C or better substitutes for 101; ECON 302 with a grade of C or better substitutes for 102.

Requirements

Eight courses listed by the Department of Economics at the 300 level or above, or approved by the student's major adviser, all with grades of C- or better. (S-U grade option is not allowed.)

These eight courses must include:

1. ECON 313 and 314
2. ECON 321, or ECON 319 and 320 (ECON 313, 314, 321 or 319, 320 should be completed before senior year.)
3. at least three courses from the following: 318, 320, 322-399

ECON 301 with a grade of B or better substitutes for both 101 and 313; ECON 302 with a grade of B or better substitutes for both 102 and 314.

If ECON 321 is applied toward the major, neither 319 nor 320 can be applied.

ECON 498 and 499 *cannot* be counted toward the eight-course requirement.

If ECON 313 is applied to the major, ECON 301 cannot be.

If ECON 314 is applied to the major, ECON 302 cannot be.

If both ECON 367 and ECON 368 are taken, only one can be applied to the major.

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 should select ECON 319-320 rather than 321 and should consider including some of the following courses in their majors:

ECON 367, Game Theoretic Methods

ECON 368, Game Theory

ECON 416, Intertemporal Economics

ECON 419, Economic Decisions under Uncertainty

ECON 445-446, Topics in Microeconomic and Macroeconomic Analysis

Students planning careers in business management should consider including some of the following courses in their majors:

ECON 333, Financial Economics

ECON 351 or 352, Industrial Organization

ECON 361-362, International Trade and Finance

ECON 440-441, Analysis of Agricultural Markets and Commodity Futures Markets.

ECON 443, Personnel Economics for Managers

In addition to completing the Economics major, such students should also consider courses in accounting and subjects such as finance, marketing, entrepreneurship, business administration, and business law. Courses in these subjects are offered by the Department of Applied Economics and Management; the School of Hotel Administration; and the Johnson Graduate School of Management.

Students planning to attend Law School should consider including some of the following courses in their majors:

ECON 351 or 352, Industrial Organization

ECON 354, Economics of Regulation

ECON 361-362, International Trade and Finance

ECON 404, Economics and the Law

In addition to completing the Economics major, such students should inquire at Career Services, College of Arts and Sciences, concerning recommended courses offered by other departments.

Courses

ECON 101 Introductory Microeconomics (III) (SBA)

Fall, spring, winter, and summer. 3 credits.
ECON 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, who receives income, and how the price system is modified and influenced by private organizations and government policy.

ECON 102 Introductory Macroeconomics (III) (SBA)

Fall, spring, winter, and summer. 3 credits.
ECON 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 230 International Trade and Finance (III) (SBA)

For description, see AEM 230.

ECON 301 Microeconomics (III) (SBA)

Fall. 4 credits. Prerequisite: calculus.
Intended for students with strong analytical skills who have not taken ECON 101, 102. Can be used to replace both ECON 101 and 313. (Can replace 313 only with grade of B or better.) This course covers the topics taught in ECON 101 and 313. An introduction to the theory of consumer and producer behavior and to the functioning of the price system.

ECON 302 Macroeconomics (III) (SBA)

Spring. 4 credits. Prerequisite: ECON 301.
Intended for students with strong analytical skills who have not taken ECON 101, 102. Can be used to replace both ECON 102 and 314. This course covers the topics taught in ECON 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 307 Introduction to Peace Science (also CRP 495.18) (III) (SBA)

Winter session. 3 credits. Prerequisites: ECON 101-102 or permission of instructor.
Introduction to the theories of and research on conflict resolution. Topics include conflict, its role and impact on society; theories of aggression and altruism; causes of war; game theory; conflict management procedures and other analytical tools and methods of peace science; and alternatives to war.

ECON 313 Intermediate Microeconomic Theory (III) (SBA)

Fall, spring, and summer. 4 credits.
Prerequisites: ECON 101-102 and calculus.
The pricing processes 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 (III) (SBA)

Fall, spring, and summer. 4 credits.
Prerequisites: ECON 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 319 Introduction to Statistics and Probability (II) (MQR)

Fall and spring. 4 credits. Prerequisites: ECON 101-102 and MATH 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 (II) (MQR)

Fall and spring. 4 credits. Prerequisites: ECON 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 (II) (MQR)

Fall. 4 credits. Prerequisites: ECON 101-102 and calculus.
This course provides an introduction to statistical methods and principles of probability. Topics 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 322 World Economic History # (III) (HA)

Spring. 4 credits. Prerequisites: ECON 101 and 102 or the equivalent.
An economist's perspective on the comparative evolution of selected economic and social institutions, with emphasis on trade, finance, population growth and technological change.

[ECON 323 American Economic History # (III) (SBA)

Fall. 4 credits. Prerequisites: ECON 101-102 or equivalent. Not offered 2004-2005.
Problems in American economic history from the first settlements to early industrialization are surveyed.]

ECON 324 American Economic History # (III) (SBA)

Spring. 4 credits. Prerequisites: ECON 101-102 or equivalent.
A survey of problems in American economic history from the Civil War to World War I.

ECON 325 Cross Section and Panel Econometrics (II) (MQR)

Spring. 4 credits. Prerequisite: ECON 320.
This course is an introduction to cross-section and panel econometrics. Topics include multiple-regression analysis with qualitative information to models, simple and advanced panel data methods, informal variable, estimation, simultaneous equation models.

ECON 327 Time Series Econometrics

Spring. 4 credits. Prerequisite: ECON 320.
This course is an introduction to time-series econometrics. Topics include stationary time series, ARMA models, multivariate models, non-stationary models and unit roots, and co-integration.

ECON 331 Money and Credit (III) (SBA)

Spring. 4 credits. Prerequisites: ECON 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 (III) (SBA)

Spring. 4 credits. Prerequisites: ECON 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 (III) (SBA)

Fall. 4 credits. Prerequisites: ECON 101-102 and 313, or their equivalent, and one semester of calculus.

The role of government in a free market economy is analyzed. Topics include public goods, market failures, allocation mechanisms, optimal taxation, effects of taxation, and benefit-cost analysis. Current topics of an applied nature vary from term to term.

ECON 336 Public Finance: Resource Allocation and Fiscal Policy (III) (SBA)

Spring. 4 credits. Prerequisites: ECON 101-102, 313 or their equivalent and 1 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 339 State and Local Public Finance (III) (SBA)

Spring. 4 credits. Prerequisites: ECON 313. Not offered 2004-2005.

This course examines the role of subnational governments and jurisdictions in the economy. Among the broad questions addressed are: what tasks are optimally assigned to local governments? What impact can such assignment have on efficiency and equity? How do inter-government financial relations affect these outcomes? The theory and evidence on these issues are analyzed, with frequent application to current issues, like debates surrounding local, school district-based provision of education.]

ECON 341 Economics of Wages and Employment II (III)

For description, see ILRLE 440.

ECON 342 Economic Analysis of the University

For description, see ILRLE 608.

ECON 351 Industrial Organization I (III) (SBA)

Fall. 4 credits. Prerequisite: ECON 313 or its equivalent.

This course examines markets with only a few firms (i.e., oligopolies), and the primary focus is the strategic interactions between firms. Topics include static competition in oligopolies, cartels and other forms of collusive behavior, competition between firms producing differentiated products, entry behavior, R&D behavior, and government interventions in oligopoly industries (e.g., antitrust laws).

ECON 352 Industrial Organization II (III) (SBA)

Spring. 4 credits. Prerequisite: ECON 313 or its equivalent.

This course primarily focuses on the pricing decisions of firms. The course does not consider the strategic response of other firms to these pricing decisions. The pricing decisions include price discrimination, commodity bundling, pricing a product line and pricing a durable good. In addition to pricing decisions, the course considers topics associated with private information such as adverse selection, signaling, and moral hazard. Numerous theoretical models are presented and empirical results are discussed.

ECON 354 The Economics of Regulation (III) (SBA)

Fall. 4 credits. Prerequisite: ECON 313 or equivalent.

Regulation constrains individual and institutional behavior. These interfaces between the private and public sectors are explored in terms of their rationale, efficacy, and economic consequences. Regulation is examined as a system of incentives that guides the development and efficient functioning of markets, that moulds the behavior of regulated industries like utilities and that elicits socially desirable levels of pollution, congestion, risk and benefits from externality-generating activities. How the various professions (law, accounting and engineering) view and address these challenges are examined in light of their economic effects.

ECON 361 International Trade Theory and Policy (III) (SBA)

Fall. 4 credits. Prerequisites: ECON 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 (III) (SBA)

Spring and summer. 4 credits. Prerequisites: ECON 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 367 Game Theoretic Methods (III) (SBA)

Spring. 4 credits. Prerequisites: ECON 101 or equivalent. ECON 367 is not a prerequisite for ECON 368.

This course introduces students to the use of game-theoretic methods for the social sciences. This leads to an analysis of the social and political foundations of economics that prepares students to think strategically on social and economic matters and thus serves as a background for more advanced courses in economics, game theory, and related social sciences.

ECON 368 Game Theory (formerly ECON 467) (II) (MQR)

Fall. 4 credits. Prerequisites: ECON 313 and 319. ECON 367 is not a prerequisite for ECON 368.

This course studies mathematical models of conflict and cooperation in situations of uncertainty (about nature and about decision makers).

ECON 371 Economic Development (III) (SBA)

Fall. 4 credits. Prerequisites: ECON 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 (III) (SBA)

Spring. 4 credits. Prerequisite: ECON 101-102.

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 404 Economics and the Law (III) (SBA)

Fall. 4 credits. Prerequisite: ECON 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 405 Auction Seminar (II) (MQR)

Spring. 4 credits. Prerequisites: ECON 314, 319, 320, and 368.

This course uses theoretical and empirical methods to analyze bidding behavior in auctions. The first part of the course studies theoretical models of auctions. The role of private information is discussed in the context of two empirically important auction formats: the first-price-sealed-bid and the open-ascending-bid auction. Bid-shading and the winner's curse are explained in these models. Optimal selling strategies as well as the issue of bidder collusion are analyzed. In the second part of the course, empirical evidence on these topics is discussed in the context of outer continental-shelf oil auctions, Internet auctions, and treasury bill and spectrum auctions. One session is devoted to an auction experiment in class. In the final part of the course, students present and debate the issues of their term papers. Readings will be assigned weekly from the reading packet.

ECON 408 Production Economics and Policy (III) (SBA)

For description, see AEM 608.

ECON 409 Environmental Economics (III) (SBA)

For description, see AEM 451.

ECON 415 Price Analysis (III) (SBA)

For description, see AEM 415.

ECON 416 Intertemporal Economics (III) (SBA)

Fall. 4 credits. Prerequisites: ECON 313.

This course is intended for advanced economics majors who are especially interested in economic theory. Topics covered: 1) review of the one good Ramsey model of optimal savings and accumulation; conditions for intertemporal efficiency in production; comparative dynamics and sensitivity analysis; 2) some earlier models of capital accumulation; the roles of present value and internal rate of return in guiding investment decisions; 3) growth, exhaustible resources; pollution and conservation; discussion of the trade-offs facing a society.

ECON 417 History of Economic Analysis # (III) (HA)

Spring. 4 credits. Prerequisites: ECON 101-102 or permission of instructor. Covers early writings in economics and their relationship to current economic analysis and policy issues. Examples include: 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 419 Economic Decisions under Uncertainty (III)]

Fall. 4 credits. Prerequisites: ECON 313 and 319. Not offered 2004-2005. This course provides an introduction to the theory of decision making under uncertainty with emphasis on economic applications of the theory.]

ECON 420 Economics of Family Policy—Adults

ECON 420 and 421 together, count as one course for the Economics major. For description, see PAM 320.

ECON 421 Economics of Family Policy—Children

ECON 420 and 421 together, count as one course for the Economics major. For description, see PAM 321.

ECON 430 Policy Analysis: Welfare Theory, Agriculture, and Trade (III) (SBA)

For description, see AEM 630.

[ECON 431 Monetary Economics (II) (MQR)]

Spring. 4 credits. Prerequisites: ECON 313 and 314. Not offered 2004-2005. This is a course on monetary theory, history, and policy. Topics include transaction costs, centralized and bilateral trading, media of exchange, international exchange and monetary arrangements, and central bank and its policy.]

ECON 434 Financial Economics, Derivatives, and Risk Management (III) (SBA)

Summer only. 4 credits. Prerequisites: ECON 313. This course helps students understand, design, and price derivative contracts. Topics include pricing of forwards, options, and swaps; developing trading strategies with derivatives; using derivatives for financial risk

management; and the importance of flexibility in various economic settings.

ECON 440 Analysis of Agricultural Markets

ECON 440 and 441 together, count as one course for the Economics major. For description, see AEM 640.

ECON 441 Commodity Futures Markets

ECON 440 and 441 together, count as one course for the Economics major. For description, see AEM 641.

ECON 443 Personnel Economics for Managers

For description, see ILRLE 433.

ECON 444 Modern European Economic History

For description, see ILRLE 444.

ECON 445 Industrial Policy (III) (SBA)

Fall. 4 credits. Prerequisite: ECON 313. The highlights of the course include 1) the role of the state in an industrial society; the drive for industrialization; the prevention of de-industrialization; the views of the Nobelists—Friedman, the Libertarian vs. North, the institutionist; the original intent of *laissez-faire* 2) the major debates—the pros and cons of the Washington Consensus (“liberalization”); IMF and “conditionality”; market failure vs. government failure as roots for crises; 3) the East Asian episodes; Komiya on the Japanese MITI—early successes/recent problems; Linsu Kim about Korean policy—are subsequent difficulties the necessary price for the early triumphs?; industrial policy without protectionism (the cases of Singapore and Penang, Malaysia)—viable approaches under the WTO rules; 4) present developments and implications; trade frictions (the export expansion of the PRC); environmental concerns.

[ECON 446 Topics in Macroeconomic Analysis—Is Keynesianism Dead? (III)]

Fall or spring. 4 credits. Prerequisites: ECON 314. Not offered 2004-2005. 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 review critically critiques to Keynesian theory.]

ECON 447 Economics of Social Security (III) (SBA)

For description, see PAM 346.

ECON 450 Resource Economics (III) (SBA)

For description, see AEM 450.

ECON 451 Economic Security (III) (SBA)

For description, see ILRLE 340.

ECON 453 The Economics of Unemployment (III) (SBA)

For description, see ILRLE 348.

ECON 454 Special Topics in Labor Economics

For description, see ILRLE 440.

ECON 455 Income Distribution (III) (SBA)

For description, see ILRLE 441.

ECON 456 The Economics of Employee Benefits (III) (SBA)

For description, see ILRLE 442.

ECON 457 Women in the Economy (III) (SBA)

For description, see ILRLE 445.

ECON 458 Topics in Twentieth-Century Economic History (III) (SBA)

For description, see ILRLE 448.

ECON 459 Economic History of British Labor 1750-1940 (III) (SBA)

For description, see ILRLE 446.

ECON 460 Economic Analysis of the Welfare State (III) (SBA)

For description, see ILRLE 642.

ECON 461 The Economics of Occupational Safety and Health (III) (SBA)

For description, see ILRLE 644.

ECON 464 Economics of Agricultural Development (III) (SBA)

For description, see AEM 464.

ECON 465 Food and Nutrition Policy (III) (SBA)

For description, see AEM 665.

ECON 469 China's Economy under Mao and Deng @ (III) (SBA)

Fall. 4 credits. Prerequisites: ECON 101-102 or permission of instructor. Examines the development of the Chinese economy and the evolution of China's economic system between the early 1990s and late 1990s.

ECON 470 Economics of Information (also ECON 669) (II) (MQR)

Spring. 4 credits. Prerequisite: ECON 609. Classic models of “perfect competition” require that economic agents are fully informed, or at least equally informed, about all relevant economic information: Prices, descriptions of commodities, and so forth. This course studies theoretical models that examine the difficulties of resource allocation when this assumption fails. The course discusses models of auctions, adverse selection, bargaining, mechanism design, moral hazard, screening, searching and sorting. The course begins with a survey of rudimentary incomplete information games that is useful in reading the literature to follow. Evaluation is through problem sets and exams.

ECON 473 Economics of Export-Led Development @ (III) (SBA)

Spring. 4 credits. Prerequisites: ECON 313, 314, or their equivalent. This course examines the phenomenon of export-led development from both the theoretical and empirical points of view. Concentration is on experiences within the West Pacific Rim.

ECON 474 National and International Food Economics (III)

For description, see NS 457.

ECON 475 The Economy of India @ (III) (SBA)

Fall. 4 credits. Prerequisite: ECON 101-102 or equivalent background. This course presents the major economics and development problems of contemporary India and examines the country's future economic prospects. It is, however, our aim to discuss these problems in their proper historical

perspectives. Hence, the course starts with a brief outline of the social and political history of India. It then turns to a more detailed account of the economic history of India in two stages.

ECON 476 Decision Theory I (also ECON 676 and CIS 576) (II) (MQR)

Fall. 4 credits.

Research on decision theory resides in a variety of disciplines including computer science, economics, game theory, philosophy, and psychology. This course attempts to integrate these various approaches. The course is taught jointly by faculty from Game Theory and Computer Science. The course has several objectives. First, we cover basic decision theory. This theory, sometimes known as "rational choice theory," is part of the foundation for the disciplines listed above. It applies to decisions made by individuals or by machines. Second, we cover the limitations of and problems with this theory. Issues discussed here include decision theory paradoxes revealed by experiments, cognitive and knowledge limitations, and computational issues. Third, we cover new research designed in response to these difficulties. Issues covered include alternative approaches to the foundations of decision theory, adaptive behavior and shaping the individual decisions by aggregate/evolutionary forces and more computationally based approaches.

ECON 477 Decision Theory II (also ECON 677, CIS 577) (II) (MQR)

Spring. 4 credits. Prerequisite: ECON 476 or 676 or CIS 576.

A continuation of ECON 476.

ECON 494 Economic Methods for Engineering and Management

For description, see CEE 594.

ECON 498 Independent Study in Economics

Fall or spring. Variable credit.

Independent study.

ECON 499 Honors Program

Fall and spring. 8 credits. Prerequisites: ECON 313, 314, 321 (or 319-320).

Consult the director of undergraduate studies for details. Admission is competitive. Interested students should apply to the program in the spring semester of their junior year.

Graduate Courses and Seminars

ECON 609 Microeconomic Theory I

Fall. 4 credits.

Topics in consumer and producer theory.

ECON 610 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 611 Microeconomic Theory III

Spring. 4 credits. Prerequisites: ECON 609 and 610.

This class is a part of a three-semester sequence in microeconomic theory. It provides a rigorous underpinning of partial equilibrium competitive analysis and reviews theories of non-competitive markets, including Bertrand, Cournot, and monopolistic competition. It covers the classical sources of market failure (public goods, externalities,

and natural monopoly) and discusses market failures stemming from informational asymmetries. It also provides an introduction to contract theory, bargaining theory, social choice theory, and the theory of mechanism design.

ECON 613 Macroeconomic Theory I

Fall. 4 credits.

Course covers the following topics: static general equilibrium; intertemporal general equilibrium: infinitely lived agents models and overlapping generations models; welfare theorems; equivalence between sequential markets and Arrow-Debreu Markets; Ricardian proposition; Modigliani-Miller theorem; asset pricing; recursive competitive equilibrium; the Neoclassical Growth Model; calibration; and introduction to dynamic programming.

ECON 614 Macroeconomic Theory II

Spring. 4 credits.

Course covers the following topics: dynamic programming; stochastic growth; search models; cash-in-advance models; real business-cycle models; labor indivisibilities and lotteries; heterogeneous agents models; optimal fiscal and monetary policy; sustainable plans; and endogenous growth.

ECON 617 Intermediate Mathematical Economics I

Fall. 4 credits. Prerequisites: calculus II and intermediate linear algebra.

The course covers selected topics in Matrix algebra (vector spaces, matrices, simultaneous linear equations, characteristic value problem), calculus of several variables (elementary real analysis, partial differentiation, convex analysis), classical optimization theory (unconstrained maximization, constrained maximization).

ECON 618 Intermediate Mathematical Economics II

Spring. 4 credits.

A continuation of ECON 617, the course develops additional mathematical techniques for applications in economics. Topics may include study of dynamic systems (linear and nonlinear difference equations, differential equation, chaotic behavior), dynamic optimization methods (optimal control theory, nonstochastic and stochastic dynamic programming), and game theory (repeated dynamic and evolutionary games).

ECON 619 Econometrics I

Fall. 4 credits. Prerequisites: ECON 319-320 or permission of instructor.

This course gives the probabilistic and statistical background for meaningful application of econometric techniques. Topics include 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; statistics: sample statistics, sufficiency, exponential families of distributions. Further topics in statistics are considered in ECON 620.

ECON 620 Econometrics II

Spring. 4 credits. Prerequisite: ECON 619.

This course is a continuation of ECON 619 (Econometrics I) covering 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 econometrics: the general linear model, generalized least squares, specification tests, instrumental variables, dynamic regression models, linear simultaneous equation models, nonlinear models, and applications.

ECON 639 Public Political Economy (also CEE 528)

Spring. 4 credits. Prerequisites: ECON 313 or equivalent.

Topics covered include the intrinsic nature of goods and services, decreasing cost of production, externalities and congestion, attributes and government regulation essential for an effective market, the efficient role of government in non-market resource allocation methods, methods for inferring the demand for public goods, efficient public decision-making, the supply of public services and raising revenue through taxes and user-fees. Particular emphasis is placed on the intersection between fairness and efficiency in resolving conflicts over public good provision, including defining jurisdictions for the provision of particular services. Examples emphasize the proper provision of infrastructure services: physical (transportation, utilities, tele-information); human-capital (education and R&D); and biological (renewable resources, species diversity and the environment).

ECON 669 Economics of Information (also ECON 470)

Spring. 4 credits. Prerequisite: ECON 609.

For description, see ECON 470. Students enrolled in ECON 669 will have different grading exercises than those enrolled in ECON 470.

ECON 676 Decision Theory I (also CIS 576)

For description, see ECON 476.

ECON 677 Decision Theory II (also CIS 577)

For description, see ECON 477.

ECON 691 Health Economics I

For description, see PAM 691.

ECON 699 Readings in Economics

Fall or spring. Variable credit.

Independent study.

ECON 703 Seminar in Peace Science

Fall. 4 credits.

Among the topics covered at an advanced level are game theory are: coalition theory, bargaining and negotiation processes, cooperative procedures, microbehavior models, macro-social processes, and general systems analysis.

ECON 710 Stochastic Economics: Concepts and Techniques

Spring. 4 credits. Prerequisites: ECON 609, 610, 613, 614, 619, and 620.

This course reviews a number of techniques that have been useful in developing stochastic models of economic behavior. These include discrete-time Markov processes, dynamic programming under uncertainty, and continuous-time diffusion processes. Examples of economic models are 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 gain exposure to current research.

ECON 712 Advanced Macroeconomics

4 credits. Prerequisites: ECON 613, 614.
The purpose of this course is to introduce students to some of the topics and analytic techniques of current macroeconomic research. The course falls into three parts: dynamic programming, new Keynesian economics, and recent theories of economic growth. The dynamic programming section includes models of consumption, investment, and real business cycles. The new Keynesian section covers models of wage and price rigidity, coordination failure, and credit markets. The section on endogenous growth looks at recent efforts to add nonconvexities to models of optimal growth. These topics are intended to complement the material on overlapping generations covered elsewhere.

ECON 713 Advanced Macroeconomics II

Spring, 4 credits. Prerequisites: ECON 613, 614.
This course reviews the most recent research in endogenous growth theory. This theory is little more than a decade old, but it has produced a large number of both empirical and theoretical results that have substantially reshaped the general field of macroeconomics. It is perhaps no exaggeration to say that most of the work at the frontier of today's macroeconomics belongs to this field. An increasing number of papers have been touching important issues such as learning by doing, R&D investment, market structure, private and public organization of R&D, education financing, human capital accumulation, technological unemployment, growth and business cycles, inequality and growth, political equilibrium, democracy and growth, instability, social conflict, capital accumulation, intergenerational and vested interests and barriers to technology adoption, international transfers of technologies, and sustainable development.

This course aims to orient the student in this large and variegated literature consisting of recently published articles and working papers. Understanding this literature is a sound training in the analytical methods used at the frontier of theoretical research, but it also provides a number of empirical results at the center of the economic debate.

ECON 714 Empirical Macroeconomics

Spring, 4 credits. Prerequisites: ECON 613 and 614.
This advanced graduate-level macroeconomics course emphasizes empirical applications. Students learn how to deal with data and how to estimate and test macroeconomic theories, and can develop research topics in applied macroeconomics for their dissertations.

ECON 717 Mathematical Economics

4 credits. Prerequisites: ECON 609-610 (or equivalent training in micro theory) and MATH 413-414 (or equivalent training in analysis).
The primary theme of this course is to explore the role of prices in achieving an efficient allocation of resources in dynamic economies. Some of the classical results on static equilibrium theory and welfare economics on attaining optimal allocation through decentralized organizations are examined through an axiomatic approach. Some basic issues on capital theory are also analyzed.

[ECON 718 Topics in Mathematical Economics

4 credits. Not offered 2004-2005.]

ECON 719 Advanced Topics in Econometrics I

Fall, 4 credits. Prerequisites: ECON 619-620 or permission of instructor.
Covers 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 720 Advanced Topics in Econometrics II

Spring, 4 credits. Prerequisites: ECON 619-620 or permission of instructor.
For description see ECON 719.

ECON 721 Time Series Econometrics

Spring, 4 credits. Prerequisites: ECON 619-620 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; and estimation and testing in models with integrated regressors including, unit root tests, cointegration, and permanent vs. transitory components.

ECON 722 Topics in Time Series Econometrics

Spring, 4 credits. Prerequisite: ECON 721.
This course covers topics not treated by ECON 721. These include co-integration, fractional integration, long memory, and ARCH/GARCH models. Other topics may also be considered based on the interests of the students.

ECON 723 Semi/Non Parametric Econometrics

Fall, 4 credits. Prerequisite: ECON 619-620 or permission of instructor.
This course analyzes the ways identification problems limit the conclusions that may be drawn in empirical economic research and studies how identified and partially identified parameters can be estimated. In the first part of the course, the focus is on nonparametric models. Ways data can be combined with weak assumptions to yield partial identification of population parameters are discussed.

ECON 731 Monetary Economics

Spring, 4 credits. Prerequisites: ECON 614 or permission of the instructor.
Covers advanced topics in monetary economics, macroeconomics, and economic growth—such as overlapping-generations, taxes and transfers denominated in money, transactions demand for money, multi-asset accumulation, exchange rates, and financial intermediation.

ECON 732 Monetary Economics

Fall, 4 credits. Prerequisites: ECON 731 or permission of the instructor.
Covers advanced topics in monetary economics, macroeconomics, and economic growth—such as economic volatility, the "burden" of government debt, restrictions on government borrowing, dynamic optimization, endogenous growth theory, technological evolution, financial market frictions, and cyclical fluctuations.

ECON 735 Public Finance: Resource Allocation and Fiscal Policy (also AEM 735)

Fall, 4 credits.
This course develops a mathematical and highly analytical understanding of the role of government in market economies and the fundamentals of public economics and related issues. Topics covered include generalizations and extensions of the fundamental theorems of welfare economics, in-depth analysis of social choice theory and the theory on implementation in economic environments, public goods and externalities and other forms of market failure associated with asymmetric information. The theoretical foundation for optimal direct and indirect taxation is also introduced along with the development of various consumer surplus measures and an application to benefit cost analysis. Topics of an applied nature vary from semester to semester depending on faculty research interests.

ECON 736 Public Finance: Resource Allocation and Fiscal Policy

Spring, 4 credits.
This course spends a large part of the semester covering the revenue side of public finance. Topics include the impact of various types of taxes as well as the determination of optimal taxation. The impact of taxation on labor supply, savings, company finance and investment behavior, risk bearing, and portfolio choice are explored. Other topics include the interaction of taxation and inflation, tax evasion, tax incidence, social security, unemployment insurance, deficits, and interactions between different levels of government.

[ECON 737 Location Theory and Regional Analysis

Fall, 4 credits. Prerequisites: ECON 609, 617, and Econometrics. Not offered 2004-2005.
Covers 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 738 Public Choice

Spring, 4 credits. Prerequisites: ECON 609, 610.
This class has two parts. It begins with an introduction to economic theories of political decision making. We review the theory of voting, theories of political parties and party competition, theories of legislative decision making and interest group influence. We also discuss empirical evidence concerning the validity of these theories. The second part uses these theories to address a number of issues in public economics. We develop the theory of political failure, analyze the performance of alternative political systems and discuss the problem of doing policy analysis which takes into account political constraints.

ECON 739 Advanced Topics in State and Local Public Finance

Spring. 4 credits. Prerequisites: ECON 609, 620.

This course provides an in-depth examination of microeconomic theory surrounding the role of subnational governments and jurisdictions in the economy. Among the broad questions address are: What tasks are optimally assigned to local governments? What impact can such assignment have on efficiency and equity? In addition to the theoretical foundations on these issues, the course explores recent empirical evidence in this area, with particular attention to the research designs and data used in relevant papers.

ECON 741 Seminar in Labor Economics
For description see ILRLE 744.**ECON 742 Seminar in Labor Economics**
For description see ILRLE 745.**ECON 743 Seminar in Labor Economics**
For description see ILRLE 746.**ECON 746 Economics of Higher Education**
For description, see ILRLE 746.**ECON 747 Economics of Higher Education**
For description, see ILRLE 747.**ECON 748 Applied Econometrics I**
For description, see ILRLE 741.**ECON 749 Applied Econometrics II**
For description, see ILRLE 742.**ECON 751 Industrial Organization and Regulation**
Fall. 4 credits. Prerequisites: ECON 609, 610.

This course focuses primarily on recent theoretical advances in the study of industrial organization. Topics covered include: market structure, nonlinear pricing, quality, durability, location selection, repeated games, collusion, entry deterrence, managerial incentives, switching costs, government intervention, and R&D/Patents. These topics are discussed in a game-theoretic context.

ECON 752 Industrial Organization and Regulation
Spring. 4 credits. Prerequisites: ECON 609, 610, 751.

This course rounds out some topics in the theory of industrial organization with the specific intent of addressing the empirical implications of the theory. The course reviews empirical literature in the SCP paradigm and in the NEIO paradigm.

[ECON 753 Public Policy Issues for Industrial Organizations

Spring. 4 credits. Prerequisites: ECON 609, 610, and 751. Not offered 2004–2005.

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 756 Noncooperative Game Theory
Fall. 4 credits. Prerequisites: ECON 609–610 and 619.

This course surveys equilibrium concepts for noncooperative games. We cover Nash equilibrium and a variety of equilibrium

refinements, including perfect equilibrium, proper equilibrium, sequential equilibrium and more! We pay attention to important special classes of games, including bargaining games, signalling games, and games of incomplete information. Most of our analysis is from the strict decision-theoretic point of view, but we also survey some models of bounded rationality in games, including games played by automata.

ECON 757 Economics of Imperfect Information

Spring. 4 credits. Prerequisites: ECON 609–610 and 619.

The purpose of this course is to consider some major topics in the economics of uncertain information. Although the precise topics considered vary from year to year, subjects such as markets with asymmetric information, signalling theory, sequential choice theory, and record theory are discussed.

ECON 758 Psychology and Economic Theory

Fall, spring. 4 credits. Prerequisites: graduate core or instructor's permission.

This course explores the ways in which insights from psychology can be integrated into economic theory. Evidence is presented on how human behavior systematically departs from the standard assumptions of Economics and how this can be incorporated into modeling techniques.

ECON 760 Topics in Political Economy

Fall. 4 credits. Prerequisite: economics graduate core or instructor's permission.

This course develops 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 are 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 begins by devoting some lectures to elementary ideas in game-theory and strategic analysis.

ECON 761 International Economics: Trade Theory and Policy

Fall. 4 credits. Prerequisites: ECON 609, 610.

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 762 International Economics: International Finance and Open Economy Macroeconomics

Spring. 4 credits. Prerequisite: ECON 761.

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 are covered.

ECON 763 Topics in International Economic History

Spring. 4 credits. Prerequisite: a solid understanding of international trade and finance.

This course will cover selected topics in modern economic history. The focus will be on the process of international economic integration, or globalization. We will trace the roots of globalization and its evolution in the last several centuries. Special attention will be paid to the relationship between international market integration and economic growth.

ECON 770 Topics in Economic Development

For description, see AEM 667.

ECON 771 Empirical Methods for the Analysis of Household Survey Data: Applications to Nutrition, Health, and Poverty

Spring. 4 credits. Prerequisites: ECON graduate core.

This course is focused on empirical methods for the analysis of household survey data. It explores the hands-on use of such data to address policies issues related to welfare outcomes, particularly nutrition, health, education, and poverty. The course covers empirical methods as they apply to a series of measurement and modeling issues, as well as the valuation of interventions. While we briefly review underlying theory, the course attempts to bridge the gap between theory and practice, addressing issues such as model identification, functional form, estimation techniques to control for endogeneity and heterogeneity, and so forth. The course grade is based primarily on two empirical exercises, and related write-up, as well as class participation. Students are given actual household data sets and software with which to conduct exercises. These data enable students to apply analytical techniques discussed. Data sets are provided from African, Asian, and Latin American countries.

ECON 772 Economics of Development

Spring. 4 credits. Prerequisites: first-year graduate economic theory and econometrics.

Analytical approaches to the economic problems of developing nations. Topics to be covered include 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 773 Economic Development

Fall. 4 credits. Prerequisites: ECON 609, 610, and 611.

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 774 Economic Systems

Spring. 4 credits.

The course deals with economic systems, formerly centrally planned economies, and economies in transition.

ECON 784 Seminars in Advanced Economics

Fall and spring. 4 credits.

ENGLISH

L. Brown, chair; K. McClane, director of undergraduate studies (255-3492); J. Adams, director of graduate studies (255-7989); D. Schwarz, director of honors program; F. Bogel, L. Bogel, M. P. Brady, J. Carliacio, C. Chase, E. Cheyfitz, B. Correll, J. Culler, S. Davis, E. DeLoughrey, L. Donaldson, L. Fakundiny, D. Fried, A. Fulton, A. Galloway, R. Gilbert, K. Gottschalk, E. Hanson, L. Herrin, T. Hill, M. Hite, P. Janowitz, B. Jeyifo, W. Jones, R. Kalas, M. Koch, D. Mao, B. Maxwell, D. McCall, M. McCoy, M. K. McCullough, H. S. McMillin, S. Mohanty, R. Morgan, T. Murray, R. Parker, M. Puchner, M. Raskolnikov, N. Saccamano, S. Samuels, P. Sawyer, H. Shaw, S. Siegel, H. Spillers, S. Vaughn, L. VanClief-Stefanon, H. Viramontes, N. Waligora-Davis, W. Wetherbee, S. Wong, Emeriti: M. H. Abrams, B. Adams, J. Bishop, J. Blackall, A. Caputi, D. Eddy, R. Elias, M. Jacobus, C. Kaske, A. Lurie, P. Marcus, J. McConkey, D. Mermin, S. Parrish, J. Porte, M. Radzinowicz, E. Rosenberg, 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 analysis. Literature courses focus variously on close reading of texts, study of particular authors and genres, questions of critical theory and method, and the relationship of literary works to their historical contexts and to other disciplines. Writing courses typically employ the workshop method in which students develop their skills by responding to the criticism of their work by their classmates as well as their instructors. Many students supplement their formal course work in English by attending public lectures and poetry readings sponsored by the department or by writing for campus literary magazines. The department seeks not only to foster critical analysis and lucid writing but also to teach students to think about the nature of language and to be alert to both the rigors and the pleasures of reading texts of many sorts.

First-Year Writing Seminars

As part of the university-wide First-Year Writing Seminars program administered by the John S. Knight Institute for Writing in the Disciplines, the department offers many one-semester courses dealing with various forms of writing (e.g., narrative, autobiographical, and expository), with the study of specific areas in English and American literature, and with the relation of literature to culture. Students may apply any of these courses to their First-Year Writing Seminar requirement. Detailed course descriptions may be found in the First-Year Writing Seminars program listings, available from college registrars in August for the fall term and in November for the spring term.

Freshmen interested in majoring in English are encouraged to take at least one of the department's 200-level First-Year Writing Seminars: The Reading of Fiction (ENGL 270), The Reading of Poetry (ENGL 271), and Introduction to Drama (ENGL 272). These courses are open to all second-term freshmen. They are also open, as space permits, to first-term freshmen with scores of 700 or above on the CEEB College Placement Tests in English composition or literature, or 4 or 5 on

the CEEB Advanced Placement Examination in English, as well as to students who have completed another First-Year Writing Seminar.

Courses for Nonmajors

For students majoring in fields other than English, the department provides a variety of courses at all levels. A number of courses at the 200 level are open to qualified freshmen, and all are open to sophomores. Courses at the 300 level are open to all sophomores, juniors, and seniors; they are also open to freshmen who have received the instructor's prior permission. The suitability of courses at the 400 level for nonmajors depends in part on the course topics, which are subject to change from year to year. Permission of the instructor is sometimes required; prior consultation is always in order and strongly advised.

The Major in English

Students who major in English develop their own programs of study in consultation with their major advisers. Some choose to focus on a particular historical period or literary genre or to combine sustained work in creative writing with the study of literature. Others pursue interests in such areas as women's literature, African-American literature, literature and the visual arts, or critical theory.

The department recommends that students prepare themselves for the English major by taking one or more of its preparatory courses, such as The Reading of Fiction (ENGL 270), The Reading of Poetry (ENGL 271), or Introduction to Drama (ENGL 272). (The "ENGL" prefix identifies courses sponsored by the Department of English, all of which appear in the English section of *Courses of Study* or the department's supplementary lists of courses; it also identifies courses sponsored and taught by other academic units and cross-listed with English.) These courses concentrate on the skills basic to the English major and to much other academic work—responsive, sensitive reading and lucid, strong writing. As First-Year Writing Seminars, any one of them will satisfy one-half the College of Arts and Science's First-Year writing requirement. ENGL 280, 281, 288, and 289 are also suitable preparations for the major and are open to students who have completed their First-Year Writing Seminar requirement. ENGL 201 and 202, which together constitute a two-semester survey of major British writers, though not required are strongly recommended for majors and prospective majors. ENGL 201 and 202 (unlike ENGL 280, 281, 288, and 289) are also "approved for the major" in the special sense of that phrase explained below.

To graduate with a major in English, a student must complete with passing letter grades 10 courses (40 credit hours) approved for the English major. All ENGL courses numbered 300 and above are approved for the major. In addition, with the exception of First-Year Writing Seminars (ENGL 270, 271, and 272), 200-level courses in creative and expository writing (ENGL 280, 281, 288, and 289), and courses designated for nonmajors, all 200-level ENGL courses are also approved for the major. Courses used to meet requirements for the English major may also be used to meet the "Humanities and the Arts" distribution requirement of the College of Arts and Sciences. Many of these courses may be used

to meet the college's "historical breadth" requirement as well.

Of the 40 credits required to complete the major, 8 credits (two courses) must be at the 400 level or above; 12 credits (three courses) must be from courses in which 50 percent or more of the material consists of literature originally written in English before 1800; and another 12 credits (three courses) must form an intellectually coherent "concentration." The 400-level and pre-1800 requirements may be satisfied only with ENGL courses, and ENGL 493-494, the Honors Essay Tutorial, may not be used to satisfy either one. Courses that satisfy the pre-1800 requirement are so designated in *Courses of Study*. Many English majors use ENGL 201 to begin meeting this requirement since it provides an overview of earlier periods of British literature and so enables them to make more informed choices of additional pre-1800 courses. ENGL 202 does not qualify as a pre-1800 course. Neither do courses offered by other departments unless they are cross-listed with English. Advanced courses in foreign literature may not be used to fulfill the pre-1800 requirement, but they may be used for English major credit provided they are included within the 12-credit limit described below. The three-course concentration requirement may be satisfied with any courses approved for the major. The department's "Guide to the English Major" suggests areas of concentration and offers examples of courses that fall within those areas, but majors define their own concentrations in consultation with their advisers.

As many as 12 credits in appropriate courses offered by departments and programs other than English may be used to satisfy English major requirements. Courses in literature and creative writing offered by academic units representing neighboring or allied disciplines (German Studies, Romance Studies, Russian, Asian Studies, Classics, Comparative Literature, Africana Studies, the Society for the Humanities, American Studies, Feminist, Gender and Sexuality Studies, Religious Studies, Asian American Studies, Latino Studies, and Theatre, Film, and Dance) are routinely counted toward the 40 hours of major credit provided they are appropriate for juniors or seniors, as are most courses at the 300 level and above. English majors who are double majors may exercise this option even if all 12 credits are applied to their second major. All English majors are urged to take courses in which they read foreign works of literature in the original language, and for that reason 200-level literature courses for which qualification is a prerequisite (as well as more advanced foreign literature courses) may be counted toward the English major. Credit from other non-ENGL courses may be included within the 12 credits of non-departmental courses approved for the major only when the student is able to demonstrate to the adviser's satisfaction their relevance to his or her individual program of study.

The Major in English with Honors

Second-term sophomores who have done superior work in English and related subjects are encouraged to seek admission to the department's program leading to the degree of Bachelor of Arts with Honors in English. Following an interview with the chair of the Honors Committee, qualified students will be admitted provisionally to the program. During

their junior year these students complete at least one Honors Seminar (ENGL 491 or 492) and are encouraged to take an additional 400-level English course in the area of their thesis topic. On the basis of work in these and other English courses, a provisional Honors candidate is expected to select a thesis topic and secure a thesis adviser by the end of the junior year. A student who has been accepted by a thesis adviser becomes a candidate for Honors rather than a provisional candidate.

During the senior year, each candidate for Honors in English enrolls in a yearlong tutorial (ENGL 493–494) with the faculty member chosen as thesis adviser. The year's work culminates in the submission of a substantial scholarly or critical essay to be judged by at least two members of the faculty. More information about the Honors Program may be found in a leaflet available in the English offices.

First-Year Writing Seminars Recommended for Prospective Majors

ENGL 270 The Reading of Fiction

Fall, spring, summer. 3 credits. Each section limited to 17 students. Recommended for prospective majors in English. *This course does not satisfy requirements for the English major.*

This course examines modern fiction, with an emphasis on the short story and novella. Students write critical essays on authors who flourished between 1870 and the present, such as James, Joyce, Woolf, Hurston, Lawrence, Fitzgerald, Hemingway, Faulkner, Rhys, Welty, Salinger, and Morrison. Reading lists vary from section to section, and some may include a novel, but close, attentive, imaginative reading and writing are central to all.

ENGL 271 The Reading of Poetry

Fall, spring. 3 credits. Each section limited to 17 students. Recommended for prospective majors in English. *This course does not satisfy requirements for the English major.*

How can we become more appreciative, alert readers of poetry, and at the same time better writers of prose? This course attends to the rich variety of poems written in English, drawing on the works of poets from William Shakespeare to Sylvia Plath, John Keats to Li-Young Lee, Emily Dickinson to A. R. Ammons. We may read songs, sonnets, odes, villanelles, even limericks. By engaging in thorough discussions and varied writing assignments, we explore some of the major periods, modes, and genres of English poetry, and in the process expand the possibilities of our own writing.

ENGL 272 Introduction to Drama

Fall, spring. 3 credits. Each section limited to 17 students. Recommended for prospective majors in English. *This course does not satisfy requirements for the English major.*

Students in this seminar study plays, older and newer, in a variety of dramatic idioms and cultural traditions. Plays being performed by the theatre department will be included, if possible. A typical reading list might include works by Sophocles, Shakespeare, Chekhov, Brecht, Miller, Beckett, and Shange. Course work consists of writing and discussion and the occasional viewing of live or filmed performances.

Expository Writing

ENGL 288–289 Expository Writing (IV) (LA)

Fall, spring, summer, and winter. 3 credits. Each section limited to 16 students. Students must have completed their colleges' first-year writing requirements or have the permission of the instructor. S. Davis and staff.

ENGL 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 of exposition, a disciplinary area, a practice, or a topic intimately related to the written medium. Course members will read in relevant published material and write and revise their own work regularly, while reviewing and responding to one another's. 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. English 288–89 does not satisfy requirements for the English major. See <http://instruct1.cit.cornell.edu/Courses/engl288-289/> for descriptions of the individual sections:

- Sec 1 Hollywood and the Art Film—N. Davis.
- Sec 2 The Reflective Essay—S. Adcock.
- Sec 3 Gangsters, Hippies, Punks, and Ravers: American Subcultures—J. Kuszai.
- Sec 4 Finding Justice in the Law—A. Ely.
- Sec 5 Media Events: Making Stories in Fact and Fiction—A. Naimou.
- Sec 6 Issues, Audiences, and Ourselves—B. LeGendre.
- Sec 7 Making the News—J. Carlacio.

See English department course offerings for full fall and spring section descriptions.

This course does not satisfy requirements for the English major.

ENGL 381 Reading As Writing (IV) (LA)

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 before the first day of class. S. Davis.

In this course we engage in the reading–writing process in several ways. We read a small number of nineteenth- and twentieth-century novels and poems, writing frequently about them and reading one another's writing as collaborators and commentators. We pay attention to the way our own readings may, critically and creatively, rewrite the literary texts we read, as well as to the way writers' original literary works can be "readings" of those of other writers. 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. It is advantageous for those planning to write honors theses in English or another discipline. On the 2004 list: Nabokov's *Pale Fire*, Brontë's *Jane Eyre*, Wordsworth's two-part *Prelude*, Rhys's *Wide Sargasso Sea*, Conrad's *Heart of Darkness*, Salih's *Season of Migration to the North*, and Wilde's *Picture of Dorian Gray*.

ENGL 386 Philosophic Fictions (IV) (LA)

Spring. 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 before the first day of class. S. Davis.

"Fictions"—of voice, audience, plot, point of view, figurative language, and thought—abound in good expository writing; they stand out in works that deliberately test and play with ideas: dialogues, satires, parodies, parables, philosophic tales, and "thought-experiments." Students will write critically about such works and the issues they raise and will experiment with writing in similar forms. The "fictions" read and written in this course are not realistic narratives or evocations of personal experience; they are the vehicles and animating resources of writers who want to argue flexibly, provoke thought, ridicule vice or folly, play games, or involve readers in pleasingly or disturbingly insoluble problems. Readings will include such works as Plato's *Gorgias* and *Republic*, Swift's "Modest Proposal" and *Tale of a Tub*, Voltaire's *Candide*, Carroll's Alice books, dystopias by Ursula Le Guin and Caryl Churchill, short fictions by Jorge Luis Borges and Octavia Butler, and essays by Richard Rorty and Martha Nussbaum.

[ENGL 387 Autobiography: Theory and Practice (IV) (LA)]

Spring. 4 credits. Next offered 2005–2006. K. Gottschalk.]

ENGL 388 The Art of the Essay (IV) (LA)

Fall. 4 credits. Limited to 15 students. By permission of instructor on the basis of writing samples. Interested students should submit one or more pieces of recent writing (prose) to the instructor before the beginning of the term, preferably at pre-enrollment. L. Fakundiny.

For both English majors and nonmajors who have done distinguished work in first-year writing seminars and in such courses as ENGL 280–281, 288–289, and who desire intensive practice in writing essays as a kind of creative nonfiction. 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 conceptually rich and stylistically polished writing.

Creative Writing

Students usually begin their work in Creative Writing with ENGL 280 or 281, and only after completion of the First-Year Writing Seminar requirement. Please note that either ENGL 280 or ENGL 281 is the recommended prerequisite for 300-level creative writing courses. ENGL 280 and 281 may satisfy a distribution requirement in your college (please check with your college adviser). ENGL 382–383, 384–385, and 480–481 are approved for the English major.

ENGL 280–281 Creative Writing (IV) (LA)

Fall, spring, summer, winter. 3 credits. Prerequisite: completion of the First-Year Writing Seminar requirement. Limited to 18 students.

Majors and prospective majors, please note. Although recommended for prospective English majors, ENGL 280–281 cannot be counted toward the 40 credits required for completion of the English major. It is a prerequisite for 300-level courses in creative

writing, which count toward the major. ENGL 280 is not a prerequisite for ENGL 281.

An introductory course in the theory, practice, and 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.

ENGL 382-383 Narrative Writing (IV) (LA)

Fall, 382; spring, 383. 4 credits each term. Each section limited to 15 students. Prerequisite: ENGL 280 or 281 and permission of instructor based on submission of a manuscript (bring manuscript to first day of class). Fall: sec 1, S. Vaughn; sec 2, D. McCall; sec 3, R. Morgan. Spring: sec 1, J. R. Lennon; sec 2, S. Vaughn; sec 3, M. McCoy; sec 4, H. Viramontes.

The writing of fiction; study of models; analysis of students' work.

ENGL 384-385 Verse Writing (IV) (LA)

Fall or summer, 384; spring 385. 4 credits. Each section limited to fifteen students. Prerequisite: ENGL 280 or 281 and permission of instructor based on the submission of a manuscript (bring manuscript on first day of class). Fall: sec 1, L. Van-Clief Stefanon; sec 2, P. Janowitz. Spring: sec 1, A. Fulton; sec 2, K. McClane.

The writing of poetry; study of models; analysis of students' poems; personal conferences.

ENGL 480-481 Seminar in Writing (IV) (LA)

Fall, 480; spring 481. 4 credits each term. Each section limited to 15 students. Prerequisite: permission of instructor, normally on the basis of a manuscript. The manuscript should be submitted to the instructor no later than the first day of class. Previous enrollment in ENGL 280 or 281 and at least one 300-level writing course recommended. Successful completion of one half of the 480-481 sequence does not guarantee enrollment in the other half; students must receive permission of the instructor to enroll in the second course. Fall: Sec. 1, L. Herrin, sec. 2, R. Morgan; spring: P. Janowitz, M. McCoy.

Intended for those writers who have already gained a basic mastery of technique. Although ENGL 480 is not a prerequisite for ENGL 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.

Courses for Freshmen and Sophomores

These courses have no prerequisites and are open to freshmen and nonmajors as well as majors and prospective majors.

Introductions to Literary Studies

ENGL 201-202 The English Literary Tradition # (IV) (LA)

201: fall. 4 credits. ENGL 201, not a prerequisite for 202, may be used as one of the three pre-1800 courses required of English majors. D. Fried.

An introduction to the study of English literature, examining its historical development and achievements from its beginnings to the middle of the seventeenth century. Focus is on the close reading of major works from a range of genres and modes, including heroic poem, romance, fabliau, history play, sonnet sequence, love lyric, court masque, pastoral, and epic. Readings include *Beowulf*; *Sir Gawain and the Green Knight*; selections from Chaucer's *Canterbury Tales*; Elizabethan sonnets; Shakespeare's *Henry IV, Part 1*; poems by Donne, Marvell, and Herbert; and selections from Milton's *Paradise Lost*. Students will do some short creative exercises designed to highlight features of language and style, as well as write two four to six-page papers in critical analysis. Lectures and small weekly discussion sections.

202: spring. 4 credits. D. Fried.

An introductory survey of English literature from the late seventeenth century to the start of the twentieth century. We begin with the satires of the Restoration and eighteenth century including Pope's mock epic *The Rape of the Lock*, Swift's *Gulliver's Travels*, and selections from Johnson's poems and criticism. Selections from the writings of the Romantic era include Blake's illuminated books *Songs of Innocence* and *Songs of Experience*, and poems and prose of Wordsworth, Coleridge, Shelley, and Keats, along with a novel by Jane Austen. We end with dramatic monologues and other lyrics from the Victorian era by Tennyson, Browning, Arnold, and Hopkins, plus Wilde's play *The Importance of Being Earnest*. Lectures are supplemented by small discussion groups once a week. Short creative exercises introduce techniques of close reading and approaches to literary language and style.

ENGL 203 Introduction to American Literatures (also AM ST 206) (IV) (LA)

Fall. 4 credits. E. Cheyfitz.

This course is intended as an introduction to some important American literatures within the context of the European invasion of the Americas beginning in 1492. Our focus is on the way U.S. literature represents this invasion through the rubrics of race, gender, and class in the period before the Civil War, which was dominated by the issues of Indian removal, slavery, and westward expansion. The readings come from a list that includes Native American oral narratives; documentary narratives of European imperialism and colonization (the journal of Columbus, the Coronado expedition, and William Bradford's *Of Plymouth Plantation*) and the African diaspora (Oludah Equiano's *The Interesting Narrative*); narratives of captivity among the Indians (Mary Rowlandson and Mary Jemison); slave narratives (Frederick Douglass and Harriet Jacobs); autobiography (Benjamin Franklin, William Apess, and Black Hawk); political declarations and manifestos (John Winthrop's "A Model of Christian Charity," Thomas Paine's *Common Sense*, The Declaration of Independence, the *Federalist*, David Walker's *Appeal*, the Seneca

Falls *Declaration of Sentiments*, Henry David Thoreau's "Resistance to Civil Government," Apess's "Eulogy on King Philip"); legal cases (*Cherokee Nation v. Georgia* and *Dred Scott v. Sandford*); ethnographies (Roger Williams' *A Key into the Language of America*; and Lewis Henry Morgan's *League of the Iroquois*); essays (Ralph Waldo Emerson); poetry (Phillis Wheatley, Walt Whitman, Emily Dickinson) and fiction (James Fenimore Cooper, Herman Melville, Edgar Allan Poe, Lydia Maria Child, Harriet Beecher Stowe, Catherine Maria Sedgwick, Harriet Wilson, Martin Delany, and John Rollin Ridge).

ENGL 204 Introduction to American Literatures: The Making of America: Reconstruction to the Present (also AM ST 207) (IV) (LA)

Spring. 4 credits. J. Carlacio.

The Civil War marked an important moment in America's growth as it attempted to come to terms with its past of racialized and colonialist imperialism. And yet, the country continued to struggle to identify itself not only broadly as a democratic nation but also specifically as a "melting pot" of individuals fighting for their civil and sovereign rights. We examine texts that speak directly to these issues. For example, we study how Americans, through prose, poetry, and fiction, used writing to exemplify and articulate their desire for citizenship as well as for the right to act out a politics of difference. To this end, we read both canonical and extra-canonical texts that engage in a conversation about these issues, such as those authored by Native Americans, including Momaday, Welch, and Vizenor; African Americans, including Harper, Washington, du Bois, Hurston, Hughes, Walker, Ellison, Lorde, and Morrison; Asian Americans, including Lee, Chin, and Mukerjee; Latino/a Americans, including Acosta, Anzaldúa, and Cisneros; Jewish Americans including Spiegelman; and, of course, Anglo-Americans, including Chopin, Gilman, Wharton, Faulkner, Hemingway, O'Connor, Carver, Vonnegut, and Rich. This course, intended only as a survey of American literature since the Civil War, blends lecture with discussion and includes several short and long writing assignments.

ENGL 205 Introduction to World Literatures in English (IV) (LA)

Spring. 4 credits. E. DeLoughrey.

In this course we read contemporary literature from Africa, the Caribbean, the Middle East, South Asia, and the Pacific Islands (including New Zealand). We examine how literatures produced in the former colonies of the British Empire are in dialog with each other, and how they inscribe the complex relationship between native traditions and western colonialism. The course is particularly concerned with how representations of local identities (the intersections between gender, sexuality, nation, ethnicity, and religion) help us understand the global production of postcolonial literature in English. We draw from multiple artistic genres (the novel, performance poetry, short stories, and film) to raise questions about what might constitute "world literature." Authors may include Chinua Achebe, Patricia Grace, Jamaica Kincaid, Mutabaruka, Bapsi Sidhwa, and Derek Walcott.

ENGL 206 Novels and Other Narratives (IV) (LA)

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. W. Jones. While we might find it hard to imagine a world without novels, the novel as we know it in Anglo-American culture emerged relatively recently, in eighteenth-century England. And while individual novels certainly differ in scope and subject, the genre nevertheless still can be characterized by its emphasis on morality and realism, concerns that have much to do with its history. We look at how historical and social factors in the eighteenth century, including the prominence of middle-class ethics and the development of print culture, gave rise to concerns that the novel addressed both in its form and content, and which continue to be relevant today. We also examine a critical vocabulary with which to talk about novels and other forms of narrative. Readings are likely to include works by Haywood, Defoe, Richardson, Austen, and Brontë (Emily).

[ENGL 207 Introduction to Modern Poetry (IV) (LA)]

Spring. 4 credits. No prior study of poetry necessary. Next offered 2005–2006. D. Mao.]

ENGL 208 Shakespeare and the Twentieth Century (IV) (LA)

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. S. Davis. What can we learn about Shakespeare's plays from their reception in the twentieth century? What can we learn about twentieth-century cultures from their appropriations of these texts and their reinventions of Shakespeare? We compare four or five plays with their adaptations in film and theatre and explore the uses made of Shakespeare in education, advertising, and public culture. We confront the vast differences and startling continuities between the Shakespeare handed down by earlier times and the Shakespeares recovered or invented in the modern era; we also pay attention to the variety of critical approaches readers and viewers have taken to Shakespeare on the page and in performance. For spring 2005, tentatively: *Romeo and Juliet*, *Titus Andronicus*, *Othello*, *Macbeth*, and *Tempest*, and plays by Vogel, Stoppard, and Césaire; and films or stage productions directed by Lurhmann, Madden, Taymor, Kurosawa, Suzman, and Greenaway.

ENGL 209 Introduction to Cultural Studies (IV) (CA)

Fall. 4 credits. B. Correll. Ads, advice columns, reality shows, MTV, salsa, hip-hop, films and more bombard our thoughts and senses with encoded messages. This course looks closely at many kinds of culture that we encounter in our everyday lives and introduce students to some of the key critical work that has been written about them. Examples come from a range of texts, both "high" and "low," visual and literary, contemporary and historical. The course follows a lecture-discussion format.

ENGL 227 Shakespeare # (IV) (LA)

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. B. Correll. A lecture and discussion course that offers students a survey of representative Shakespearean comedies, tragedies, and

history plays. Our study includes attention to forms, themes, and historical contexts, including history of the early modern English theatre.

ENGL 295 The Essay in English # (IV) (LA)

Fall. 4 credits. Prerequisite: completion of the first-year writing seminar requirement. This course may be used as one of the three pre-1800 courses required of English majors. L. Fakundiny.

What is an essay? How does it work as prose discourse, as a text of the self? Impelled by such generic questions and others first raised by Montaigne's French *Essais* (1588), this course explores the invention of the essay in English during the sixteenth and seventeenth centuries, its flowering in the periodicals and magazines of the eighteenth and early nineteenth centuries, and its subsequent permutations across the English-speaking world. Readings include selections from the work of Bacon, Cornwallis, Donne, Earle, Cowley, Swift, Addison, Johnson, Franklin, Goldsmith, Lamb, Hazlitt, and Irving. Essays by earlier writers are matched rhetorically 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 class for students interested in reading essays and in thinking about how this nonfiction prose genre accommodates the range of discursive possibilities from narration and description to exposition and argument. No special background in literary history is assumed.

Major Genres and Areas**[ENGL 240 Survey in U.S. Latino Literature (also LSP 240 and AM ST 240) (IV) (LA)]**

Fall. 4 credits. Next offered 2005–2006. M. P. Brady.]

ENGL 244 Sophomore Seminar: Studies in Irish Culture (IV)

Fall. 4 credits. Limited to 15 students. S. Siegel.

This seminar traces the history of Anglo-Irish relations before and after the Act of Union (1801). It is keyed to the Cromwellian invasions and their repercussions; the linguistic predicament in Ireland; the place of the theatre in eighteenth-century Dublin; Dublin's view of itself as a cultural center of Europe; the Great Irish Famine; the emergence of the Republic of Ireland (1921); varieties of Irish music; Irish filmmakers and their subjects; and the Irish diaspora. Readings in contemporary historiography supplement primary material drawn from Irish newspapers, periodicals, and government documents.

We ask two questions as we view the artwork and architecture of Ireland and read Irish dramatists, poets, and novelists. One concerns our own assumptions; the second concerns those of others: How are we to understand the relation of the history of the time to the art of the time? And what were the various responses the inhabitants of Ireland gave to themselves when they asked who the Irish are, how to address that question, and who speaks for "Ireland"?

This is a special seminar sponsored by the John S. Knight Institutes Sophomore Seminars Program Seminars offer discipline-specific

study within an interdisciplinary context. While not restricted to sophomores, the seminars aim at initiating students into the disciplines outlook, discourse community, modes of knowledge, and ways of articulating that knowledge. Enrollment is limited to 15. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

ENGL 251 Twentieth-Century Women Writers (also FGSS 251 and AM ST 252) (IV) (LA)

Spring. 4 credits. K. McCullough. What or who is a "woman writer"? What is "American literature" and what, indeed, is "America"? What, finally, is the relation among these categories? These are the basic questions from which this course will proceed. We will focus our attention on issues of both individual and national identities and the impacts on them of structuring national discourses such as region, race, gender, sexuality, class, and ethnicity. Authors under consideration may include the following: Nella Larsen, Dorothy Allison, Louise Erdrich, Toni Morrison, Helena María Viramontes, Fae Ng, Cristina Garcia, and others. Assignments include one short paper, a midterm, a final paper, and a number of short in-class writings.

ENGL 252 Sophomore Seminar: Late Twentieth-Century Women Writers and Visual Culture (also VISST 252) (IV)

Spring. 4 credits. Limited to 15 students. S. Samuels.

Women writers and artists in late twentieth-century America present nationalism through their bodies. In doing so, they can be extremely graphic. In addition to looking at food and sexuality in visual representations, we read selections from literary sources. Authors include Jessica Hagedorn, Oonya Kempadoo, Jamaica Kincaid, and Edwidge Danticat. Artists include Renee Cox, Mary Kelley, and Shirin Neshat.

This is a special seminar sponsored by the John S. Knight Institutes Sophomore Seminars Program Seminars offer discipline-specific study within an interdisciplinary context. While not restricted to sophomores, the seminars aim at initiating students into the disciplines outlook, discourse community, modes of knowledge, and ways of articulating that knowledge. Enrollment is limited to 15. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

[ENGL 255 African Literature @ (IV) (LA)]

Fall. 4 credits. Next offered 2005–2006. B. Jeyifo.]

[ENGL 260 Introduction to American Indian Literatures in the United States (also AM ST 260) (IV) (LA)]

Spring. 4 credits. Next offered 2005–2006. E. Cheyfitz.]

[ENGL 262 Asian American Literature (also AAS 262 and AM ST 262) (IV) (LA)]

Spring. 4 credits. Next offered 2005–2006. S. Wong.]

ENGL 274 Scottish Literature and Culture # (IV) (LA)

Spring. 3 or 4 credits. The course may be taken for 3 or 4 credits; those taking it for 4 credits will complete an additional writing project. If taken for four credits, it counts toward the English major, but nonmajors are welcome. This course may be used as one of the three pre-1800 courses required of English majors. T. Hill and H. Shaw.

Scotland was an independent kingdom during most of its history. Although it is now politically united with England, it preserves a cultural distinctiveness. This course provides an introduction to Scottish literature and its cultural context. We focus on important Scottish literary texts, with special emphasis on the medieval period and the eighteenth through the twentieth centuries. 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 include Henryson, Dunbar, Anonymous (the Scottish Ballads), Burns, Scott, Stevenson, Grassie Gibbon, Spark, and several twentieth-century writers of short stories. Students view the film *The Prime of Miss Jean Brodie*.

ENGL 276 Desire (also COM L 276, FGSS 276, THETR 278) (IV) (LA)

Spring. 4 credits. E. Hanson.

Sexual desire is a series of scripted performances, a set of stories we tell ourselves about ourselves. Through a critical discussion of "these pleasures which we lightly call physical," to borrow a phrase from the French novelist Colette, we might discover a deeper appreciation for the strange narrative of someone else's desire, or perhaps even the strange narrative of our own. We begin with the theory that desire has a history, even a literary history, and we examine classic texts in some of its most influential modes: Platonic, Christian, romantic, decadent, psychoanalytic, feminist, and queer. This course is an introductory survey of European dramatic texts from Plato and Aristophanes to Jean Genet and Caryl Churchill; and it is also a survey of the most influential trends in modern sexual theory and sexual politics, including the work of Freud, Foucault, Barthes, and various feminists and queer theorists. Topics for discussion include Greek pederasty, sublimation, hysteria, sadomasochism, homosexuality, pornography, cybersex, feminism, and other literary and performative pleasures, and the focus is always on expanding our critical vocabulary for considering sex and sexual desire as a field of intellectual inquiry.

[ENGL 293 Survey in African American Literature (also AM ST 293) (IV) (LA)]

Fall. 4 credits. The course is designed for majors, but will be open to all interested students. Next offered 2005-2006. H. Spillers.]

Special Topics**[ENGL 210 Medieval Romance: Voyage to the Otherworld # (IV) (LA)]**

Spring. 3 credits. Next offered 2005-2006. T. Hill.]

[ENGL 235 Rewriting the Classics: Stories of Travels and Encounters (also FGSS 235) (IV) (CA)]

4 credits. Next offered 2005-2006. E. DeLoughrey.]

ENGL 263 Studies in Film Analysis: Monsters and Misfits: Hollywood's Misogynist Myths of Women (also FGSS 263 and FILM 264) (IV) (LA)

Spring. 4 credits. Students enrolling in this seminar must be free to view films late afternoons on Mondays and Tuesdays. A "lab fee" of \$25 will be charged. Permission of the instructor required. L. Bogel.

Exploring a series of (mostly) Hollywood films, we consider the cultural, political, sexual, and psychological implications of conservative myths that demonize women in film. Mainstream misfits and monstrous mothers, love-lorn ladies and sermonizing suffragettes, language-lacking loners and marriage-mangling marauders, vampires and aliens: all film genres make room to exclude misfits, co-opt them back into the circle, or define community norms in opposition to them. We view, discuss, and read about such films as *The Piano Teacher*, *The Hand that Rocks the Cradle*, *Psycho*, *The Manchurian Candidate* (two versions), *Safe*, *The Piano*, *Far From Heaven*, *The Searchers*, *Alien*, *Gilda*, *Fatal Attraction*, *The Stepford Wives* (two versions), *The Haunting*, *Carrie*, *Boys Don't Cry*, and *The Bitter Tears of Petra von Kant*.

ENGL 268 Culture and Politics of the 1960s (also AM ST 268) (IV) (CA)

Spring. 4 credits. P. Sawyer.

For many people, the sixties were a time of revolutionary hopefulness, when the civil rights movement, the Cold War, and the Vietnam War stimulated impassioned critiques and alternative experiments in living that changed American society forever. What can the experiences of young "boomers" and others, who lived through that famously turbulent decade, teach a later generation living through similar times of social crisis and war? This course tries to answer that question and others by combining a political overview with the close reading of texts. The main topics are racial justice, the Vietnam War, the counterculture, the New Left, the women's movement, and the movement for gay and lesbian rights. Texts include *The Autobiography of Malcolm X*, *Dispatches*, *Slaughterhouse-Five*, the poems of Ginsburg and Rich, speeches of King, films, manifestos, and music.

ENGL 292 Introduction to Visual Studies (also VISST 200) (IV) (LA)

Spring. 4 credits. T. Murray. For description, see VISST 200.

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 302 Literature and Theory (also COM L 302/622, and ENGL 602) (IV) (LA)

Fall. 4 credits. No previous knowledge of literary theory is assumed. J. Culler. Study of issues in contemporary theoretical debates, with particular attention to structuralism, deconstruction, psychoanalysis, and feminism. Readings by Roland Barthes, Judith Butler, Jacques Derrida, Michel Foucault, Barbara Johnson, Jacques Lacan, and others.

ENGL 308 Icelandic Family Sagas # @ (IV) (LA)

Spring. 4 credits. T. Hill. An introduction to Old Norse-Icelandic mythology and the Icelandic family saga—the "native" heroic literary genre of Icelandic tradition. Texts vary but normally include the *Prose Edda*, the *Poetic Edda*, *Hrafnkels Saga*, *Njals Saga*, *Laxdaela Saga*, and *Grettirs Saga*. All readings are in translation.

[ENGL 310 Old English in Translation # (IV) (LA)]

4 credits. Next offered 2005-2006. T. Hill.]

ENGL 311 Old English (also ENGL 611) # (IV) (LA)

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. A. Galloway. The course is intended as an introduction for graduate and undergraduate students to the Old English language; graduate students may also opt to use it for more advanced work. We begin with simple prose texts and proceed to poetic texts such as *Maldon*, *The Wanderer*, *The Seafarer*, *The Dream of the Rood*, and selections from *Elene*. The course addresses language and literature as a pairing. There are regular translations and discussions, a midterm exam, a short paper, and a final exam.

ENGL 312 Beowulf (also ENGL 612) # (IV) (LA)

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. T. Hill. A close reading of *Beowulf*. Attention is given to relevant archaeological, literary, cultural, and linguistic issues. One semester's study of Old English, or the equivalent, is recommended.

ENGL 315 The Crusade Romances and the Project of Empire

Spring. 4 credits. S. Yeager. This course may be used as one of the three pre-1800 courses required of English majors. In 1095, Pope Urban II introduced a new way for western medieval Christians to earn salvation: as crusaders they could join a campaign designed to capture the Holy Land. In a project that brought together the greatest minds and resources of the western world, the crusading movements inspired subsequent generations of English and western European poets to create some of the most beautiful and, at times, most brutal romances ever written. This course will focus on a range of romance traditions, including the Arthurian romance, legends of Charlemagne and Roland, as well as other famous kings such as Richard I. Other romances will introduce us to crusading activities in Spain, the Baltic, as well as in the Middle East. We will be especially concerned with the ways in which military campaigns and the rhetoric of crusade and conversion came to influence the romance genre. This course is designed to contextualize

the crusade within the medieval literary world as we read and discuss those romances, which fuse the chivalric Christian mode with a specific set of concerns: salvation, conquest, and conversion.

ENGL 319 Chaucer # (IV) (LA)

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. A. Galloway.

This course begins with the study of some of Chaucer's minor works, such as *The Book of the Duchess*, *The Parliament of Fowls*, and *The Legend of Good Women*, and proceed to the major *Canterbury Tales*. All works are read in Middle English, and ample time is devoted to learning the language and talking about the literary and cultural implications of it (and of Chaucer). There are regular informal writings and translations, two short papers, and a take-home final exam.

ENGL 320 Renaissance Literature (also COM L 356) # (IV) (LA)

Spring. 4 credits. W. Kennedy.
For description, see COM L 356.

ENGL 321 Spenser and Malory (also RELST 319) # (IV) (LA)

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. Informal lecture and discussion. C. Kasko.

aired selections covering about half of Malory's *Morte d'Arthur* and half of Spenser's *Faerie Queene*. The French Prose Arthurian Cycle, Chretien's romances, *Sir Gawain and the Green Knight*, and some of Spenser's minor poems are mentioned occasionally as background. Comparisons assess possible literary influence, the distinctive vision, style, and narrative technique of each author as a writer of romance, and the development of Arthurian romance from the Middle Ages to the Renaissance.

[ENGL 328 The Bible as Literature # (IV) (LA)]

Spring. 4 credits. Next offered 2005–2006. L. Donaldson.]

[ENGL 329 Milton # (IV) (LA)]

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. Next offered 2005–2006. R. Kalas.]

[ENGL 330 Restoration and Eighteenth-Century Literature # (IV) (LA)]

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. Next offered 2005–2006. F. Bogel.]

ENGL 333 The Eighteenth-Century English Novel # (IV) (LA)

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. F. Bogel.
A study of form and theme in the British novel tradition. The course focuses on representative novels, mostly from the eighteenth century, paying close attention to language and structure but also to cultural contexts and to the development of the novel form itself. We explore such topics as truth and fiction; romance, realism, satire, and the gothic; heroic and mock-heroic modes; sentiment, sensibility, and sexuality; race and gender; and the forms and uses of narrative. Readings may include Behn's *Oroonoko*, Defoe's *A Journal of the Plague Year*, Richardson's *Clarissa*, Fielding's *Joseph*

Andrews, Cleland's *Memoirs of a Woman of Pleasure*, Johnson's *Rasselas*, Walpole's *The Castle of Otranto*, Burney's *Evelina*, Mackenzie's *The Man of Feeling*, and Austen's *Pride and Prejudice*.

ENGL 340 English Romantic Period # (IV) (LA)

Fall. 4 credits. This course may not be used as one of the pre-1800 courses required of English majors. R. Parker.
Readings from early 1790s to early 1820s writers—among them Blake, Wordsworth, Wollstonecraft, Coleridge, Byron, Hazlitt, Mary Shelley, Percy Shelley, and Keats—with major emphasis on poetry but with substantial attention to prose fiction, drama, letters, and political and literary essays. The course is concerned with close reading of formal experiments in narrative, lyric, and dramatic representation and with analysis of political and cultural issues and contexts in an age of national reform and international revolution and conflict.

ENGL 344 American Film Melodrama (also FILM 344)

Spring. 4 credits. S. Haenni.
For description, see FILM 344.

ENGL 345 Victorian Controversies # (IV) (LA)

Fall. 4 credits. Classes by lecture and discussion. S. Siegel.
This course considers the controversies that divided public opinion in England and Ireland. It explores the social problems critics and artists identified, the various solutions they proposed, and their contrasting visions of their nation and its rebellious colonies. The first weeks are devoted to two concurrent events that colored opinion on both sides of the Irish Sea: one, the Great Exhibition of Science and Industry of 1851, was celebratory; the other, the Great Irish Famine, was catastrophic. The remaining weeks are devoted to the urgent questions that men and women in England and Ireland asked about themselves and their time: Was their century marked by progress or by decline? Would machines degrade or ennoble workers? Did aesthetic experience complement or compete with religious doctrine? Were art and science dependent upon or opposed to each other? Should all forms of expression be permitted, or should certain forms be censored? Should the colonies be permitted to rule themselves or remain dependent on England? Would prestige be gained if institutions of higher learning awarded degrees to women? Was "manliness" revealed through "character" or through "behavior"? Authors will include Arnold, Barrett Browning, Carlyle, Gregory, Hyde, Joyce, Mill, Morris, Parnell, Pater, Ruskin, Wilde, and Yeats. Classes by lecture and discussion.

ENGL 348 Studies in Women's Fiction: Gender, Nature, and the Environment (IV) (LA)

Fall. 4 credits. E. DeLoughrey.
In this course we develop a critical vocabulary and range of methodologies for discussing the relationships among literature, gender, and the environment. We examine topics such as the cultural construction of nature, the poetics and politics of representing the environment, and the relationship between power and place. We complicate the association of women with nature by highlighting the ways in which women also produce culture, and we also consider what role literature might have in

shaping the language of global environmentalist movements. Our discussions place eco-feminism in a dialogue with postcolonial literary texts from Africa, South Asia, the Pacific, and the Americas. Authors may include Alvarez, Devi, Emecheta, Garcia, Grace and others. Requirements include two papers, an oral presentation, and active class participation.

ENGL 349 Shakespeare and Europe (also COM L 348) (IV) (LA)

Fall. 4 credits. This course may NOT be used as one of the three pre-1800 courses required of English majors. W. Kennedy.
For full course description, see COM L 348.

ENGL 350 The Modern Tradition I: 1890–1940 (IV) (LA)

Fall. 4 credits. D. Schwarz.
Critical study of major works by Hardy, Conrad, Lawrence, Joyce, Woolf, Eliot, Yeats, Hopkins, Wilde, Wallace Stevens, and others. While the emphasis is on close reading of individual works, lecture and discussion place the authors and works within the context of literary, political, and intellectual history. The course seeks to define the development of literary modernism (mostly but not exclusively in England) and relate literary modernism in England to that in Europe and America as well as to other intellectual developments. Course focuses on the relationship between modern literature and modern painting and sculpture; on occasion, slides are viewed.

ENGL 353 The Modern Indian Novel @ (IV) (LA)

Spring. 4 credits. S. Mohanty.
A survey of the modern Indian novel, from its origins in the latter part of the nineteenth century to the present. An attempt is made to read the novels as responses to colonialism and to the challenges of a postcolonial society. Texts (mainly novels, but also a few short stories) are drawn from Indian languages as well as English, including works by such authors as U. R. Ananthamurthy, Rabindranath Tagore, Salman Rushdie, Gopinath Mohanty, Anita Desai, Fakir Mohan Senapati, Ambai, Prem Chand, Arundhati Roy, and R. K. Narayan. Two papers (five to six and twelve to fourteen pages) and a journal are required.

ENGL 354 British Modernist Novel (IV) (LA)

Spring. 4 credits. M. Hite.
Virginia Woolf observed, "in or about December, 1910, human character changed." In her (tongue-in-cheek) statement, the early twentieth century inaugurated a very different understanding of character, and a consequent shift in the emphasis of the novel. The class reads novels by Woolf, E. M. Forster, D. H. Lawrence, Ford Madox Ford, Jean Rhys, and Rebecca West, along with critical and theoretical writings by these novelists. Writing requirements include a weekly post to the class e-list and two ten to twelve page papers.

ENGL 355 Decadence (also COM L 355 and FGSS 355) (IV) (LA)

Fall. 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 perverse, the so-called "decadent" writers of the late-nineteenth century sought to free the pleasures of beauty, spirituality, and sexual desire from

their more conventional ethical moorings. We discuss the most important texts through which "decadence" was defined as a visual and literary style, including works by Charles Baudelaire, J.-K. Huysmans, Leopold von Sacher-Masoch, A. C. Swinburne, Walter Pater, Renéé Vevien, James McNeil Whisler, and Aubrey Beardsley, with a particular focus on Oscar Wilde. Topics for discussion include aestheticism and the cult of "art for art's sake," theories of cultural and linguistic degeneration, homophobia and sexual encoding, androgyny, sexual inversion, hysteria, masochism, mysticism, sublimation, Catholicism, Hellenism, and dandyism. Students may read French and German texts in the original or in translation.

[ENGL 356 Postmodernist Fiction (IV)]
4 credits. Not offered 2004-2005.]

ENGL 361 Studies in the Formation of U.S. Literature: Emerson to Melville (also AM ST 361) # (IV) (LA)
Spring. 4 credits. D. Fried.

A survey of literary culture in New England and elsewhere in the mid-nineteenth century. Focus is on close analysis of individual works within the context of literary and cultural history. We sample a range of genres and modes of writing from the period, including romance, sermon, lecture, essay, journal, familiar letter, poetry prophetic and lyric, novella, and slave narrative. We read some of the major texts of Transcendentalism and consider the influence of that movement, particularly through Emerson, on writers not centrally identified with it. Emphasis, however, is less on locating large-scale cultural and ideological movements within these writings than on examining how they engage the reader, how they unfold rhetorically, and how their particular designs inflect their genre. Along the way we look at the passion for social reform in the 1840s and '50s, the rise of the women's movement, the impact of Southern slavery on New England sensibilities, literary responses to the Civil War, the various uses of the first-person singular, the force of religious faith and doubt in shaping ideas about the individual, and the interaction among many of these writers known personally to each other. Readings include Emerson's *Nature* and "Self-Reliance"; Hawthorne's fiction; Thoreau's *Walden*; Margaret Fuller's *Woman in the Nineteenth Century*; slave narratives by Douglass and Jacobs; selections from Whitman's *Leaves of Grass*; Dickinson's poetry and letters; and poetry, essays, and fiction by Melville. Lectures and small discussion sections.

[ENGL 362 The American Renaissance (also AM ST 362) (IV) (LA)]
Spring. 4 credits. Next offered 2005-2006. D. Fried.]

[ENGL 363 American Fiction at the Turn of the Twentieth Century (also AM ST 363) (IV) (LA)]
Spring. 4 credits. Next offered 2005-2006. K. McCullough.]

[ENGL 364 American Literature Between the Wars (also AM ST 364) (IV) (LA)]
4 credits. Next offered 2005-2006.]

[ENGL 365 American Literature Since 1945 (also AM ST 365) (IV) (LA)]
Fall. 4 credits. Next offered 2005-2006. B. Maxwell.]

ENGL 366 Studies in U.S. Fiction Before 1900: The Nineteenth-Century American Novel # (IV) (LA)

Spring. 4 credits. S. Samuels.
Reading carefully some of the most fascinating novelists in the nineteenth-century United States, we examine patterns of social and political awareness in these writers. In particular, we think about the relations among stylistic concerns in fiction and the construction of identities formed by national, racial, gendered, and sexual allegiances. Writers may include Mark Twain, Charles Chesnut, Nathaniel Hawthorne, Henry James, Edith Wharton, Pauline Hopkins, Harriet Wilson, Herman Melville, E. D. E. N. Southworth, and Stephen Crane.

ENGL 367 Studies in U.S. Fiction After 1900: Contemporary American Indian Fiction of the United States

Fall. 4 credits. E. Cheyfitz.
This course reads a selection of contemporary U.S. American Indian fiction from both established and emerging writers. The focus of the course is the (post)colonial situation of Native communities in the U.S., a situation created by the unique and contradictory position of U.S. American Indian tribes as at-once sovereign nations, U.S. dependencies, and—from the standpoint of U.S. citizenship—communities fully integrated in the U.S.A. The writers we read include Leslie Marmon Silko, Gerald Vizenor, James Welch, Linda Hogan, Diane Glancy, Adrian Louis, Thomas King, Gordon Henry Jr., Debra Magpie Earling, Anna Lee Walters, Charles H. Red Corn, Craig Womack, Greg Sarris, Susan Power, Ray A. Young Bear, and Sherman Alexie.

[ENGL 368 American Novel Since 1950 (also AM ST 368) (IV) (LA)]
Fall. 4 credits. Next offered 2005-2006. P. Sawyer.]

ENGL 369 Fast-Talking Dames and Sad Ladies (also FILM 367 and FGSS 369) (IV) (LA)

Fall. 4 credits. Students must be free to attend Monday and/or Tuesday late-afternoon screenings. \$20 film fee. Enrollment limited to 15. Permission of instructor. L. Bogel.

In this seminar focusing on sassy or subdued heroines of Hollywood's films of the 1940s and current films, we work to define romantic comedy and melodrama as genres, vehicles for female stars, and ways of viewing the world. Psychoanalytic and feminist analyses of these films help us pose 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 about representations of desire, pleasure, fantasy, and ideology. Required weekly screenings of such films as *Gilda*, *The Lady Eve*, *Reckless Moment*, *Notorious*, *The Women*, *The Philadelphia Story*, *His Girl Friday*, *Mrs. Dalloway*, *The Hours*, *First Wives' Club*, *All About My Mother*, *Silence of the Lambs*, *Far From Heaven*, and *The Deep End*.

ENGL 370 The Victorian Novel # (IV) (LA)

Spring. 4 credits. P. Sawyer.
In the nineteenth century, British novelists produced some of the most complex representations of human society and historical change ever attempted in fiction. They also developed or drew upon a variety of narrative techniques: free indirect discourse,

multiplot structure, symbolic organization, multiple narrators, and "found" documents. In addition to introducing students to specific texts and authors, this course will concern ways of reading fiction in general. Topics include representations of community and class, the modern city, the supernatural, and the construction of male and female identity. Likely readings: Austen, *Emma*; Scott, "The Two Drovers"; Emily Bronte, *Wuthering Heights*; Dickens, *Little Dorrit*; Stevenson, *Dr. Jekyll and Mr. Hyde*; and Eliot, *Middlemarch*.

ENGL 372 Medieval and Renaissance Drama # (IV) (LA)

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. S. Yeager.

After the collapse of Rome, western European drama was re-created from a combination of sources: formal debate, popular festival, civic celebration, and, especially, religious liturgy. By the seventeenth century it had grown in England to be one of the most polished forms of English literary art (but also at times one of the sleaziest). This long span of drama history allows us to consider drama's origins and changing cultural meanings. Using selected highlights, this course traces the residue of Roman drama and the beginnings of European and English drama from the tenth to the thirteenth centuries; then examines more fully some of the richness of late medieval drama in English; then finally reads some of the writers in the age of authorship and London dominance—usually known as the Age of Shakespeare, although Shakespeare appears there as only one part among others, including Marlowe, Kyd, Jonson, Middleton, and Marston. The course format is lecture and discussion, and lecturers and discussion leaders are occasionally drawn from graduate students pursuing the course—and possibly also from undergraduate students who endeavor to present the staging and style of some of the works we consider.

[ENGL 373 English Drama from 1700 to the Present # (IV) (LA)]

Spring. 4 credits. S. McMillin.
The modern side of English drama, from the Restoration to contemporary plays. Writers include Behn, Congreve, Dryden, Tate, Sheridan, Shelley, Robertson, Shaw, and Churchill.]

[ENGL 374 Slavery in Twentieth-Century American Film and Fiction (also AM ST 374) (IV) (LA)]

Fall. 4 credits. Next offered 2005-2006. N. Waligora-Davis.]

ENGL 375 Studies in Drama and Theatre: Modernism and Metatheatre

Spring. 4 credits. M. Puchner.
This course addresses central issues in the study of theatre through the lens of the modern metatheatre. Through a reading of dialogues about the theatre and theoretical texts, as well as dramatic literature, we investigate the theatre's response to the anti-theatrical prejudice; the theory and critique of acting and actors; the question of mimesis; and the relation between the literary text and the stage. Readings include Plato, Aristotle, Craig, Stanislavski, and Artaud; plays by Beckett, O'Neill, Wilde, Churchill, Pirandello, Stein, and others.

[ENGL 376 Survey in African American Literature: 1918 to present (IV) (LA)]
Spring. 4 credits. Next offered 2005–2006.
H. Spillers.]

[ENGL 378 American Poetry Since 1950 (also AM ST 372) (IV) (LA)]
Spring. 4 credits. Next offered 2005–2006.
R. Gilbert.]

ENGL 379 Reading Nabokov (also RUSSL 385 and COM L 385) (IV) (LA)]
Fall. 4 credits. G. Shapiro.
For description, see RUSSL 385.

ENGL 381 Reading as Writing (IV) (LA)]
See complete course description in section headed Expository Writing.

ENGL 382–383 Narrative Writing (IV) (LA)]
See complete course description in section headed Creative Writing.

ENGL 384–385 Verse Writing (IV) (LA)]
See complete course description in section headed Creative Writing.

ENGL 386 Philosophic Fictions (IV) (LA)]
See complete course description in section headed Expository Writing.

[ENGL 387 Autobiography: Theory and Practice (IV) (LA)]
Next offered 2005–2006.]

ENGL 388 The Art of the Essay (IV) (LA)]
See complete course description in section headed Expository Writing.

[ENGL 395 Video: Art, Theory, and Politics (also THETR 395) (IV)]
4 credits. Next offered 2005–2006.
T. Murray.]

[ENGL 396 Introduction to Global Women's Literature (also FGSS 396) @ (IV)]
4 credits. Next offered 2005–2006.
E. DeLoughrey.]

ENGL 397 Policing and Prisons in American Culture (also AM ST 395) (IV) (CA)]

Spring. 4 credits. B. Maxwell.
Having attained the highest number of incarcerated persons of any nation on earth, while subjecting the populace to ordeals marked by the names Rodney King, Abner Louima, and Amadou Diallo, United States regimes of policing and imprisonment compel historical and critical attention. This course considers policing and imprisonment in United States culture, stressing prisoners' writing, song, slang, and graphic art. Edgar Allan Poe wrote in 1849: "in looking back through history . . . we should pass over all biographies of 'the good and great,' while we search carefully the slight records of wretches who died in prison, in Bedlam, or upon the gallows." These records—novels, poems, short stories, plays, raps, songs, essays, autobiographies, letters, manifestoes, paintings, drawings, crafts, and tattoos—are of course less slight now than they were in Poe's day; they will make up the greater part of our source material. In addition to work by imprisoned people, readings will draw on carceral theory, activist documentation, and the history of criminal justice. Finally, we consider questions raised by noncriminal confinement in U.S. history: slavery, indentured servitude, the reservation system for indigenous peoples, prisoners of war in the Civil War, the wartime internment

of Japanese Americans, and carceral and punitive operations of the Immigration and Naturalization Services (now part of the Department of Homeland Security).

[ENGL 398 Latina/o Cultural Practices (also LSP 398) (IV) (CA)]

Spring. 4 credits. U.S. Latino/a history is strongly recommended as a prerequisite, but not required. Next offered 2005–2006.
M. P. Brady.]

Courses for Advanced Undergraduates

Courses at the 400 level are open to juniors and seniors and to others by permission of instructor unless other prerequisites are noted.

ENGL 402 Literature as Moral Inquiry (IV) (KCM)]

Fall. 4 credits. S. Mohanty.
What can literary works, especially novels and short stories, tell us about moral issues? Should they be seen as suggesting a form of moral inquiry similar to the kind of philosophical discussion we get in, say, Aristotle's *Nicomachean Ethics*? Do they deal with the same range of issues? Can reading philosophical works in ethics together with novels that deal with similar themes help us understand these themes better? This course is an attempt to answer these questions. We read selections from key texts in moral philosophy, including works by Aristotle, Kant, Marx, and Nietzsche. Our attempt is to use these works to help us understand the nature of moral debate and inquiry in novels like Eliot's *Middlemarch*, Coetzee's *Disgrace*, Morrison's *Beloved*, Woolf's *Mrs. Dalloway*, Conrad's *Heart of Darkness*, and Achebe's *Things Fall Apart*. Other writers we most probably read include Nadine Gordimer, Doris Lessing, and Kazuo Ishiguro. The emphasis is on close reading, with particular attention to the relationship between formal elements (such as the use of narrative techniques) and the moral questions the texts organize and explore. Assignments include two papers and a journal.

[ENGL 403 Studies in American Poetry: A. R. Ammons (also AM ST 403) (IV) (LA)]

Spring. 4 credits. Next offered 2005–2006.
R. Gilbert.]

[ENGL 404 Paleography, Bibliography, and Reception History (also ENGL 604) (IV) (LA)]

Spring. 4 credits. Next offered 2005–2006.
A. Galloway.]

[ENGL 405 The Politics of Contemporary Criticism (IV) (LA)]

Fall. 4 credits. Next offered 2005–2006.
S. Mohanty.]

ENGL 409 Ovid's Metamorphoses (also COM L 447 and S HUM 404)]

Fall. 4 credits. J. Ortiz.
For description, see S HUM 404.

[ENGL 413 Middle English (also ENGL 613) # (IV) (LA)]

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. Next offered 2005–2006.]

[ENGL 414 Bodies of the Middle Ages: Embodiment, Incarnation Performance # (IV) (LA)]

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. Next offered 2005–2006. M. Raskolnikov.]

[ENGL 416 Chaucer and the Politics of Love # (IV) (LA)]

Spring. 4 credits. Next offered 2005–2006.
W. Wetherbee.]

ENGL 420 Renaissance Humanism (also COM L 452, COM L 652, and ENGL 642) # (IV) (LA)]

Spring. 4 credits. W. Kennedy.
For description, see COM L 452.

ENGL 424 Translating Tradition (also S HUM 423)]

Spring. 4 credits. J. Rodriguez-Garcia.
For description, see S HUM 423.

[ENGL 428 Close Reading and Critical Debate # (IV) (LA)]

Spring. 4 credits. Next offered 2005–2006.
F. Bogel.]

[ENGL 429 Adam's Rib and Other Divine Signs: Reading Biblical Narrative (also RELST 429) # (IV) (LA)]

4 credits. Next offered 2005–2006.
L. Donaldson.]

[ENGL 433 Electronic Innovations (also VISST 433) (IV) (CA)]

Fall. 4 credits. Requirements: two medium-length papers (7–8 pages), collaborative online project (with students in Australia), seminar presentation. Some advanced knowledge of digital or installation art is helpful. Permission of instructor. Next offered 2005–2006. T. Murray.]

[ENGL 434 Electronic Art and Culture (IV) (LA)]

4 credits. Next offered 2005–2006.
T. Murray.]

[ENGL 437 Fiction(s) of Race, Fact(s) of Racism: Perspectives from South African and Afro-American Literatures @ (IV) (LA)]

4 credits. Next offered 2005–2006.
B. Jeyifo.]

ENGL 442 Rousseau and Rhetorical Reading (also COM L 444 and COM L 645)]

Spring. 4 credits. C. Chase.
For description, see COM L 444.

[ENGL 443 The Dandy in London and Dublin # (IV) (LA)]

Spring. 4 credits. Next offered 2005–2006.
S. Siegel.]

ENGL 444 Text Analysis for Production: How to Get from the Text onto the Stage (also THETR 445 and VISST 445) (IV)]

Spring. 4 credits. B. Levitt.
For description, see THETR 445.

ENGL 445 Shakespeare in (Con)Text (also THETR 446 and VISST 446) # (IV) (LA)]

Fall. 4 credits. B. Levitt.
For description, see THETR 446.

[ENGL 450 History of the Book # (IV) (LA)]

Spring. 4 credits. Next offered 2005–2006.
K. Reagan.]

ENGL 452 Wilde and Woolf (IV) (LA)

Spring. 4 credits. S. Siegel.

This seminar considers the question of style: what does the word mean; why has it claimed attention; how has it behaved in the work of two authors whose writings among their contemporaries marked distinctive departures? We explore Oscar Wilde and Virginia Woolf as readers of literary and social texts. Along the way, we direct our attention to the implicit expectations we bring to our understanding of "Victorians" and "Modernists." Selections are drawn from the full range of Wilde's and Woolf's work. Our principal texts, however, are limited to a few essays by each author.

[ENGL 453 Twentieth-Century Women Writers of Color (also AAS 253, FGSS 453) (IV) (LA)

Fall. 4 credits. Course requirements include class presentations, short responses to the readings, and a longer research essay. Next offered 2005-2006. S. Wong.]

[ENGL 454 American Musical Theater (also MUSIC 490 and THETR 454) (IV) (LA)

Fall. 4 credits. Prerequisite: ENGL 272 or THETR 240-241 plus ability to read and analyze music at the level of MUSIC 105. Students concurrently enrolled in MUSIC 105 would be eligible. Limited to 15 students. S. McMillin.]

[ENGL 456 Postmodern Novel (also ENGL 656) (IV) (LA)

4 credits. Next offered 2005-2006. M. Hite.]

ENGL 458 Imagining the Holocaust (also JWST 458 and 658, COM L 483 and 683) (IV) (LA)

Spring. 4 credits. D. Schwarz.

What is the role of the literary imagination in keeping the memory of the Holocaust alive for our culture? We examine major and widely read Holocaust narratives that have shaped the way we understand and respond to the Holocaust. As we move further away from the original events, why do the kinds of narratives with which authors render the Holocaust horror evolve to include fantasy and parable? Employing both a chronological overview and a synchronic approach—which conceives of the authors having a conversation with one another—we discover recurring themes and structural patterns in the works we read.

We begin with first-person reminiscences—Wiesel's *Night*, Levi's *Survival at Auschwitz*, and *The Diary of Anne Frank*—before turning to searingly realistic fictions such as Hersey's *The Wall*, Kertisz's (the 2002 Nobel Laureate) *Fateless*, Kosinski's *The Painted Bird*, and Ozick's "The Shawl." In later weeks, we explore diverse kinds of fictions and discuss the mythopoeic vision of Schwarz-Bart's *The Last of the Just*, the illuminating distortions of Epstein's *King of the Jews*, the Kafkaesque parable of Appelfeld's *Badenheim 1939*, and the fantastic cartoons of Spiegelman's *Maus* books. We shall also include Kineally's *Schindler's List*, which was the source of Spielberg's Academy Award-winning film, and compare the book with the film.

ENGL 459 Contemporary British Drama (also THETR 459) (IV) (LA)

Fall. 4 credits. S. McMillin.

English theatre in the second half of the twentieth century, with special attention to Tom Stoppard (*Arcadia*, *Rosencrantz and Guildenstern are Dead*), Harold Pinter (*The Homecoming*, *Mountain Language*,

Moonlight), and Caryl Churchill (*Cloud Nine*, *Top Girls*), along with plays by Sarah Kane, David Edgar, Michael Frayn, Edward Bond, and Peter Shaffer. The importance of the Royal Court Theatre, the effect of The National Theatre and The Royal Shakespeare Company, the role played by the Fringe, and the political impact of Thatcherism and its aftermath are important considerations.

[ENGL 460 Riddles of Rhythm (IV) (LA)

4 credits. Next offered 2005-2006.

D. Fried.]

ENGL 462 Senior Seminar in Latina/o Studies: Chicana Feminisms in a Globalizing World (also LSP 462)

Spring. 4 credits. M. Brady.

This course examines the efforts of Mexican and Mexican American women to articulate and theorize the effects of nation-building, language production, and border formation. We examine how Chicana and *mexicana* racial and gender consciousness has emerged as activists, artists, scholars, writers, and intellectuals have worked to forge new visions of feminism from early twentieth-century organizing through current transnational initiatives. We pay particular attention to the significant impact of African American and Latin(a) American feminist theories and histories on Chicana feminist expressive culture and critical discourse. We also look at the significant role postcolonial feminist work has played in recent Chicana feminist discussions of globalization and transnational feminist practices.

ENGL 465 American Violence

Fall. 4 credits. S. Samuels.

We will read late eighteenth- and early nineteenth-century American literature and examine how it represents the violence of the American Revolution, conflicts over slavery and the frontier, and the position of women. Novels read may include Charles Brockden Brown's *Edgar Huntly*, James Fenimore Cooper's *Last of the Mohicans*, Harriet Wilson's *Our Nig*, Catherine Sedgwick's *Hope Leslie*, George Lippard's *Blanche of the Brandywine*, and Robert Montgomery Bird's *Nick of the Woods*. Other readings will include political orations, slave narratives, and historical accounts, as well as critical readings on nationalism, sexuality, and violence. Throughout, we will ask how different styles of embodiment and violent disembodiment are associated with the American project.

[ENGL 466 James on Film (IV) (LA)

4 credits. Next offered 2005-2006.

D. Fried.]

[ENGL 468 Baldwin, Brooks, and Baraka (IV) (LA)

4 credits. Next offered 2005-2006.

K. McClane.]

[ENGL 469 Faulkner (also AM ST 469) (IV) (LA)

Fall. 4 credits. Next offered 2005-2006.

H. Spillers.]

[ENGL 470 Studies in the Novel (IV) (LA)

Spring. 4 credits. Next offered 2005-2006.

D. Schwarz.]

ENGL 471 Humor in Literature (IV) (LA)

Fall. 4 credits. A. Lurie.

Why do we laugh, and at what? Why do some works seem funny at certain periods and in certain social contexts? This course looks at different ways of answering these questions,

and at different kinds of literary humor: romantic comedy, black comedy, farce, satire, parody, and nonsense. Among works that may be read are humorous folktales, comic verse, *A Midsummer Night's Dream*, *The Way of the World*, *Gulliver's Travels*, *Alice in Wonderland*, *The Importance of Being Earnest*, *Patience*, *Waiting for Godot*, and stories by James Thurber, Flannery O'Connor, Grace Paley, Philip Roth, Donald Bartheleme, and Garrison Keillor.

ENGL 473 Sondheim and Musical Theatre (also MUSIC 495 and THETR 472) (IV) (LA)

Fall. 4 credits. Prerequisite: ENGL 454, American Musical Theatre (also listed as THETR 454 and MUSIC 490), or similar background. Students must be able to read music and must be familiar with dramatic literature as a genre. Also open to graduate students who have a special reason to study Sondheim. Limited to 15 students. S. McMillin.

A seminar on the plays, lyrics, and music of Stephen Sondheim. The course takes up all of Sondheim's major works, with particular attention to *Company*, *Follies*, *A Little Night Music*, *The Frogs*, *Pacific Overtures*, *Sweeney Todd*, *Sunday in the Park with George*, and *Into the Woods*. Collateral assignments in Aristophanes, Rodgers and Hammerstein, Bergman's film *Smiles of a Summer Night*, Chekhov, Shaw, Shakespeare, Kabuki theatre, Victorian melodrama, and other topics that are at the basis of Sondheim's musicals. There is a focus on the formal differences between musical theatre and what is often called "legitimate" theatre.

ENGL 474 Senior Seminar on Major Authors: Hemingway, Fitzgerald, and Faulkner

Spring. 4 credits. D. McCall.

Hemingway, Fitzgerald, and Faulkner: the major texts.

ENGL 476 Global Women's Literature (IV) (LA)

Spring. 4 credits. E. DeLoughrey.

This course focuses on contemporary women's writing in English from "postcolonial" regions such as the Pacific, Caribbean, India and Africa. During the semester we look at how women from these regions depict the process of migration from within the nation (from rural to urban spaces) or from the "postcolony" to metropolises such as England. As women are generally associated with private, domestic space, this course explores the motifs of exile and border-crossing and sketch out the ways in which gender, nation, and class inform "travelling theory." We read novels/poetry by Joan Riley, Merle Hodge, Patricia Grace, Miriama Ba, Anita Desai, and Grace Nichols, and align these texts with the theoretical works of James Clifford, Caren Kaplan, Paul Gilroy, and M. Nourbese Philip. Requirements: active class participation, student presentations, a few short essays, and a final paper.

ENGL 477 Melville

Fall. 4 credits. B. Maxwell.

An American whose life and writing ranged over the globe, Herman Melville "saw the tendency of things." Our study of the fiction and poetry turns on some of those "things" of modernity that most obsessively engaged Melville's representational and critical capacities: slavery, illegitimate authority, exterminationist policy directed against

American Indians, capitalism, orphanhood and homelessness, imperialism, the attempted occultation of women, the shifting terrain of male comradeship, and the ambivalent resort to religion. We will test the premise that Melville charted the fault lines of his world with an "unenrolled" critical acuity unparalleled in United States literature. Works read will include *Typee*, *Redburn*, *White-Jacket*, *Moby Dick*, *Pierre*, *The Confidence-Man*, short stories, poems, and sections of the book-length poem *Clarel*.

ENGL 478 Intersections in Lesbian Fiction (also AM ST 478 and FGSS 477)

Spring. 4 credits. K. McCullough. For description, see FGSS 477.

ENGL 480-481 Seminar in Writing (IV) (LA)

Fall, 480; spring 481. 4 credits. For description, see section "Creative Writing."

[ENGL 483 Seminar in Comparative Twentieth-Century Anglophone Drama (IV) (LA)]

Spring. 4 credits. Next offered 2005-2006. B. Jeyifo.]

ENGL 486 American Indian Women's Literature (also AIS 486) (IV) (LA)

Spring. 4 credits. L. Donaldson.

This course surveys the origins and issues pertinent to the development of women's literatures in a number of different American Indian cultures. It considers traditional modes of expression such as women's songmaking, weaving, basketmaking and storytelling as well as the influence and appropriation of European literary forms such as the novel. The course is loosely chronological, although we spend the first part of the semester attending to Native paradigms of cultural production. We read a diverse range of materials, including novels, autobiography, poetry, and short stories. By the end of the course, students should be able to identify and articulate not only the pressing historical and literary/cultural issues pertaining to American Indian women's writing but also the major figures of this field. Students have the opportunity to read one work of their own choosing. Course texts include Betty Louise Bell (Cherokee), *Faces in the Moon*; Louise Erdrich (Chippewa), *Tracks*; Luci Tapahonso (Navajo), *Saanitii Dabataal / The Women Are Singing: Poems and Stories*; Linda Hogan (Chickasaw), *Solar Storms*; Mourning Dove (Salish), *Cogaewa: The Halfblood*; Wendy Rose (Hopi/Miwok), *Bone Dance: Selected Poems*; Leslie Marmon Silko (Laguna Pueblo), *Yellow Woman* (ed. Melody Graulich); Elizabeth Woody (Yakama/Warm Springs), *Seven Hands, Seven Hearts: Prose and Poetry*; and Joy Harjo (Muscogee), *The Woman Who Fell from the Sky*.

[ENGL 487 Writing About Literature (IV) (LA)]

Fall. 4 credits. Next offered 2005-2006. F. Bogel.]

[ENGL 490 Literatures of the Archipelagos: Caribbean and Pacific "Tidialectics" @ (IV) (LA)]

4 credits. Next offered 2006-2007. E. DeLoughrey.]

ENGL 491 Honors Seminar I

Fall. 4 credits. Open to students in the Honors Program in English or related fields, or by permission of instructor.

Sec 1: Gender, Memory and History in U.S. Fiction—K. McCullough. This seminar investigates the narrative uses of history and memory in U.S. fiction, focusing particularly on the impact of gender on these representations. How do U.S. writers use history in their fiction, and to what ends? What are the effects of drawing on received historical narratives? What are the effects of constructing one's own history to fill a void in the received historical narrative? To what extent is history—personal or public—produced by memory and how are personal and public histories connected? Authors under consideration may include Julia Alvarez, Ian Cao, Michelle Cliff, Cristina Garcia, Jewelle Gomez, Harriet Jacobs, Gayl Jones, Maxine Hong Kingston, Lydia Kwa, Achy Obejas, and Danzy Senna.

Sec 2: Postmodernist Fiction—M. Hite.

This class explores experimental (i.e., weird, counterrealist, "difficult") fiction written in the post-World War II period by some (but not all) of the following writers: Kathy Acker, Margaret Atwood, John Barth, Jorge Luis Borges, Angela Carter, Robert Coover, Don De Lillo, Vladimir Nabokov, Thomas Pynchon, Ishmael Reed, and Joanna Russ. We also read some criticism and theory dealing with the period, condition, or movement described as "postmodern." Requirements include seminar presentations, weekly online e-list posts, and two critical papers.

ENGL 492 Honors Seminar II

Spring. 4 credits. Open to students in the Honors Program in English or related fields, or by permission of instructor.

Sec 1: Reading Joyce's *Ulysses*—

D. Schwarz. A thorough episode-by-episode study of the art and meaning of Joyce's *Ulysses*. We explore how *Ulysses* redefines the concepts of epic and hero and how Joyce's masterwork reflects literary modernism. We discuss how *Ulysses* raises major issues about the city, colonialism, and popular culture, and dramatizes what it means for the central character to be a Jew and an outsider in Dublin. We address *Ulysses* as a political novel—specifically, Joyce's response to Yeats and the Celtic Renaissance, Joyce's role in the debate about the direction of Irish politics after Parnell, and Joyce's response to British colonial occupation of Ireland. We also investigate the relationship between *Ulysses* and the other experiments in modernism, especially painting and sculpture.

We also examine *Ulysses* in the context of major issues in literary study and test various critical and scholarly approaches. Such a self-conscious inquiry into theories and methods should help prepare students to confront other complex texts, as well as help them define their own critical positions as they plan their senior honors theses. No previous experience with Joyce is required.

Sec 2 Shakespeare and Marlowe—

B. Correll. This course brings together two of the most striking and powerful writers of the early modern period. Their work in drama and in verse gains admiration and provokes questions and thoughts not only about their sensational lives and their historical relationship but also about the intriguing issues they raise about power, gender, and

the human subject. The texts for the course will include *The Jew of Malta*, *The Merchant of Venice*, *Dido Queen of Carthage*, *Antony and Cleopatra*, *Tamburlaine I and II*, *Edward II*, *Henry V*, *Hero and Leander*, *Venus and Adonis*, as well as some lyric poetry. For students who are familiar with some of the work of Shakespeare, the goal of this course is to establish a larger cultural and literary context for close study of both writers and their critical reception.

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: ENGL 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 for 2004-2005

Fall

ENGL 600 Colloquium for Entering Students

J. Adams.

ENGL 602 Literature and Theory (also COM L 302, COM L 622, and ENGL 302)

J. Culler.

For description, see ENGL 302.

ENGL 605 Latin Allegory and Vernacular Authority in the Late Middle Ages

M. Raskolnikov and W. Wetherbee.

ENGL 611 Old English (also ENGL 311)

A. Galloway.

For description, see ENGL 311.

ENGL 617 Linguistic Structure of Old English (also LING 649)

W. Harbert.

For description, see LING 649.

ENGL 627 Shakespeare: The Greek and Roman Plays

B. Correll.

ENGL 640 The 1790s

R. Parker.

ENGL 641 Poetry and Poetics of Translation (also COM L 439, COM L 643, GERST 439, ROM S 439, ROM S 639, and S HUM 439)

J. Monroe.

For description, see COM L 439.

ENGL 655 Aestheticism (also COM L 655 and FGSS 655)

E. Hanson.

ENGL 670 Joyce's Ulysses

D. Schwarz.

ENGL 680 Defenses of Poetry

D. Fried.

ENGL 696 Digital Bodies, Virtual Identities (also ART H 575, COM L 692, THETR 633)

T. Murray.

ENGL 780.01 M.F.A. Seminar: Poetry

P. Janowitz.

ENGL 780.02 M.F.A. Seminar: Fiction

S. Vaughn.

ENGL 785 Reading for Writers: The Good, the Bad, and the Sometimes Ugly: Writers of Witness

K. McClane.

*Spring***ENGL 612 Beowulf (also ENGL 312)**

T. Hill.

ENGL 615 Piers Plowman and the Problem of Literary History

A. Gallaway.

ENGL 624 Renaissance Humanism (also COM L 452, COM L 652, and ENGL 420)

W. Kennedy.

For description, see COM L 452.

ENGL 654 Pollution, Plagiarism, Poetry

S. Siegel.

ENGL 665 The Nineteenth-Century American Novel

S. Samuels.

ENGL 668 Bloomsbury and British Modernism

M. Hite.

ENGL 671 Law and Literature

E. Cheyfitz.

ENGL 678 Modern Theatre and Mechanization

M. Puchner.

ENGL 688 Contemporary Poetry and Poetics (also COM L 674 and SPANL 674)

J. Monroe.

ENGL 690 Ethics, Aesthetics, and Literary Studies

S. Mohanty.

ENGL 692 Contemporary Formalist Criticism and the Study of Poetry

F. Bogel.

ENGL 694 Marxism and Postcolonial Discourse

B. Jeyifo.

ENGL 781.01 M.F.A. Seminar: Poetry

L. Szporluk.

ENGL 781.02 M.F.A. Seminar: Fiction

D. McCall.

ENGL 785 Reading for Writers: A Party of One: Eccentric Postmodern American Poetry

A. Fulton.

ENGLISH AS A SECOND LANGUAGE

See English for Academic Purposes.

ENGLISH FOR ACADEMIC PURPOSES

D. Campbell, director; S. Schaffzin, I. Arnesen, K. (Priscilla) Kershaw

Note: Courses and credits do not count toward the A.B. degree.**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: ENGLF 205 or placement by examination. S. Schaffzin.

A writing class for those who have completed ENGLF 205 and need further practice, or for those who place into the course. Individual conferences are also included.

ENGLF 209 English as a Second Language

Fall or spring. 1 credit. Prerequisite: permission of instructor. 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: permission of instructor. S. Schaffzin.

Practice in academic speaking. Formal classroom discussion techniques and presentation of information to a group. Presentations are videotaped and reviewed with the instructor. 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: permission of instructor. Enrollment is restricted to 12 on a first-come, first-served basis. D. Campbell.

Research paper writing. For the major writing assignment of this course, the students must have a real project that is required for their graduate work. This can be a thesis proposal; a pre-thesis; part of a thesis, such as the literature review or discussion section; a paper for another course or a series of shorter papers (with permission of the other instructor); or a paper for publication. Time limitations make it difficult to deal with work over 20 pages in length. Course work involves practice in paraphrase, summary, the production of cohesive, coherent prose, vocabulary use, and grammatical structure. Frequent individual conferences are a

necessary part of the course. Separate sections for Social Sciences/Humanities and for Science/Technology.

ENGLF 213 Written English for Non-Native Speakers

Spring. 3 credits. Prerequisite: permission of instructor. S. Schaffzin.

Designed for those whose writing fluency is sufficient for them to carry on regular academic work but who want to refine and develop their ability to express themselves clearly and effectively. Individual conferences supplement class work.

First-Year Writing Seminar**ENGLB 115-116 English for Later Bilinguals**

For description, see first-year writing seminar brochure.

FALCON PROGRAM (INDONESIAN)

See Department of Asian Studies.

FEMINIST, GENDER, & SEXUALITY STUDIES

Core Faculty: S. Bem, L. Beneria, L. Bogel, J. Brumberg, D. Castillo, E. DeLoughrey, I. DeVault, L. Faier, S. Feldman, M. Fineman, J. Fortune, N. Furman, J. E. Gainor, K. Haines-Eitzen, E. Hanson, M. Katzenstein, T. Loos, K. March, C. A. Martin, S. Martin, S. McConnell-Ginet, K. McCullough, M. B. Norton, D. Reese, S. Samuels, D. Schrader, A. M. Smith, A. Villerajo, R. Weil

Cross-listing Faculty: A. Adams, E. Baptist, A. Basu, D. Bem, A. Berger, J. Bernstock, F. Blau, L. Brown, L. Carrillo, C. Chase, M. Clarkberg, B. Correll, L. Donaldson, M. Evangelista, K. Graubart, S. Greene, M. Hite, C. Howie, P. Hymans, C. Lazzaro, K. Long, T. McNulty, L. Meixner, A. Parrot, J. Peraino, Q. Roberson, M. Rossiter, N. Russell, S. Sangren, R. Savin-Williams, R. Schneider, N. Sethi, M. Steinberg, S. Szelenyi, M. Warner, M. Washington, B. Wejnert, J. Whiting, L. Williams, S. Wong, M. Woods

Introduction to the Program

The Feminist, Gender, & Sexuality Studies Program is an interdisciplinary program in the College of Arts and Sciences that seeks to deepen our understanding of how gender and sexuality are ubiquitously intertwined with structures of power and inequality. Central to the curriculum are the following overarching assumptions:

That definitions of sex, gender, and sexuality are neither universal nor immutable, but are instead social constructions that vary across time and place, serve political ends, and have ideological underpinnings;

That gender and sexuality are best understood when examined in relation to one another, in relation to the oppression of women and sexual minorities (e.g., lesbians, gays, bisexuals, transgendered and transsexual people), and in relation to other structures of privilege and oppression, especially racism and class exploitation; and 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 emerges instead out of particular historical and political contexts. **A historical footnote:** Established in 1972 as one of the byproducts of the Women's Liberation Movement, the Cornell Feminist, Gender, & Sexuality Studies Program was initially called *Women's Studies* so as to explicitly name the group rendered invisible by (what was then almost always referred to as) the "patriarchy"—and also so as to highlight that it would be speaking from the perspective of the traditionally marginalized, other rather than from the perspective of the group presumed by the dominant paradigm to neutrally represent humankind (i.e., men). But the name quickly became controversial, not only because it suggested that the objects of study, as well as those undertaking the studies, were exclusively women, but also because it did nothing to discourage the common assumption that the women in question were white, middle-class, and heterosexual. To expand and institutionalize the sexuality component of the Program, a minor in Lesbian, Bisexual, and Gay Studies was established at both the graduate and undergraduate levels in the early 1990s. To shift the emphasis of the program even further toward the intertwining of gender and sexuality with structures of power and inequality, in 2002 the program changed its name from Women's Studies to Feminist, Gender, & Sexuality Studies.

Program Offerings

Feminist, Gender, & Sexuality Studies 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 FGSS can apply directly to the program. Undergraduate students in other colleges at Cornell will need to work out special arrangements and should speak to FGSS's director of undergraduate studies (DUS).

The Undergraduate Major: FGSS

1. **Prerequisite courses:** Before applying to the major, the student must complete any two FGSS courses with a grade of B- or better. For FGSS courses that are cross-listed with another department, students may officially register either through FGSS or through the cross-listing department. Suggested entry-level courses include any FGSS course at the 200 level, especially 201 and 202, both of which are required for completion of the major. FGSS courses at the 200 level or above may count as both prerequisites and as part of the FGSS major. First-year writing seminars, in contrast, may count as prerequisites but not as part of the major.
2. **Required course work:**
 - a. A minimum of 36 credits in FGSS courses is required for the major. No course in which the student has earned less than a C- can count toward these 36 credits. As noted above, for FGSS courses that are cross-listed with another department, students may officially register either through FGSS or through the cross-listing department.

- b. These 36 credits must include three courses specifically required of all FGSS majors:
 - FGSS 201 (Introduction to FGSS Studies)
 - FGSS 202 (Introduction to FGSS Theories)
 - FGSS 400 (Senior Seminar in FGSS Studies)
- c. These 36 credits must also include at least one FGSS course with a significant focus on each of the following three categories: (Note that, although a given course may satisfy one, two, or even three of these categories, a given student must take at least two courses to fulfill this requirement):
 - LBG Studies (Students may choose from the list in the course catalog or at FGSS office)
 - Intersecting Structures of Oppression: Race, Ethnicity, and/or Class (Students may choose from the list in the course catalog or at FGSS office)
 - Global Perspectives: Africa, Asia, Latin America, or Middle East, by itself or in a comparative or transnational framework (Students may choose from the list in the course catalog or at FGSS office)

Students with a double major may count up to three FGSS courses toward their FGSS major that they are simultaneously counting toward a second major.

The Honors Program: To graduate with honors, a FGSS major must complete a senior thesis under the supervision of a FGSS 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 course work and a 3.3 average in all courses applying to their FGSS major. Students interested in the honors program should consult the 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 FGSS 499 and the "Guidelines for a Senior Honors Thesis" available in the FGSS Program office.

The FGSS Concentration

Undergraduate students in any college at Cornell may concentrate in Feminist, Gender, & Sexuality Studies in conjunction with a major defined elsewhere in the university. The concentration consists of five FGSS courses (officially registered either through FGSS or through the cross-listing department) that are completed with a grade of C- or above, none of which may be counted toward the student's non-FGSS major. (An exception to this rule may be made for students in the statutory colleges, who may petition the DUS in FGSS to count one class from their major toward the FGSS concentration.) As with the FGSS major, first-year writing seminars cannot be included within the five required courses. Students wishing to concentrate in FGSS should see the DUS. The five courses required for the FGSS Undergraduate Concentration must include:

- FGSS 201 (Introduction to FGSS Studies)
- FGSS 202 (Introduction to FGSS Theories)

Any FGSS course that satisfies at least one of the three categories required for a major (see above).

Any two additional FGSS courses of the student's choosing.

The LBG Concentration

FGSS serves as home to the Lesbian, Bisexual, and Gay Studies Program, which offers an undergraduate concentration as well as a graduate minor. The LBG undergraduate concentration consists of four courses. For a complete listing of all courses that will fulfill this concentration please see the LBG Studies portion of this catalog.

I. First-Year Writing Seminars

FGSS 106 FWS: Women and Writing (also ENGL 105)

Fall and spring. 3 credits. Staff.
For description, see ENGL 105.

[FGSS 116 Writing Modern Women (also GERST 116)]

Fall. 3 credits. Not offered 2004–2005.
D. Reese.]

FGSS 121 Butches, Bitches, and Buggers: A Survey of Queer Drama (also THETR 120)

Fall. 3 credits. M. Brodie.
For description, see THETR 120.

[FGSS 130 FWS: Self-portraiture and the First Person in Twentieth-Century Works by Women]

3 credits. Not offered 2004–2005.
D. Reese.]

II. Courses

FGSS 201 Introduction to Feminist, Gender, and Sexuality Studies (III or IV) (CA)

Fall. 4 credits. K. McCullough and S. Martin.

Feminist, Gender, and Sexuality Studies is an interdisciplinary program focused on understanding the impact of gender and sexuality on the world around us and on the power hierarchies that structure it. In this class we focus mainly on the experiences, historical conditions, and concerns of women as they are shaped by gender and sexuality both in the present and the past. We read a variety of texts, personal narratives, historical documents, and cultural criticism across a range of disciplines. In doing so we consider how larger structural systems of both privilege and oppression affect individuals' identities, experiences, and options, and simultaneously we examine forms of agency and action taken by women in the face of these larger systems.

FGSS 202 Introduction to Feminist, Gender, and Sexuality Theories (IV) (CA)

Spring. 4 credits. D. Reese.

This course introduces students to critical approaches in feminist scholarship to the cultural, socioeconomic, and political situation(s) of women. Particular attention is 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 draw on work in various disciplines and will include literary texts and visual images.

[FGSS 203 Work and Family (also SOC 203)

4 credits. Not offered 2004–2005. Staff.]

FGSS 205 Introduction to World Literatures in English (also ENGL 205)

Spring. 4 credits. E. DeLoughrey.

For description, see ENGL 205.

FGSS 206 Gender and Society (also D SOC 206)

Spring. 3 credits. Staff.

For description, see D SOC 206.

[FGSS 209 Seminar in Early America (also HIST 209)

4 credits. Not offered 2004–2005.

M. B. Norton.]

FGSS 212 African American Women: Twentieth Century (also HIST 212 and AM ST 212)

Spring. 4 credits. M. Washington.

For description, see HIST 212.

FGSS 214 Biological Basis of Sex Differences (also BIOAP 214 and B&SOC 214)

Spring. 3 credits. J. Fortune.

For description, see BIOAP 214.

FGSS 215 Gender, Nationalism, and War (also GOVT 215)

Spring. 3 credits. M. Evangelista.

For description, see GOVT 215.

[FGSS 216 Gender and Colonization in Latin America (also HIST 216)

4 credits. Not offered 2004–2005.

K. Graubart.]

FGSS 225 Global Sex Work (also ANTHR 225)

Fall. 3 credits. L. Faier.

This course explores the overlaps and tensions among sex workers' issues and feminist issues on a global scale. In it, we grapple with questions such as: How does one define sex work? Are sex workers' issues feminist issues? And what social and political economic forces shape the lives of people engaged in sex work, and how do they negotiate them? Focusing on the experiences, perspectives, and activism of sex workers around the world, we also explore key debates in feminist studies: the cultural construction of sex, gender, and sexuality; the social production of sexed, gendered, and sexualized bodies; the social construction of women's work; and the tensions and engagements between feminist theory and feminist activism.

[FGSS 235 Rewriting the Classics: Stories of Travel and Encounters (also ENGL 235)

4 credits. Not offered 2004–2005.

E. DeLoughrey.]

[FGSS 238 The Historical Development of Women as Professionals, 1800-1997 (also HD 258, HIST 278, and AM ST 278)

3 credits. Not offered 2004–2005.

J. Brumberg.]

[FGSS 241 New York Women (also HIST 241)

3 credits. Not offered 2004–2005.

M. Rossiter.]

[FGSS 244 Language and Gender Relations (also LING 244)

4 credits. Not offered 2004–2005.

S. McConnell-Ginet.]

FGSS 246 Contemporary Narratives by Latina Writers (also SPANL 246 and LSP 246)

Fall. 3 credits. L. Carrillo.

For description, see SPANL 246.

FGSS 249 Feminism and Philosophy (also PHIL 249)

Fall. 4 credits. N. Sethi.

For description, see PHIL 249.

FGSS 251 Twentieth-Century Women Writers (also ENGL 251)

Spring. 4 credits. K. McCullough.

FGSS 252 Late Twentieth-Century Women Writers and Visual Cultures (also ENGL 252 and VISST 252)

Spring. 4 credits. S. Samuels.

For description, see ENGL 252.

[FGSS 262 Introduction to Asian American Literature (also ENGL 262, ASIAN 262, AM ST 262)

4 credits. Not offered 2004–2005. S. Wong.]

FGSS 263 Studies in Film Analysis: Monsters and Misfits: Hollywood's Misogynist Myths of Women (also ENGL 263)

Spring. 4 credits. L. Bogel.

For description, see ENGL 263.

[FGSS 273 Women in American Society, Past and Present (also HIST 273)

4 credits. Not offered 2004–2005.

M. B. Norton.]

FGSS 276 Desire (also ENGL 276 and COM L 276)

Spring. 4 credits. E. Hanson.

For description, see ENGL 276.

[FGSS 279 Queer Fiction (also ENGL 278)

4 credits. Not offered 2004–2005.

E. Hanson.]

[FGSS 280 Introduction to Lesbian Fiction (also ENGL 279)

4 credits. Not offered 2004–2005.

K. McCullough.]

FGSS 285 Gender and Sexual Minorities (also HD 284)

Fall. 3 credits. K. Cohen.

For description, see HD 284.

[FGSS 307 African-American Women in Slavery and Freedom (also HIST 303 and AS&RC 307)

4 credits. M. Washington.]

[FGSS 309/509 The Sociology of Marriage (also SOC 309/509)

3 credits. Not offered 2004–2005.

M. Clarkberg.]

[FGSS 316 Gender Inequality (also SOC 316)

4 credits. Not offered 2004–2005.

S. Szeleyi.]

FGSS 321/631 Sex and Gender in Cross-Cultural Perspective (also ANTHR 321/621)

Fall. 4 credits. K. March.

For description, see ANTHR 321/621.

[FGSS 327 Shakespeare: Gender and Power (also ENGL 327)

4 credits. Not offered 2004–2005.

B. Correll.]

[FGSS 344 Male and Female in Chinese Culture and Society (also ANTHR 344)

4 credits. Not offered 2004–2005.

S. Sangren.]

FGSS 348 Studies in Women's Fiction (also ENGL 348)

Fall. 4 credits. E. DeLoughrey.

For description, see ENGL 348.

FGSS 355 Decadence (also ENGL 355 and COM L 355)

Fall. 4 credits. E. Hanson.

For description, see ENGL 355.

FGSS 356 He Said, She Said: The Battle of the Sexes in Medieval and Renaissance Writing (also ENGL 356)

Spring. 4 credits. K. Long.

For description, see ENGL 356.

FGSS 360 Gender and Globalization (III) (SBA)

Fall. 3 credits. L. Beneria.

This course invites students to think globally about gender issues and to trace the connections between global, national, and local perspectives. Emphasis is given to: a) understanding processes of globalization (economic, political, cultural); b) discussing the ways in which these processes interact with the dynamics of gender differentiation; c) understanding how globalization has affected women's and men's paid and unpaid work; d) discussing the significance of women's location in global markets; e) looking at the importance of culture and the social construction of gender in shaping the ways in which globalization affects people's lives and gender relations; f) introducing regional differences and similarities; g) discussing the gender dimensions in the debates on "the clash of civilizations;" h) introducing questions of global governance and examining specific cases that illustrate women's role in the shaping of international debates. The course combines theoretical and empirical readings/discussions.

FGSS 361 Impressionism in Society (also ART H 362)

Fall. 4 credits. L. Meixner.

For description, see ART H 362.

FGSS 368 Marriage and Sexuality in Medieval Europe (also HIST 368, RELST 368)

Fall. 4 credits. P. Hyams.

For description, see HIST 368.

FGSS 369 Fast-Talking Dames and Sad Ladies (also ENGL 369 and FILM 367)

Fall. 4 credits. L. Bogel.

For description, see ENGL 369.

[FGSS 377 Concepts of Race and Racism (also GOVT 377)

4 credits. Not offered 2004–2005.

A. M. Smith.]

[FGSS 384 History of Women and Unions (also ILRCB 384)

4 credits. Not offered 2004–2005.

I. DeVault.]

[FGSS 394 Gender and Sexuality in Early Christianity (also NES 394 and RELST 394)

4 credits. Not offered 2004–2005.

K. Haines-Eitzen.]

[FGSS 396 Introduction to Global Women's Literature (also ENGL 396)]

4 credits. Not offered 2004–2005.
E. DeLoughrey.]

[FGSS 399 Undergraduate Independent Study]

Fall and spring. 1–4 credits. Prerequisites: one course in FGSS and permission of a faculty member of FGSS. Staff.

[FGSS 400 Senior Seminar in Feminist, Gender, and Sexuality Studies]

Fall. 4 credits. FGSS majors only. Required for FGSS majors. A. Villarejo.

Although the topic/focus of this course surely varies with the instructor, it is always treated as a broad capstone course for majors.

[FGSS 401 New Women in the "New" New York (also ARCH 690)]

4 credits. Not offered 2004–2005.
M. Woods.]

[FGSS 404 Women Artists (also ART H 466)]

4 credits. Not offered 2004–2005.
J. Bernstock.]

[FGSS 405/605 Domestic Television (IV) (SBA)]

4 credits. Not offered 2004–2005.
A. Villarejo.

This course is a seminar on television as technology and cultural form, focusing on the "domestic" as a synonym for gendered value-coding, an axis of the international division of labor (and questions of television's dissemination and circulation), and a site for historical exploration. The course balances readings in television and cultural theory (Spigel, Dienst, Merck, Williams, Feuer, Modleski, Mellencamp, Shattuc, Spivak, and others) with close analysis of television as information, entertainment, furniture, technology, text, genre, flow, channel, and circuit of production of the commodity audience. Students may enroll in either undergraduate or graduate level with graduate students submitting a longer paper and doing supplementary readings.]

[FGSS 410 Health and Survival Inequalities (also SOC 410)]

Fall. 4 credits. A. Basu.

For description, see SOC 410.

[FGSS 411/611 Seminar: Devolution and Privatization: Challenges for Urban Public Management (also CRP 412/612, ARME 433/633)]

Fall. 4 credits. M. Warner.

For description, see CRP 412.

[FGSS 416 Gender and Sex in South East Asia (also HIST 416)]

4 credits. Not offered 2004–2005. T. Loos.]

[FGSS 420/620 Government Policy Workshop (also CRP 418/618)]

Spring. 4 credits. M. Warner.

For description, see CRP 418/618.

[FGSS 421 Theories of Reproduction (also SOC 421)]

Spring. 4 credits. A. Basu.

For description, see SOC 421.

[FGSS 432 Sex in French (also FRLIT 442/642)]

Spring. 4 credits. C. Howie.

For description, see FRLIT 422.

[FGSS 433 The Female Dramatic Tradition (also FILM 436)]

4 credits. Not offered 2004–2005.
J. E. Gainor.]

[FGSS 438 Female Adolescence in Historical Perspective, 1815–1960 (also HD 417, HIST 458 and AM ST 417)]

Spring. 3 credits. J. Brumberg.

For description, see HD 417.

[FGSS 444 Historical Issues of Gender and Science (also S&TS 444)]

Spring. 4 credits. S. Seth.

For description, see S&TS 444.

[FGSS 445 American Men (also HIST 444)]

Spring. 4 credits. E. Baptist.

For description, see HIST 444.

[FGSS 446 Women in the Economy (also ILRLE 445 and ECON 457)]

Spring. 4 credits. F. Blau.

For description, see ILRLE 445.

[FGSS 448 Global Perspectives on Violence against Women (also PAM 444)]

Fall. 3 credits. A. Parrot.

For description, see PAM 444.

[FGSS 450/650 Gender and Clinical Psychology (also PSYCH 450/650)]

4 credits. Not offered 2004–2005. S. Bem.]

[FGSS 451 Women in Italian Renaissance Art (also ART H 450)]

Spring. 4 credits. C. Lazzaro.

For description, see ART H 450.

[FGSS 452/652 Trauma and Treatment (also PSYCH 452/652)]

Fall. 4 credits. S. Bem.

For description, see PSYCH 452.

[FGSS 453 Twentieth-Century American Women Writers of Color (also ENGL 453 and AAS 453)]

4 credits. Not offered 2004–2005. S. Wong.]

[FGSS 454 Opera, History, Politics, Gender (also HIST 456, S HUM 459, COM L 459, and ITAL 456)]

Fall. 4 credits. M. Steinberg, S. Stewart.

For description, see HIST 456.

[FGSS 455 Bad Boys: A Historical Research Seminar (also HD 455)]

2 credits. Not offered 2004–2005.

J. Brumberg.]

[FGSS 456 History of Women and Gender in the Modern Middle East (also NES 456 and JWST 456)]

4 credits. Not offered 2004–2005.

M. Campos.]

[FGSS 462 Diversity and Employee Relations (also ILRHR 463)]

Fall. 3 credits. Q. Roberson.

For description, see ILRHR 463.

[FGSS 465 Feminist Theory/Lesbian Theory (also COM L 465 and GERST 465) (IV)]

4 credits. Not offered 2004–2005.

A. Villarejo.

This seminar explores developments in feminist theory, primarily in the United States from the 1950s through the mid-1990s. We also trace the changing status of "lesbianism" in feminist theories over that same time period and examine its status in current constructions of "queer theory." What happens to the relationship between feminist theory and

lesbian thought when "queer theory" emerges? The purpose of the course is to encourage critical, historically informed readings of what could be considered canonical texts and crucial junctures in Second Wave feminist thought, many of which remain unfamiliar even to FGSS students.]

[FGSS 467 Sexual Minorities and Human Development (also HD 464)]

3 credits. Not offered 2004–2005.

R. Savin-Williams.]

[FGSS 468 Radical Democratic Feminisms (also GOVT 467)]

4 credits. Not offered 2004–2005.

A. M. Smith.]

[FGSS 469/669 Gender and Age in Archeology (also ANTHR 469/669)]

4 credits. Not offered 2004–2005.

N. Russell.]

[FGSS 470 Studies in the Novel: Experimental Novels by Twentieth-Century Women (also ENGL 470)]

4 credits. Not offered 2004–2005. M. Hite.]

[FGSS 474 Exoticism and Eroticism: Figures of the Other in the French Enlightenment (also FRLIT 475)]

4 credits. Not offered 2004–2005.

A. Berger.]

[FGSS 475/675 Advanced Undergraduate Seminar in Global Feminisms: Naming Women and Globalization]

Fall. 3 credits. D. Reese.

Recent international treaties have designated a "trade barrier" as a primary term in legislative negotiations between nation-states. In this course, we explore the implications of this particular economic form of valuation for larger questions of social justice. How do certain values appear as values, how are they coded, and how are they read? What of values that are unable to appear under the lens of the term "trade barrier" such as communal property, domestic labor, or historical justice? Can projects for social equality appear within the calculations of global capital? If so, how and under what auspices? How and when are human rights and/or women's rights articulated within this context? A corollary issue for our discussion is the category of "nature" in its relation to national sovereignty. Sometimes considered a universal "inheritance of man," other times a form of state or private property, "nature" is at the center of disputes concerning intellectual property rights, while women are often named the custodians of natural resources in U.N. documents. How are women's lives implicated in particular approaches to assigning value to nature (both juridical and economic)? How can feminist critiques address these incommensurate forms of value in which women, in the new, global economy, have become enmeshed?

[FGSS 476 Global Women's Literature: (En) Gendering Space (also ENGL 476)]

4 credits. Not offered 2004–2005.

E. DeLoughrey.]

[FGSS 477 Intersections in Lesbian Fiction (also ENGL 478 and AM ST 468)]

Spring. 4 credits. K. McCullough.

For description, see ENGL 478.

[FGSS 478 Nineteenth-Century French Women Writers (also FRLIT 480)]

4 credits. Not offered 2004–2005.
A. Berger.]

[FGSS 481 Latin American Women Writers (also SPANL 492 and COM L 482)]

4 credits. Not offered 2004–2005.
D. Castillo.]

[FGSS 488/688 Beliefs, Attitudes, and Ideologies (also PSYCH 489/689)]

Fall. 4 credits. D. Bem.
For description, see PSYCH 489.

[FGSS 490 Gender, Memory, and History (also ENGL 491)]

Fall. 4 credits. K. McCullough.
For description, see ENG 491.

[FGSS 491/691 Femininity, Ethics, and Aesthetics (also FRLIT 491/691)]

4 credits. Not offered 2004–2005.
T. McNulty.]

[FGSS 492 Music and Queer Identity (also MUSIC 492)]

4 credits. Not offered 2004–2005.
J. Peraino.]

[FGSS 493 French Feminisms (also FRLIT 493)]

4 credits. Not offered 2004–2005.
N. Furman.]

[FGSS 494 Love, Sex, and Song in the Middle Ages (also MUSIC 494)]

4 credits. Not offered 2004–2005.
J. Peraino.]

[FGSS 496 Women and Music (also MUSIC 493)]

4 credits. Not offered 2004–2005.
J. Peraino.]

[FGSS 499 Senior Honors Thesis]

Fall and spring. 1–8 credits. For FGSS seniors ONLY. Staff.
To graduate with honors, a major must complete a senior thesis under the supervision of a FGSS 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 course work and a 3.3 average in all courses applying to their FGSS major. Students interested in the honors program should consult the DUS late in the spring semester of their junior year or very early in the fall semester of their senior year.

[FGSS 600 Special Topics in Feminist Theory: An Interdisciplinary Graduate Course in FGSS]

4 credits. This course is open to graduate students and undergraduate seniors who have obtained permission of instructor. Not offered 2004–2005. Staff.

The purpose of this course is to expose graduate students to interdisciplinary approaches in FGSS 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 FGSS 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 FGSS.]

[FGSS 610 Sexuality and the Politics of Representation (also FILM 610)]

Spring. 4 credits. A. Villarejo.
The seminar explores contexts for critical work on sexuality and film/video. Beginning with the texts of Foucault, Freud, Lacan, Jacqueline Rose, and Jeffrey Weeks, the course examines the uses and abuses of psychoanalytic theory, as well as the regulation of sexuality in the past century. "Sexuality" is not, however, a simple abstraction, and its coherence is put to the test through the dual lenses of Marxism and poststructuralism throughout the second half of the course, with readings from Gramsci, Deleuze and Guattari, Lyotard, and others. Films include *Blonde Venus*, *Trash*, *The Night Porter*, *Ali: Fear Eats the Soul*, and *Written on the Wind*.]

[FGSS 612 Population and Development in Asia (also D SOC 612)]

3 credits. Not offered 2004–2005.
L. Williams.]

[FGSS 614 Gender and International Development (also CRP 614)]

Spring. 3 credits. L. Beneria.
For description, see CRP 614.

[FGSS 624 Epistemological Development and Reflective Thought (also EDUC 614)]

Fall. 3 credits. D. Schrader.
For description, see EDUC 614.

[FGSS 626 Graduate Seminar in the History of American Women (also HIST 626)]

4 credits. Not offered 2004–2005.
M. B. Norton.]

[FGSS 627 Organizations and Social Inequalities (also ILR 626)]

4 credits. Not offered 2004–2005.
P. Tolbert.]

[FGSS 636 Comparative History of Women and Work (also ILRCB 636)]

Spring. 4 credits. Not offered 2004–2005.
I. DeVault.]

[FGSS 644 Topics in the History of Women in Science (also S&TS 644)]

4 credits. Not offered 2004–2005.
M. Rossiter.]

[FGSS 651 The Sexual Child (also ENGL 651)]

4 credits. Not offered 2004–2005.
E. Hanson.]

[FGSS 654 Queer Theory (also ENGL 654 and COM L 654)]

4 credits. Not offered 2004–2005.
E. Hanson.]

[FGSS 656 Aestheticism (also ENGL 655 and COM L 655)]

Fall. 4 credits. E. Hanson.
For description, see ENGL 655.

[FGSS 661 Cinematic Desire (also ENGL 660 and AM ST 662)]

4 credits. Not offered 2004–2005.
E. Hanson.]

[FGSS 671 Feminist Methods (also D SOC 671)]

4 credits. Not offered 2004–2005.
S. Feldman.]

[FGSS 690 Women's Writing from the Post-Colonial World: Theory and Practice (also ENGL 691)]

4 credits. Not offered 2004–2005.
L. Donaldson.]

[FGSS 699 Topics in FGSS]

Fall and spring. Variable credits. Staff.
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 FGSS who has agreed to supervise the course work.

[FGSS 762 Sexuality and the Law (also GOVT 762)]

4 credits. Not offered 2004–2005.
A. M. Smith.]

FILM

See Department of Theatre, Film, and Dance.

FIRST-YEAR WRITING SEMINARS

For information about the requirements for writing seminars and descriptions of seminar offerings, see the John S. Knight Institute web site: www.arts.cornell.edu/knight_institute.

FRENCH

See Romance Studies.

GERMAN STUDIES

L. Adelson, chair; D. Bathrick, M. Briggs (Dutch), B. Buettner, H. Deinert (Emeritus), I. Ezerzailis (Emerita), P. Gilgen, director of undergraduate studies; A. Groos, P. U. Hohendahl, W. Kittler, G. Lischke, B. Martin, U. Maschke, D. Reese, A. Schwarz, director of graduate studies; L. Trancik (Swedish), G. Waite

The Department of German Studies offers students a wide variety of opportunities to explore the literature and culture of German-speaking countries, whether as part of their general education, a major in German Studies, or a double major involving another discipline, or as preparation for graduate school or an international professional career. Courses are offered in German as well as in English; subjects range from medieval to contemporary literature and from film and visual culture to intellectual history, music, history of psychology, and feminist, gender, and sexuality studies.

The department's offerings in English begin with a series of First-Year Writing Seminars introducing various aspects of German literature (for example, the fairytale and romantic consciousness or twentieth-century writers such as Kafka, Hesse, Mann, Brecht), theorists such as Marx, Nietzsche and Freud, issues in mass culture and modernity, problems of German national identity/ies, and cinema and society. Courses in German and English at the 300 and 400 levels explore such topics as the Faust legend, aesthetics from Kant to Heidegger, city typographies, Freud and his legacy, opera from Mozart

to Strauss, the German novel, political theory and cinema, the Frankfurt School, and feminist theory. It may be possible to arrange a German section for courses taught in English, either informally or formally (for credit). Students are encouraged to discuss this possibility with instructors.

Students wishing to begin German language at Cornell enroll in GERST 121–122, 123 (introductory language level). Students then continue with intermediate-level courses, which provide further grounding in the language as well as introduce German literature and cultural studies. The sequence GERST 205–206 provides instruction for German in the culture of business, leading to certification. On the advanced level (300 level or above), we offer thematically oriented courses that include intensive language work (301, 302, 310); literature and culture study courses in German, including the Senior Seminar; and seminars of interdisciplinary interest taught in English. Addressing a broad spectrum of topics in German culture, our courses appeal to German majors and other qualified students alike.

Sequence of courses

Courses in German:

Introductory level: GERST 121–122, after completion, placement into GERST 123 or 200, 205

Intermediate level: GERST 200, 202, 204, and 205–206

Advanced level: GERST 301, 302, 307, 310, 410

Courses in German or English: further 300- and 400-level literature and culture courses (see course descriptions)

Advanced Standing

Students with an AP score of 4 or better are automatically granted three credits in German. Students with an AP score of 4 or better, an LPG score of 65 or higher, or an SAT II score of 690 or higher must take the CASE examination for placement in courses above GERST 200. Students coming to Cornell with advanced standing in German and/or another subject are encouraged to consider a double major and to discuss the options with the director of undergraduate studies as early as possible.

Certificate in German Language Study

The Certificate in German Language Study is issued to recognize substantial language study beyond the GERST 200/205 level in the Department of German Studies. Students are awarded the certificate after passing three German Studies courses held in German with a grade of B or above. Two of these courses must be at the 300 level or above.

Internships

The department works with the USA-Intern program to provide a limited number of summer internships to qualified students with German companies and agencies. Interested students should contact Gunhild Lischke (gl15@cornell.edu, G75 Goldwin Smith Hall, 255–0725) early in the fall semester.

The Majors

The department offers two options for the major: German literature and culture, and German area studies. The latter is a more broadly defined sequence that includes work in related disciplines. The course of study in either major is designed to give students proficiency in reading, speaking, and writing in German, to acquaint them with German culture, and to help them develop skills in reading, analyzing, and discussing German texts in relevant disciplines with those goals in mind, the department encourages study abroad. For both majors, there is a wide variety of courses co-sponsored with other departments (Comparative Literature; Government; History; Music; Theatre, Film, and Dance; Feminist, Gender, & Sexuality Studies).

The department encourages double majors and makes every effort to accommodate prospective majors with a late start in German. Students interested in a major should consult the director of undergraduate studies, Peter Gilgen, 192 Goldwin Smith Hall.

German (Literature and Culture)

Students in this major select courses from the department and may pursue individual interests in literature, film and visual culture, theater and performing arts, music, intellectual and political history, and women's studies. Please consult with the director of undergraduate studies.

Admission: By the end of their sophomore year, prospective majors should have successfully completed GERST 202, 204, or 206.

To complete the major, a student must:

- 1) Demonstrate competence in the German language by successful completion of two 300-level courses with intensive language work (GERST 301, 302, 310) or the equivalent.
- 2) Complete six courses in German Studies at the 300 level or above. One of these must be the Senior Seminar (GERST 410).
- 3) Select a faculty adviser from the department.

German Area Studies

Students select courses from the Department of German Studies as well as courses with a substantial German component from other departments, such as Comparative Literature; Government; History; Music; Theatre, Film, and Dance; and Feminist, Gender, & Sexuality Studies.

Admission: By the end of their sophomore year, prospective majors should have successfully completed GERST 202, 204, or 206.

To complete the major, a student must:

- 1) Demonstrate competence in the German language by successful completion of two 300-level courses with intensive language work (GERST 301, 302, 310) or the equivalent.
- 2) Complete six courses with a substantial German component at the 300 level or above. Three of these must be in German Studies, including the Senior Seminar (GERST 410).

- 3) Select a committee of one or more faculty advisers to help formulate a coherent program of study. One of the advisers must be from the Department of German Studies.

Honors

Eligibility: A student wishing to receive honors in German Studies must have a GPA of 3.5 in all courses relevant to the major.

Committee: Candidates for honors form an advisory committee consisting of an adviser from German Studies and at least one additional faculty member.

Honors essay: During the first term of their senior year, students determine the focus of their honors essay through an appropriate course, GERST 453, under the direction of their advisers. During the second term they complete an honors essay, GERST 454, which will be evaluated by the committee.

Determination of honors: An oral examination concludes the process. Honors is determined by the essay, the exam, and grades in the major.

Study Abroad in a German-Speaking Country

German Studies strongly supports study abroad as an opportunity for students to live and study in the German cultural context. The experience of living abroad promotes enduring personal growth, provides new intellectual perspectives through cultural immersion, and opens up academic and professional opportunities.

Students interested in studying abroad are encouraged to consider the Berlin Consortium, of which Cornell is a member. The program is run in conjunction with the Free University of Berlin and is of very high caliber. Six weeks of an intensive language practicum held at the Berlin Consortium center are followed by one or two semesters of study at the university. Participants enroll in regular courses at the university. Assistance in finding internships between semesters may be available to students staying for an entire academic year. Four semesters of German language study are prerequisite for participating in the program; ideally the last course should be at the 300 level.

Students interested in this or other study abroad options in Germany, Austria, or Switzerland should consult Gunhild Lischke (G75 Goldwin Smith; 255–0725; gl15@cornell.edu), and in spring 2005, Bonnie Buettner (G77 Goldwin Smith; 255–3394; bcg3@cornell.edu).

First-Year Writing Seminars

Consult the John S. Knight Institute brochure for course times, instructors, and descriptions.

Courses Offered in German

GERST 121 Introductory German I

Fall or spring. 4 credits. Intended for students with no prior experience in German or with a language placement test (LPG) score below 37, or an SAT II score below 370. G. Lischke, U. Maschke, and staff.

Students develop basic abilities in listening, reading, writing, and speaking German in meaningful contexts through interaction

in small group activities. Course materials including videos, short articles, poems, and songs provide students with varied perspectives on German language, culture, and society.

GERST 122 Introductory German II

Fall or spring. 4 credits. Prerequisite: GERST 121, LPG score 37-44, or SAT II 370-450. Students who obtain an LPG score of 56 or above after GERST 122 attain qualification and may enter a 200-level course; otherwise successful completion of GERST 123 is required for qualification. U. Maschke and staff.

Students build on their basic knowledge of German by engaging in intense and more sustained interaction in the language. Students learn more advanced language structures allowing them to express more complex ideas in German. Discussions, videos, and group activities address topics of relevance to the contemporary German-speaking world.

GERST 123 Continuing German

Fall or spring. 4 credits. Provides language qualification. Limited to students who have previously studied German and have an LPG score 45-55 or SAT II 460-580. U. Maschke and staff.

Students continue to develop their language skills by discussing a variety of cultural topics and themes in the German-speaking world. The focus of the course is on expanding vocabulary, reviewing major grammar topics, developing effective reading strategies, improving listening comprehension, and working on writing skills. Work in small groups increases each student's opportunity to speak in German and provides for greater feedback and individual help.

GERST 200 Contemporary Germany (IV)

Fall or spring. 3 credits. Provides language proficiency and satisfies Option 1. Prerequisite: qualification in German (GERST 123 or LPG score of 56-64 or SAT II score of 590-680) or placement by examination. B. Buettner and staff.

A content-based language course on the intermediate level. Students examine important aspects of present-day German culture while expanding and strengthening their reading, writing, and speaking skills in German. Materials for each topic are selected from a variety of sources (fiction, newspapers, magazines, and the Internet). Units address a variety of topics including studying at a German university, modern literature, Germany online, and Germany at the turn of the century. Oral and written work and individual and group presentations emphasize accurate and idiomatic expression in German. Successful completion of the course enables students to continue with more advanced courses in language, literature, and culture.

GERST 202 Exploring German Literature (IV) (LA)

Fall or spring. 3 credits. Satisfies language Option 1. Prerequisite: GERST 200 or 205 or equivalent or permission of instructor. Taught in German. B. Buettner and D. Reese.

In this intermediate course, we read and discuss a number of works belonging to different literary genres by major German-speaking authors such as Kafka, Walsler, Brecht, Mann, Frisch, Dürrenmatt, Bachmann, and others. We explore questions of subjectivity and identity in modern society,

of human existence as existence in language, and of the representation of history in literary texts. Activities and assignments in this course focuses on the development of reading competency in different literary genres, the improvement of writing skills including the accurate use of idiomatic expressions, the expansion of students' German vocabulary, and the systematic review of select topics in German grammar.

GERST 204 Intermediate Conversation and Composition

Fall or spring. 3 credits. Satisfies language Option 1. Prerequisite: GERST 200 or GERST 205 or placement by examination (placement score and CASE). G. Lischke and P. Gilgen.

Emphasis is on improving oral and written expression of idiomatic German. Enrichment of vocabulary and appropriate use of language in different conversational contexts and written genres. Material consists of readings in contemporary prose, articles on current events, videos, and group projects. Topics include awareness of culture, dependence of meaning on perspective, interviews with native German speakers, German news broadcasts, reading German newspapers on the Internet.

[GERST 205 Business German I
Not offered 2004-2005.]

[GERST 206 Business German II
Not offered 2004-2005.]

GERST 301 Scenes of the Crime: German Mystery and Detective Fiction (IV) (LA)

Fall. 4 credits. Prerequisite: GERST 202, 204, 206 or equivalent, or permission of instructor. Taught in German. This course may be counted towards the requirement for 300-level language work in the major. P. Gilgen.

An exploration of German crime, detective, and mystery writing in texts ranging from the early nineteenth century to contemporary fiction. Authors to be studied may include: Kleist, E. T. A. Hoffmann, Dürrenmatt, Schatten, Süskind, Handke, Oren, Arjouni, Ani, and Glauser. In addition to exercising hermeneutic skills (and, by extension, that gray matter of which Sherlock Holmes and Hercule Poirot were so fond), this course aims at improving proficiency in aural and reading comprehension, as well as speaking and writing skills, with emphasis on vocabulary expansion, advanced grammar review, and stylistic development. Recommended to students interested in a combined introduction to literature and high-level language training. The sister course, GERST 302, Youth/Adolescence, is taught in the spring term.

GERST 302 Youth Culture: Adolescence in German Fiction (IV) (LA)

Spring. 4 credits. Satisfies language Option 1. Prerequisite: GERST 202, 204 or 206 or equivalent or permission of instructor. Taught in German. B. Buettner.

Examination of literary and cultural approaches to childhood, youth, and adolescence in texts ranging from the late eighteenth century to the present. Authors may include Bernhard, Musil, Zweig, von Horvath, Mann, Goethe, Kaschnitz, and Schlink. Aimed at improving students' proficiency in aural and reading comprehension, as well as in speaking and composition skills. Focus on high-level

grammar review, stylistic and expository refinement and vocabulary expansion. Recommended for students wishing to combine intensive language training with reading and discussion of short fiction.

[GERST 305 Writing America (IV) (LA)
Spring. 4 credits. Not offered 2004-2005.
P. Gilgen.]

[GERST 306 German Media
Fall. 4 credits. Not offered 2004-2005.]

GERST 307 After the Fires: Divided Germany, 1945-1989 (IV) (CA)

Fall. 4 credits. Satisfies language Option 1. Prerequisite: GERST 202, or 204, or 206, or equivalent or permission of instructor. Taught in German. L. Adelson.

Introduction to the history and culture of postwar Germany, the development and unification of the two Germanys, and their societies. The emphasis is on cultural and social institutions as well as political and intellectual debates. Focal topics include responses to the Nazi past, Germany and Europe, protest movements, migration patterns, women, mass media, and popular culture. We will consider the changes taking place in Germany today in light of the recent past. Some films will also be shown.

GERST 310 Berlin: Where the Wild Things Are (IV) (CA)

Spring. 4 credits. Satisfies language Option 1. Prerequisite: GERST 202, 204, 206, or 220, or equivalent or permission of instructor. Taught in German. U. Maschke.

Berlin has recently been declared the city of the world: Berlin as the place to be for politicians and profit-seekers, architects and artists, the rich and famous, but also for those seeking new thrills. Is this new Berlin pulsing once again with the vibrant energy of the 1920s or overwhelmed by the historical legacy of fascism and the divisions of the Cold War? With a focus on a wide variety of media, such as literature, film, architecture, music, political documents, the Internet, and MIT's hypermedia program Berliner Sehen, this course investigates the emergence and life of contemporary Berlin in the context of its history as the capital of Germany. Differing and sometimes contradictory representations of this unique city form the thematic core of this course, which stresses the refinement of critical reading skills in German in addition to advanced writing, listening, and speaking skills in German. Especially suitable for students interested in study abroad, this course is open to all qualified students interested in high-level development of their German-language skills in the context of cultural studies.

[GERST 353 Kleist # (IV)
Not offered 2004-2005.]

[GERST 354 Schiller # (IV)
Not offered 2004-2005.]

[GERST 357 Major Works of Goethe (1749-1832) # (IV)
Not offered 2004-2005. H. Deinert.]

GERST 423 Avant-Garde and Neo-Avant-Garde: From Dada to the Wiener Gruppe, and Beyond (IV) (LA)

Spring. 4 credits. Satisfies language Option 1. Prerequisite: GERST 301, or 302, or 310 or equivalent. Taught in German. P. Gilgen.

Provides an introduction to avant-garde modes of writing in German-language literature, and examines the affiliations of different forms of avant-garde. Peter Bürger's seminal work *Theory of the Avant-Garde* will serve as a first hypothesis regarding the original goals and later reversals of avant-garde aesthetics and politics. We will also discuss Peter Sloterdijk's analysis of German modernism and—especially—Dadaism. The main part of the course will be dedicated to the reading of primary sources from the early twentieth century—especially Dada poetry and manifestos (Arp, Ball, Huelsenbeck, Schwitters, Sermer, Tzara); neo-avant-garde works from the 1950s and 1960s (Artmann, Bayer, Handke, Jandl, Mayröcker, Wiener); and contemporary texts committed to avant-garde modes of textual production (Egger, Jelinek, Pastior, Waterhouse). On the basis of close readings and comparative analyses, we will construct a rudimentary theory of the (neo-)avant-garde that may serve as a critical supplement to and expansion of Bürger's and Sloterdijk's accounts.

Courses offered in English

It may be possible to arrange a German section for courses taught in English, either informally or formally (for credit). Students are encouraged to discuss this possibility with instructors.

[GERST 221 The Ethics of Imagining the Holocaust (also ENGL 221 and JWST 257) (IV) (LA)]

Not offered 2004–2005. D. Schwarz.]

[GERST 237 The Germanic Languages (also LING 237) (III) (KCM)]

Not offered 2004–2005. W. Harbert, M. Diesing.]

[GERST 318 "1800" # (IV)]

Not offered 2004–2005. P. Gilgen.]

[GERST 320 Postwar German Novel (IV)]

Not offered 2004–2005.]

[GERST 330 Political Theory and Cinema (also COM L 330, GOVT 370 and FILM 329) (III or IV) (CA)]

Not offered 2004–2005. G. Waite.]

[GERST 340 Metropolis: Urban Sites in Literature (IV) (LA)]

Not offered 2004–2005. A. Schwarz.]

GERST 374 Opera and Culture (also COM L 377, MUSIC 374, and THETR 374) # (IV) (LA)]

Spring. 4 credits. Prerequisite: any 3-credit music course or proficiency in German or Italian. A section in German will be available for 1 extra credit. 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 discussions 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 378 German Aesthetic Theory: From Kant to Hegel # (IV)]

Not offered 2004–2005.]

[GERST 392 Minority Literature in the Federal Republic (IV)]

Not offered 2004–2005. L. Adelson.]

[GERST 395 Rilke: The Duino Elegies and Sonnets to Orpheus (IV) (LA)]

Not offered 2004–2005. H. Deinert.]

[GERST 396 German Film (also COM L 396 and FILM 396) (IV)]

Not offered 2004–2005.]

Advanced Undergraduate and Graduate Courses

[GERST 402 The Language of German Poetry (IV) (LA)]

Not offered 2004–2005. P. Gilgen.]

[GERST 403 The Afro-Europeans (IV)]

Not offered 2004–2005.]

GERST 405 Introduction to Medieval German Literature I # (IV) (LA)]

Fall. 4 credits. Prerequisite: reading knowledge of German. A. Groos.

After a brief introduction to basic aspects of the medieval universe, ranging from cosmology to psychology, readings will focus on introductory texts of late twelfth-century courtly culture. Using the predominant genres of aristocratic self-representation, the heroic epic (*Nibelungenlied*), Arthurian romance (Hartmann's *Erec* or *Iwein*), and Minnesang, discussions will investigate the court as the locus of conflicting forces in the rise of the secular culture in Germany, examining such issues as the first vernacular construction of social and sexual identity, generational conflicts within the communal-dynastic order, the rise of individualism (the knightly quest), and subjectivity (the love lyric).

GERST 406 Introduction to Medieval German Literature II # (IV)]

Spring. 4 credits. Prerequisite: GERST 405, or equivalent, or permission of instructor. This is the anchor course for the medieval period. A. Groos.

Political lyrics by Walther von der Vogelweide will introduce agendas of conflict in thirteenth-century German culture, ranging from crusades to civil war. Against this background, we will examine the utopian quest to win the Holy Grail and heal the Fisher King in Wolfram's *Parzival*, using Bakhtin's approach to pre-novelistic discourse. Readings from the love lyric trace representation of gender across emerging class differences, the increasing complexity of self, and instabilities of the performance text. Concluding topics include women mystics and late medieval narratives of socio-sexual violence, anti-Semitism, and urban angst.

GERST 407 Teaching German as a Foreign Language

Fall. 4 credits. G. Lischke.

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 to topics such as planning syllabi, writing classroom tests, and evaluating students' performance. Participants conduct an action research project.

[GERST 408 Uncanny Communities (IV)]

Not offered 2004–2005.]

[GERST 409 Spinoza and New Spinozism (also COM L 442) (IV) (LA)]

Not offered 2004–2005. G. Waite.]

GERST 410 Senior Seminar

Fall. 4 credits. Open to all students with an adequate command of German. Prerequisite: any course at the 300 level taught in German, or equivalent, or permission of instructor. Readings and discussions in German. A. Schwarz.

Topic: **Love as Fiction: German Novellas from Three Centuries.** Examination of love as a literary motif in texts ranging from the eighteenth to the twentieth century. Special attention is given to the following questions: love as an indicator for changing social attitudes toward family and kinship; love as a literary expression of emotion; love as aesthetic theory. Authors include Goethe, Schiller, Schlegel, Kleist, Stifter, Fontane, Storm, Mann, Strauss, and Böll.

[GERST 412 German Literature from 1770 to 1848 # (IV)]

Not offered 2004–2005.]

[GERST 413 Women around Freud (also COM L 412 and FGSS 413) (IV)]

Not offered 2004–2005.]

GERST 415 Marx, Nietzsche, Freud (also COM L 425 and GOVT 473) # (III or IV) (CA)]

Spring. 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. 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 trioka: "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 416 Kafka In/On Translation (also COM L 416)]

Spring. 4 credits. W. Kittler.

[GERST 417 Faust: Transformations of a Myth (also COM L 417) # (IV) (CA)]

Not offered 2004–2005. H. Deinert.]

[GERST 418 Thomas Mann (IV)]

Not offered 2004–2005.]

[GERST 428 Genius and Madness in German Literature (also COM L 409) (IV)]

Not offered 2004-2005.]

[GERST 430 Brecht, Artaud, Müller, Wilson (also COM L 430 and FILM 420) (IV)]

Not offered 2004-2005. D. Bathrick.]

GERST 431 Modern Drama (also THETR 431 and COM L 405)

Fall. 4 credits. Prerequisite: some theatre history and dramatic-literature work at the 300 level or permission of instructor. D. Bathrick.

For description, see THETR 431.

[GERST 435 Introduction to Literary Theory (also COM L 435) (IV)]

Not offered 2004-2005.]

GERST 439 Poetry and Poetics of Translation (also COM L 439, COM L 643, ENGL 641, ROM S 439, ROM S 639, and S HUM 439)

Fall. 4 credits. Limited to fifteen students. J. Monroe.

For description, see COM L 439.

[GERST 441 Introduction to Germanic Linguistics (also LING 441) (III) (HA)]

Not offered 2004-2005. W. Harbert.]

[GERST 447 Reading Freud: Gender, Race, and Psychoanalysis (also COM L 447 and FGSS 447) (IV)]

Not offered 2004-2005.]

[GERST 449 Rescreening the Holocaust (also COM L 453, FILM 450 and RELST 450) (IV) (LA)]

Not offered 2004-2005. D. Bathrick.]

GERST 451-452 Independent Study

451, fall; 452, spring. 1-4 credits each term. Prerequisite: permission of instructor.

GERST 453 Honors Research

Fall. 4 credits. Staff.

GERST 454 Honors Thesis

Spring. 4 credits. Staff.

GERST 457/657 Imagining the Holocaust (also COM L 483/683, ENGL 458/658, and JWST 458/658) (IV) (LA)]

Spring. 4 credits. D. Schwarz.

For description, see ENGL 458/658.

[GERST 472 Poetry of the 1990s (also COM L 472) (IV)]

Not offered 2004-2005.]

[GERST 492 The Advance of Humanism: Aspects of the European Enlightenment # (IV)]

Not offered 2004-2005.]

[GERST 495 The Cultural Theory of the Frankfurt School (also COM L 495, GOVT 471) (III or IV)]

Not offered 2004-2005. P. U. Hohendahl.]

[GERST 496 Theorizing the Public Sphere (also COM L 496 and GOVT 464) (III or IV)]

Not offered 2004-2005. P. U. Hohendahl.]

[GERST 498 German Literature in Exile (IV)]

Not offered 2004-2005.]

Graduate Courses

Note: For complete descriptions of courses numbered 600 or above consult the appropriate instructor.

[GERST 600 Special Topics in Feminist Theory (also ANTHR 600 and COM L 600)]

Not offered 2004-2005.]

GERST 605 Graduate Seminar in European Cultural and Intellectual History: Hannah Arendt and Her World (also GOVT 667 and HIST 605)

Spring. 4 credits. M. Steinberg.

For description, see HIST 605.

[GERST 606 Topics in Historical Germanic Phonology]

Not offered 2004-2005. W. Harbert.]

[GERST 607 Topics in Historical Germanic Morphology]

Not offered 2004-2005.]

[GERST 608 Topics in Historical Germanic Syntax]

Not offered 2004-2005. W. Harbert.]

[GERST 614 Gender at the Fin-de-siècle]

Not offered 2004-2005.]

GERST 615 Jews in German Culture Since 1945 (also JWST 615)

Spring. 4 credits. Required readings in German. Class discussion in English. L. Adelson.

Amidst widespread discussion of Holocaust memory as a "globalized" phenomenon, which becomes increasingly untethered from the historical referent, this seminar explores literature written in German since 1945, largely by Jewish authors, on the subject of Jewish life and German history. For these writers and their texts, the historical encounter with National Socialism remains pivotal to a broad range of aesthetic strategies for representing the complexity of Jewish life in West, East, and unified Germany. Readings include works by authors such as Elisabeth Langgässer, Nelly Sachs, Paul Celan, Hans Keilson, Peter Weiss, Edgar Hilsenrath, Grete Weil, Jeannette Lander, Esther Dischereit, Irene Dische, Rafael Seligmann, Maxim Biller, Barbara Honigmann, and others. This material will be considered against the larger background of postwar German attempts to represent both Jewish identity and the Holocaust. To this end the course will consider pivotal crises of representation such as those reflected in the Fassbinder scandal, the "Historians' Debate," the competition for a "German national monument to the murdered Jews of Europe," Daniel Goldhagen's reception in Germany, and recent debates about anti-Semitism. Additionally, we will consider how these literary works and cultural contexts are relevant to international cultural studies in memory, diaspora, "hybridity," and the aesthetics of representation.

[GERST 617 Literature and Affect (also COM L 625)]

Not offered 2004-2005. A. Schwarz.]

[GERST 618 "The Science of the Experience of Consciousness": Hegel's Phenomenology of Spirit (and Beyond)]

Not offered 2004-2005. P. Gilgen.]

[GERST 621 Issues in Gay and Lesbian Studies (also FGSS 621)]

Not offered 2004-2005.]

[GERST 623 Aesthetic Turns: The Fin-de-siècle]

Not offered 2004-2005. A. Schwarz.]

[GERST 624 Seminar in Medieval German Literature]

Not offered 2004-2005. A. Groos.]

GERST 625 Culture's Threshold: Speculative Fictions from Rousseau to Freud (also COM L 658)

Spring. 4 credits. Prerequisite: graduate student status, or senior undergraduate status with permission of instructor. D. Reese.

In this course we will read a survey of works of philosophy, anthropology, cultural history, and psychoanalysis from 1740 to 1930. In a traceable convention in European letters, philosophical speculation on political, economic, and cultural affairs has often taken the form of counterfactual or speculative fictions housed within argumentative texts. These philosophical fictions imagine origins (of language, states, exchange economies) as they attempt to figure the threshold to particular political, economic, or cultural arrangements. Though they conjure with an imaginary past, these fictions are rhetorically informed by the present and are future-directed. Often presenting themselves as experiments in writing, they supplement the argument within which they are framed in various ways. Some questions we might address in the course of our reading are: Why does the argument "need" to move to fiction and how does philosophy, in turn, motivate the conventions of narrative? How are we to construe the presence or absence of sexual and species difference at the core of the tale? Further, how does temporal displacement serve reflection on social forms? Primary readings include: Rousseau, Herder, Kant, Hegel, Humboldt (Wilhelm), Marx, Nietzsche, Freud, Mauss, Leiris. Other readings include: Butler, Spivak, Derrida, Lotringer, Deleuze, Zizek.

[GERST 626 Nuremberg]

Not offered 2004-2005.]

[GERST 627 Baroque (also COM L 626)]

Not offered 2004-2005.]

GERST 628 Robert Walser: Revolutions in Narrative

Spring. 4 credits. A. Schwarz.

Walser's prose works force the reader to a drastic re-evaluation of traditional narrative theories and literary models. Unique in style, movement, tempo, and genre, Walser cannot easily be categorized or appropriated: the elusive character of his work points to the limits of hermeneutic interpretation and the applicability of new interpretive criteria. Special focus is placed on narrative as stasis and movement; interruption and narrative coherence; completion and fragmentation; surface and depth. This seminar contextualizes Walser's work by frequent comparisons to other "unique" authors such as Jean Paul, Stifter, Kleist, and Bernhard. An overview of narrative theory introduces the class. Texts in German; discussion either in English or German.

GERST 629 The Enlightenment

Spring. 4 credits. Anchor course. P. U. Hohendahl.

The seminar will focus on eighteenth-century German literature and philosophy from 1730 to 1790. Emphasis will be placed on the concept of Aufklärung and its meaning for the development of German thought. The discussions will stress major areas of critical inquiry, such as religion, philosophy,

and literature. Readings will be taken from authors like Forster, Gellert, Gottsched, Kant, Lessing, and Wieland. The critical literature will include the writings of Adorno, Foucault, Habermas, Horkheimer, and Koselleck.

[GERST 630 Classicism and Idealism]
Not offered 2004–2005. P. U. Hohendahl.]

GERST 631–632 Academic German I and II

631, fall; 632, spring, 3 credits each term. Limited to graduate students. Prerequisite: for GERST 632, GERST 631 or equivalent. Staff.

Intended primarily for beginners with little or no previous German knowledge. Emphasis in 631 on acquiring basic German reading skills. Emphasis in 632 on development of the specialized vocabulary of student's field of study.

[GERST 634 German Romanticism]
Not offered 2004–2005. G. Waite.]

[GERST 635 The Gates to Modernity: From Karlsbad to the 1848 Revolution]
Not offered 2004–2005. P. U. Hohendahl.]

[GERST 636 Kleist and Kafka: Prose Works]
Not offered 2004–2005. D. Reese.]

[GERST 637 Nineteenth-Century Fiction: The Realist Project]
Not offered 2004–2005.]

[GERST 640 The Modern German Novel]
Not offered 2004–2005. A. Schwarz.]

[GERST 647 German Literature from 1949 to 1989]
Not offered 2004–2005. L. Adelson.]

GERST 650 Culture in the Weimar Period
Fall, 4 credits. Anchor course. Prerequisite: Reading knowledge of German. D. Bathrick.

This survey course will treat major developments in the area of German culture (literature, cinema, philosophy, mass culture, painting) between 1900 and 1933. Individual representative texts will be studied and discussed in their relation to the cultural, political, and social contexts out of which they emerge. Lectures and discussions will focus both on detailed interpretation of individual works as well as on the general historical background and developments of the period.

[GERST 652 Culture in Germany 1933–1945]
Not offered 2004–2005. D. Bathrick.]

[GERST 653 Opera (also COM L 655 and MUSIC 679)]
Not offered 2004–2005.]

GERST 656 Aesthetic Theory: The End of Art (also ART H 447, COM L 656, and VISST 456)

Fall, 4 credits. P. Gilgen.

This course investigates the emergence of aesthetics as its own discipline at the end of the eighteenth century. In a first phase, we will examine the rationalist articulation of aesthetics in Baumgarten's work and the empiricist theory of taste, particularly Burke's *Enquiry*. Drawing on the findings of these two traditions, Kant's *Critique of Judgment* (1790) inaugurated a preoccupation in German philosophy around 1800 with the philosophical status of the beautiful and of art. Especially in Romantic theory

and practice, art was meant to provide a solution to the philosophical dilemmas in the wake of Kant's critical philosophy. But already in Hegel's *Phenomenology*, and more explicitly in the *Encyclopedia* and the *Lectures on Aesthetics*, art lost this elevated position vis-a-vis philosophy. Taking this observation as a guiding thread, the main part of the course is structured around in-depth readings that may include Kant, Schiller, Schelling, Schlegel, Novalis, Hölderlin, and Hegel. Further readings may include writings by contemporary philosophers and theoreticians—such as Derrida, Lyotard, de Man, Adorno, and Danto—whose work on aesthetics takes its starting point from the philosophical issues surrounding the emergence of aesthetic theory only to transcend these historical confines and formulate contemporary positions on the status of the aesthetic. The following questions will be addressed: What are the conditions for the move from the subjective judgment of taste (Kant) to objective beauty (the Romantics, Hegel)? How is the relation of art and nature reconceived by the Romantics? What is the relation of aesthetic theory and the history of art? Is philosophy the end of art?

[GERST 658 Old High German/Old Saxon (also LING 646)]
Not offered 2004–2005. W. Harbert.]

GERST 660 Visual Ideology (also COM L 660 and ART H 660)

Fall, 4 credits. G. Waite.

Some of the most powerful analyses of "visual culture" have come from outside or on the peripheries of the academic institutions designed to study it. At the same time, in a climate when focus is on currently more fashionable media, the great contributions to visual analysis made by art historians looking at oil paintings tend to be neglected. This seminar analyzes the interactions between "traditional" disciplines, such as iconography and connoisseurship; and innovations coming from philosophy, psychoanalysis, historiography, sociology, literary theory, feminism, and Marxism. We will develop: 1) a general theory of "visual ideology," that is, the gender, social, racial, and class determinations on the production, circulation, consumption, and appropriation of visual "culture" from the Renaissance and Baroque until now; and 2) specific critical practices that articulate those determinations. Examples are drawn mainly from the history of oil painting, but issues related to architecture, city planning, photography, and cinema also come up. In addition to art historians, authors include: Althusser, Benjamin, Copjec, Deleuze, Derrida, Freud, Carlo Ginzburg, Karatani Kojin, Lacan, Lyotard, José Antonio Maravall, and Nietzsche.

[GERST 661 After the City: From Metropolis to Electropolis (also ARCH 338/638 and COM L 661)]
Not offered 2004–2005.]

[GERST 663 Nietzsche and Heidegger (also COM L 663)]
Not offered 2004–2005. G. Waite.]

[GERST 664 Freud and the Fin de siècle]
Not offered 2004–2005.]

[GERST 666 Ingeborg Bachmann]
Not offered 2004–2005.]

[GERST 667 "Minor" German Literatures?]
Not offered 2004–2005.]

[GERST 668 Literature and the Uncanny (also COM L 664)]
Not offered 2004–2005.]

[GERST 669 Modern Social Theory I (also GOVT 669)]
Not offered 2004–2005. S. Buck-Morss.]

GERST 670 Modern Social Theory II: Political Theory and Aesthetics (also GOVT 670)

Spring, 4 credits. S. Buck-Morss.
For description, see GOVT 670.

[GERST 671 Postcolonial Theory and German Studies (also COM L 688)]
Not offered 2004–2005. L. Adelson.]

[GERST 672 German Opera Topic: Wagner (also MUSIC 674)]
Not offered 2004–2005.]

[GERST 674 Contemporary Poetry and Culture: 1968–1993 (also COM L 674, ENGL 697, and SPAN L 674)]
Not offered 2004–2005.]

[GERST 675 After the Divide: German Critical Theory of the Seventies and Eighties (also COM L 675 and HIST 675)]
Not offered 2004–2005. P. U. Hohendahl.]

[GERST 679 Bertolt Brecht in Context (also COM L 679 and THEAT 679)]
Not offered 2004–2005.]

[GERST 680 Brecht, Müller, and the Avant-Garde (also COM L 676 and FILM 680)]
Not offered 2004–2005. D. Bathrick.]

[GERST 681 Reproducing Enlightenment: Paradoxes of the Body Politic (also COM L 681)]
Not offered 2004–2005. D. Reese.]

[GERST 682 Hölderlin: Philosophy, Poetry]
Not offered 2004–2005. P. Gilgen.]

GERST 683 From Electric to Electronic Media (also COM L 653)

Fall, 4 credits. The reader contains the texts in English translation, but close reading of the originals is strongly recommended. W. Kittler.

The purpose of this course is to understand the conditions of data transmission, data storage, and data processing from the time of electric to that of electronic media, i.e., from the early nineteenth century to the present. Exemplary readings of texts from literature, philosophy, and engineering are discussed to trace a history of such technologies as the telegraph, the telephone, radio, and the universal machine, a.k.a. the computer. Specific emphasis is placed on the difference between analogue and digital machines; the concepts of energy and information; various forms of encoding; AM, FM, and PCM; Markov chains; Kolmogoroff/complexity; and the structure of centralized and distributed networks. Texts by Paul Baran, Walter Benjamin, Jorge Luis Borges, Charles Dickens, Peter Galison, Martin Heidegger, Franz Kafka, Heinrich von Kleist, Jacques Lacan, Gaius Plinius Secundus, Thomas Pynchon, Kurt Schwitters, Claude E. Shannon, Thomas Sömmerring, August Strindberg, and Alan Mathison Turing.

[GERST 685 Gramsci and Cultural Politics (also COM L 685 and GOVT 675)]
Not offered 2004–2005. G. Waite.]

GERST 686 Althusser and Lacan (also COM L 686, FRLIT 623, and GOVT 679)

Fall. 4 credits. Reading knowledge of French not required. G. Waite.
This seminar takes up the old "dialogue" or "confrontation" between Marxism and psychoanalysis as it continues in our "postmodern" or "postcommunist" era, based on close readings of selected works by Louis Althusser and by Jacques Lacan. Specific topics include the significance of their personal relationship; the role of "anti-philosophical" Lacanian concepts in Althusser's philosophy or "aleatory materialism"; writers of common interest (from Spinoza to Freud); the homology between the "return to Marx" and the "return to Freud"; their modes of interpretation and argumentation; the technique of "symptomatic reading"; differing concepts of "structure," "overdetermination," and "contradiction"; the question whether "ideology is (the) unconscious"; and their critiques of Marxism, Stalinism, and capitalism. Other writers include Badiou, Balibar, Butler, Copjec, Freud, Gramsci, Machiavelli, Marx, Mao, Negri, Spinoza, and Zizek.

GERST 687 The Politics of Culture in the German Democratic Republic
Not offered 2004-2005.]**GERST 689 The Aesthetic Theory of Adorno (also COM L 689 and HIST 689)**

Not offered 2004-2005. P. Hohendahl.]

GERST 690 Feminist Criticism and Theory (also FGSS 690)

Not offered 2004-2005.]

GERST 693 "The Sign of History": Kant and Lyotard (also COM L 693, GOVT 761)

Not offered 2004-2005. P. Gilgen.]

GERST 696 Conceptualizing Cultural Contact (also COM L 696 and NES 696)

Not offered 2004-2005. L. Adelson.]

GERST 699 German Film Theory (also COM L 699 and FILM 699)

Not offered 2004-2005.]

GERST 753-754 Tutorial in German Literature

Fall and spring. 1-4 credits per term. Prerequisite: permission of instructor.

Dutch**DUTCH 121-122 Elementary Dutch**

121. fall; 122. spring. 4 credits each term. *DUTCH 122 provides language qualification.* 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 203 Intermediate Composition and Conversation

Fall. 3 credits. Prerequisite: qualification in Dutch or permission of instructor. *Provides language proficiency.* M. Briggs.

Improved control of Dutch grammatical structures and vocabulary through guided conversation, discussions, compositions, reading, and film, drawing on all Dutch-speaking cultures. Taught in Dutch.

[DUTCH 204 Intermediate Composition and Conversation

Not offered 2004-2005. M. Briggs.]

DUTCH 300 Directed Studies

Spring. 1-4 credits variable. Prerequisite: proficiency in Dutch or permission of instructor. M. Briggs.

Individualized advanced Dutch studies. This course provides students with individualized programs which can be anything from advanced mastery in any or all skills to the mastery of Dutch for research, literature, and history in support of all disciplines. Taught in Dutch.

Swedish**SWED 121-122 Elementary Swedish**

121. fall; 122. spring. 4 credits each term. Prerequisite: for SWED 122, SWED 121 or equivalent. L. Trancik.

Students in the course develop abilities in listening, speaking, reading, and writing within Sweden's cultural context. Work on the Internet, interactive computer programs, and a virtual textbook are used in these courses.

[SWED 123 Continuing Swedish

Not offered 2004-2005. L. Trancik.]

SWED 203 Intermediate Swedish

Fall. 3 credits. *Provides language proficiency.* Prerequisite: SWED 123 or permission of instructor. L. Trancik.

Intermediate to advanced-level instruction using audiovisual material and text to enhance language comprehension.

[SWED 204 Advanced Swedish

Not offered 2004-2005. L. Trancik.]

SWED 300 Directed Studies

Fall. 1-4 credits variable. Prerequisite: permission of instructor. L. Trancik.

Taught on a specialized basis to address particular student needs. Times arranged with instructor.

GOVERNMENT

V. Bunce, chair; R. Bense, director of graduate studies; J. Rabkin, director of undergraduate studies; S. Buck-Morss, A. Carlson, M. Evangelista, J. Frank, B. Hendrix, R. Herring, M. Jones-Correa, M. Katzenstein, P. Katzenstein, J. Kirshner, I. Kramnick, T. J. Lowi, K. Mantena, S. Martin, W. Mebane, D. Moehler, J. Pontusson, L. Ryter, E. Sanders, H. Schamis, M. Shefter, V. Shue, A. M. Smith, J. S. Smith, J. J. Suh, S. G. Tarrow, N. T. Uphoff, N. van de Walle, C. Way, R. Weiner, N. Winter, H. Zimmermann

Please visit the Government Department web site: <http://falcon.arts.cornell.edu/Govt>

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 210 White 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 (GOVT 111, 131, 161, 181);
- 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; or other 400-level courses in which no more than 15 students are enrolled.
- 5) accumulate 11 credits in upper-level courses in related fields (such as anthropology, economics, history, science and technology studies, 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 three additional courses (11 credits) of upper-level related courses are required to complete the major. For more information about the Government major, **please visit our web site: <http://falcon.arts.cornell.edu/Govt>.**

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.

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, J. Pontusson, and S. G. Tarrow for advice on course selection and foreign study programs.

Model European Community Simulation.

Undergraduates with an interest in the European Union, public affairs, or debating may participate in an annual European Union

simulation held, on an alternating basis, in April at SUNY Brockport or in January in Brussels. The simulation provides an opportunity for participants, representing politicians from the members states, to discuss issues and resolutions of current concern to the European Union.

To prepare for the simulation, a two-credit course is offered by the Government Department each year (GOVT 431 or GOVT 432). Participation in the simulation is open only to those who register for this course. Anyone interested in participating or finding out more information should contact the Institute for European Studies at 120 Uris Hall, 255-7592.

International Relations Concentration. See the description under "Special Programs and Interdisciplinary Studies."

Honors. Application to the honors program is made in the early spring of the junior year. For more information about the Honors Program and an application form, **please visit our web site:** <http://falcon.arts.cornell.edu/Govt>.

Introductory Courses

Students registering for introductory courses should register for the lecture only. Sections are assigned during the first week of class. Introductory courses are also offered during summer session.

GOVT 111 Introduction to American Government and Politics (III) (SBA)

Fall and summer. 3 credits. N. Winter, M. Jones-Correa.

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 (III) (SBA)

Spring and summer. 3 credits. R. Herring.

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 analyze institutional variations among liberal democracies, and their political implications. We 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 explore the impetus behind and the obstacles to democratization in the Third World and the erstwhile Communist Bloc. Throughout this survey, problems of democracy are related to problems of economic development, efficiency, and equality.

GOVT 161 Introduction to Political Philosophy # (III) (HA)

Spring. 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 (III) (SBA)

Fall and summer. 3 credits. J. Kirshner.

An introduction to the basic concepts and practice of international politics.

First-Year Writing Seminars

Consult the John S. Knight Institute brochure for times, instructors, and descriptions.

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 to majors over nonmajors and seniors over juniors. Topics and instructors change each semester. To apply, students should pick up an application in 210 White Hall during the pre-enrollment period.

American Government

GOVT 111 is recommended.

GOVT 301 Public Opinion and American Democracy (III) (HA)

Spring. 4 credits. N. Winter.

This course is organized around three broad themes: American state expansion in the late nineteenth century, the political economy of class and regional conflict that shaped the party system and democratic politics generally, and the process of industrialization that propelled the United States into the front rank of the world economy by the turn of the century. The course is roughly divided into two sections. The first part stresses the importance of the Civil War and the coincident suppression of southern separatism to subsequent American political development and state formation. The second part connects the national political economy and the central state established by the Civil War to the structure of the party system, operation of democratic institutions, and rapid industrialization during the last decades of the nineteenth century. Also included are comparison of Union and Confederate state formation during the Civil War, analysis of the political role of cotton production, and examination of the role of finance capital in industrial expansion, and a consideration of possible developmental trajectories other than the high-tariff, gold-standard one actually followed by the United States.

[GOVT 302 Social Movements in American Politics (also AM ST 302) (III) (HA)

Fall. 4 credits. Not offered 2004-2005.

E. Sanders.

Analyzing a variety of movements from the late nineteenth century to the present, this course seeks answers to the following concerns: What social and political conditions gave rise to these movements? What determined success or failure (and how should those terms be defined)? How do social movements affect political processes and institutions (and vice-versa)? What is their legacy in politics and in patterns of social interaction? The movements to be studied are populism; progressivism; labor; socialism; women's suffrage, the contemporary gender equality movement; protest movements of the 1930s; civil rights; Students for a Democratic Society and antiwar movements of the 1960s; environmentalism; the 1980s anti-nuclear (weapons) movement; gay rights; and the new religious right. Some theoretical works will be used, but most of our theoretical explorations will be inductively derived from studies of actual movements and the difficulties they faced.]

[GOVT 303 Imagining America (also COM L 341 and AM ST 326) (III or IV) (CA)

Fall. 4 credits. Not offered 2004-2005. D. Rubenstein.

This course addresses nineteenth- and twentieth-century European travel writing about America from Alexis de Tocqueville's landmark work, *Democracy in America*, to Jean Baudrillard's polemical *America* and Umberto Eco's *Travels in Hyperreality*. We will be concerned with the question of what America, as both "utopian" ideal and as a living example, represents for the European philosophical voyager. For example, what role does national fantasy play in the encounters revealed in Julia Kristeva's excursion to American universities in *The Samurai* or in Simone de Beauvoir's guided (by Richard Wright) tour as recounted in her diary, *American Day by Day*? We also will discuss Francois-René de Chateaubriand's *René and Atala* as a literary limit case of intercultural exchange. We also will consider how race is implicated in these writings (e.g., de Tocqueville, de Beauvoir; Kristeva's consideration of "the foreigner") and the pertinence of American genres such as the captivity narrative of Chateaubriand or de Tocqueville and Beaumont's writings on prison.]

[GOVT 309 Science in the American Polity (also S&TS 391) (III) (SBA)

Not offered 2004-2005.

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 include research funding, technological controversies, scientific advice, citizen participation in science policy, and the use of experts in courts.]

GOVT 311 Urban Politics (also AM ST 311) (III) (SBA)

Spring. 4 credits. M. Shefter.

Covers 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. Considers 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 (III) (CA)

Spring. 4 credits. Undergraduates only. Staff.

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 314 Prisons (III) (SBA)

Fall. 4 credits. Not offered 2004-2005.

M. Katzenstein.

This seminar looks at the politics of incarceration. Why is prison construction a growth industry? What is the role of public policy and of the law in this process of prison expansion? How does race and racism in American society figure in this? Are women's prisons designed to respond to the needs of a "generic-male" prisoner or are they organized around women's needs? Are there "spaces" within the prison (educational programs, libraries, chaplain's offices) that alleviate the grim realities of prison life. We devote a section of the course to reading about and discussing different forms of political activism on behalf of prison reform. Seminar members should plan on an occasional extra class time, likely to be on a Wednesday or Thursday evening, to hear guest speakers and see films.]

[GOVT 316 The American Presidency (III) (SBA)

Fall. 4 credits. E. Sanders.

This course explores and seeks explanations for the performance of the twentieth- to twenty-first-century presidency, focusing on its institutional and political development, recruitment process (nominations and elections), relationships to social groups, economic forces, and "political time," and foreign and domestic policy making.

[GOVT 317 Campaigns and Elections (III) (SBA)

Fall. 4 credits. W. Mebane.

This course examines campaigns and elections, focusing primarily on national elections in the United States. Topics include the relationship between elections and the economy, the weakness of the American party system, voter turnout, individual voting decisions, negative campaigning, and the noncompetitiveness of congressional elections. We examine several theories that explain these phenomena, including in particular the theory of rational choice. Course requirements include one or two papers based on original analysis of election survey data.

[GOVT 318 U.S. Congress (III) (SBA)

Fall. 4 credits. M. Shefer.

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 319 Racial and Ethnic Politics (also AM ST 313 and LSP 319) (III) (SBA)

Spring. 4 credits. M. Jones-Correa.

In 1965 the landscape of American politics changed dramatically with the passage of the Voting Rights Act. That same year, Congress passed the Immigration Reform Act, which though little heralded at the time, arguably has had equally profound effects. This course provides a general survey of minority politics in the United States, focusing on the effects of these two key pieces of legislation. The course highlights the relationships between immigrants and minorities, electoral politics and protest politics, and between cooperation and competition within and among minority groups. The purpose of the course is not only to pinpoint the similarities and differences in the agendas and strategies adopted by minority groups, but to indicate the interaction

between "minority" politics and American politics as a whole.

[GOVT 320 Public Opinion and Public Choice (III) (SBA)

Spring. 4 credits. Prerequisite: GOVT 111 or permission of the instructor. W. Mebane.

A fundamental paradox in democracy is that a government the people control will only rarely be a government that does what the people want. This is not to say that government NOT by the people is better (it is usually worse). This course explores this problem, contrasting the answers given by the concept of public opinion and the formal theory of social choice. We encounter the paradox in several American political institutions, including elections, legislatures, and bureaucracy.

[GOVT 327 Civil Liberties in the United States (also AM ST 310) (III) (KCM)

Spring. 4 credits. Not offered 2004-2005. J. Rabkin.

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 U.S. Supreme Court (III) (HA)

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 329 Comparative Politics of Latin America (III) (SBA) @

Fall. 4 credits. M. Anner.

This course explores major themes in Latin American politics such as development and dependency, authoritarianism and the state, revolution and labor contention, and democratization and neoliberalism. Students examine competing theoretical approaches to these political phenomena including socioeconomic, institutional, and political-cultural explanations. Special attention is placed on the experiences of Brazil and Argentina, El Salvador and Nicaragua, and Mexico and Cuba.

[GOVT 354 Capitalism, Competition, and Conflict in the Global Economy (III) (SBA)

Fall. 4 credits. Not offered 2004-2005. P. Katzenstein.

Unemployed autoworkers in Detroit and the wood stoves in New England signal an important change in America's relation to the world economy. This course characterizes these changes in a number of fields (trade, money, energy, technology), explains them as the result of the political choices of a declining imperial power that differs substantially for the choices of other states (Japan, Germany, Britain, France, the small European states, and Korea), and examines their consequences for America and international politics.]

[GOVT 402 New York Politics (III) (SBA)

Fall. 4 credits. Not offered 2004-2005. M. Luster.

New York is arguably the most politically, economically, socially, ethnically, and demographically diverse state in the nation. How its government manages to operate at all is sometimes a wonder. This course examines

the structure, traditions, tensions, and processes of New York's political institutions, with a particular focus on the legislature, in an effort to understand how a contentious, partisan, and historically brutal political climate has often produced great leaders and positive results. With the "devolution revolution" still under way, the course will help students better understand the role of state government and how it functions in the turbulent world of New York politics.]

[GOVT 403 International Environmental Policy and Law (III) (SBA)

Fall. 4 credits. Not offered 2004-2005. A. Brettell.

Transboundary environmental problems require a coordinated supranational response. Coordinating this response can be called "global governance." Global governance is not world government nor is it simply international relations. During this course, students will examine global governance and international cooperation regarding selected regional and international environmental issues. The course lays the foundation for understanding international environmental law: its concepts, sources, and applications. Students will learn how and why various coordinating mechanisms, including environmental treaties and agreements, are initiated, negotiated, and implemented. Also, students will explore the roles of institutions, regimes, laws, states, non-state actors, science, and ideas in relation to environmental policy coordination at the global level. The class will discuss global environmental issues within the context of international relations theories, methods, and ideas. We will discuss such concepts as North-South political divisions, power, sovereignty, security, legitimacy, globalization, ethics, conflict, and cooperation as they are played out in one specific issue area. Students will gain exposure to theoretical and empirical approaches to international environmental politics and to qualitative and quantitative research strategies. There will be some lecturing, but the majority of class time will be devoted to discussion, debates, and student presentations.]

[GOVT 404 American Political Development in the Twentieth Century (also AM ST 404 and GOVT 612) (III) (HA)

Fall. 4 credits. E. Sanders.

This course examines the growth and change of the American national state from the early twentieth century to the present. It is concerned with the responses of the national government to changes and pressures originating in society, economy, and the international distribution of power, as well as the state's effect on society, market, and world politics. We explore pluralist, class-based, state-centered, and other approaches in an effort to see which provides a better explanation for the rise (and contraction) of the national state in three main arenas: economic regulation; social welfare, and rights; and national security.

[GOVT 405 The Postmodern Presidency: 2004 (also AM ST 430.3) (III) (CA)

Spring. 4 credits. Not offered 2004-2005. D. Rubenstein.

This course will examine the presidencies of Reagan, Bush, and Clinton in relation to what scholars have called "the postmodern presidency." While this term has been utilized by institutionalist students of the presidency as

a periodizing hypothesis, our emphasis will be on the work of cultural critics and historians. We will address the slippage between fact and fiction in cinematic and popular representations of the presidency (biography, novels, television). The construction of gender normativity (especially masculinity) will be an attendant subtheme. The postmodern presidency will be read as a site of political as well as cultural contestation. The Kennedy assassination will serve as a case study in the formation of a national icon. The larger question of this approach to the presidency concerns the relationship between everyday life practices and citizenship as well as the role of national fantasy in American political culture today. As this is a presidential election year, we will examine popular representations of Campaign 2004.]

[GOVT 408 Politics of the American Civil War (also AM ST 430.1) # (III) (HA)]
Spring. 4 credits. Not offered 2004–2005.
R. Bensei.]

[GOVT 413 Coordination in American Politics (also GOVT 613) (III) (SBA)]

Spring. 4 credits. Prerequisites for undergraduates: GOVT 111 and one 300-level course in American government, or permission of the instructor. W. Mebane. In this seminar we examine the idea that American voters act in a strategically coordinated way. Are voters as wary of one another as they are of politicians? We examine how coordination depends on American institutions, especially the separation of powers and the political parties. We look at how large-scale coordination, which implies collective equilibrium, need not depend on individuals being highly informed and rational. We consider how coordination and strategic voting affect the parties' campaign strategies, and what coordination implies about popular control of the government.

[GOVT 420 War at Home (also AM ST 422) (III) (HA)]

Fall. 4 credits. M. Shefter, J. Rabkin. This seminar examines how American government and politics have been shaped by the nation's wars over the past several decades—from World War II to the Second Gulf War. We will analyze and compare how these wars influenced U.S. constitutional law, major institutions of U.S. government, American electoral politics, and ongoing conflicts among important political constituencies.

[GOVT 424 Contemporary American Politics (also GOVT 629)]

Spring. 4 credits. M. Shefter. This seminar analyzes some major changes in U.S. electoral and group politics in recent decades. Topics to be considered include: partisan realignment, the new conservatism, racial cleavages, "identity politics," and democratic decline.

[GOVT 426 Colonialism and Post Colonialism (also GOVT 625) (III) (HA)]

Spring. 4 credits. L. Ryter. The age of colonialism, for the most part, came to an end after the second world war. Yet colonialism profoundly shaped the world we know today, transforming economies, geographies, identities, and epistemologies. Students of "developing countries" in particular must consider colonial legacies, not only to understand how they have

shaped the objects of study, but also how they have structured the very methods and modes of analysis brought to bear on the objects themselves. Aiming to explore the various dimensions of "postcolonialism," this course will survey such topics as colonial empires, nationalism and colonization, commodities and violence, and representation and subjectivity. Readings will be drawn from scholarship in several disciplines, from anticolonial writings, and from colonial genres such as travelogues.

[GOVT 427 Immigrants, Membership, and Citizenship (also LSP 430 and AM ST 430.4) (III) (CA)]

Fall. 4 credits. Not offered 2004–2005.
M. Jones-Correa. Immigrants are increasingly important players in the politics and economies of industrialized societies. However, in many cases despite their residence in these societies, their membership and citizenship status is often in question. At times migrants are undocumented, living and working at the fringes of the protections and regulations afforded by the legal system. Or they may petition to enter as refugees, having to prove their right to stay. Even if residing permanently, immigrants may still not be citizens of their receiving country, or if they are, they may have dual nationality. This course explores the complications of membership and citizenship among migrants, refugees and immigrants, focusing largely on immigration to the United States.]

[GOVT 428/728 Government and Public Policy: An Introduction to Analysis and Criticism (III) (SBA)]

Fall. 4 credits. Not offered 2004–2005.
T. J. Lowi.

GOVT 428 concentrates on history and criticism of U.S. policies and the politics associated with them. Particular attention is given to the origins and character of the regulatory state and the welfare system.]

[GOVT 429 Government and Public Policy: An Introduction to Analysis and Criticism (III) (SBA)]

Spring. Open to undergraduates. 428 and consent of instructor are required for 429. Not offered 2004–2005. T. J. Lowi. GOVT 429 is an opportunity to pursue further the research begun in 428.]

Comparative Government

GOVT 131 is recommended.

[GOVT 226 Sophomore Seminar: Empires]

Fall. 4 credits. V. Bunce. In this seminar we compare the politics, economics, and culture of empires, with particular emphasis on historical empires, such as the Ottoman and Habsburg, and more recent empires, such as the Soviet bloc and (it can be argued) the United States after the end of the Cold War. Among the questions we will debate are the following: What is an empire, and what makes it different from a state? Why do empires rise, why do they fall, and how do these processes affect international and domestic politics, economics and culture? Finally, how are empires experienced—especially for colonial people? Four short papers, all based on the readings, are required.

This is a special seminar sponsored by the John S. Knight Institute's Sophomore Seminars

Program. Seminars offer discipline-intensive study within an interdisciplinary context. While not restricted to sophomores, the seminars aim at initiating students into the discipline's outlook, discourse community, modes of knowledge, and ways of articulating that knowledge. Enrolment is limited to 15. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

[GOVT 330 Politics of the Global North (also ILRIC 333) (III)]

Fall. 4 credits. L. Turner.
For a description, see ILRIC 333.

[GOVT 332 Modern European Politics (III) (SBA)]

Spring. 4 credits. H. Zimmermann. The course gives an introduction to politics and political systems in Western Europe. It starts with a brief history of the formation of the nation state and the establishment of democratic rule. It continues with the modes and structures of political conflict and explores political cultures, party and electoral systems, the roles of interest groups and social movements, and the mass media. It then turns to a discussion of parliament and government. The main countries studied include Britain, France, Germany, and Italy. The main dimensions guiding the comparison are conflict vs. consent, federalism vs. centralism, parliamentary vs. presidential systems, and majority vs. proportional representation. The course concludes with a discussion of minority-majority relations and the problem of democratic inclusion.

[GOVT 336 Postcommunist Transitions (III) (SBA)]

Spring. 4 credits. Not offered 2004–2005.
V. Bunce. This course compares economic and political developments since the collapse of communism in Eastern Europe and the former Soviet Union. Primary emphasis is placed on the relationship between democratization and the transition to capitalism, with some attention paid as well to nationalism and (for the new states in the region) state-building. Cases examined in greatest detail vary by year, but are always multiple so as to encourage comparative observations and generalizations.]

[GOVT 337 Militaries, Societies, and Rogues]

Fall. 4 credits. L. Ryter. How do we understand the relationship between militaries and societies? Do powerful militaries protect democracy or oppose it? Many argue that democracy depends on civilian control of the military. Where do private militias, paramilitaries, and so-called "rogue elements" within military hierarchies themselves fit in? This course will raise such questions through a critical review of selected literature in civil-military relations and transitions to democracy. Course readings will be drawn from these literatures, as well as from political theory, anthropology, and history. We will consider cases from Southeast Asia, Latin America, and Africa in comparative historical perspective.

[GOVT 338 Comparative Political Economy (III) (SBA)]

Fall. 4 credits. Not offered 2004–2005.
J. Pontusson.]

GOVT 339 Political Economy of Development

Spring. 4 credits. D. Moehler.

This course examines the political economy of developing countries. It addresses the questions: What is development? How have our ideas about development and its causes changed over time? How have the experiences of people living in developing countries improved or worsened? Where should we focus our development efforts in the future? The first half of the course surveys major theories over the past fifty years about how states develop economically and politically. The second half examines some current development issues.

GOVT 341 Modern European Society and Politics (also SOC 341) (III) (SBA)

Spring. 4 credits. S. Tarrow.

Since the French and industrial revolutions, modern Europe has been the major source of innovation and stability, freedom and imperialism, war and peace, capitalism and socialism, rule of law and state terror, and modernity and its critics. Even the 50-year division of the continent by the Cold War could not destroy its common but contradictory heritage. This interdisciplinary core course in modern European studies serves as an introduction to European society and politics. Topics include European state-building and capitalism, nationalism and socialism, cycles of revolution and reaction, stratification and mobility, law and violence, and war and democracy. The course ends with an introduction to the European Union and its conflicts. May be taken separately or in combination with GOVT 342, The New Europe, which focuses on contemporary Europe. If qualified student interest permits, a section may be offered in French or German.

GOVT 343 The Politics of European Integration (III) (SBA)

Fall. 4 credits. H. Zimmermann.

This course explores the policies and policy-making of the European Union against the backdrop of the postwar history of European integration and the institutional framework of the EU. We also will explore how European integration is reshaping domestic political and economic arrangements in the member states of the European Union and current debates about the emerging European polity. The implications of Eastward enlargement for the EU, for the emerging market economies of Eastern Europe and for the process of Europeanization will be considered in some depth.

GOVT 344 Government and Politics of Southeast Asia @ (III) (HA)

Spring. 4 credits. L. Ryter.

Contemporary politics in Southeast Asia must be understood in light of colonialism, the nationalist movements that colonial rule in effect produced, and the geo-strategic imperatives of the Cold War. Colonial rule defined the territorial boundaries and institutions of the modern state, nationalism provided a new political discourse, and the Cold War helped determine the nature of authority in post-colonial states. This course will consider these and other themes in comparative perspective with special focus on Indonesia, Thailand, and the Philippines.

[GOVT 347 Politics of China @ (III) (HA)]

Spring. 4 credits. Not offered 2004-2005.

This course is designed to provide a comprehensive introduction to the main

issues in Chinese politics in the twentieth and twenty-first centuries. The first sessions of the class focus on the rise of the Chinese revolution, the tenants of Mao Zedong thought, and the main political campaigns of the Mao period. Next, the course focuses on the Deng Xiaoping and Jiang Zemin eras and the complex problems associated with "opening" China. Some of these problems include reforming the economy incrementally while furthering economic growth; rectifying the fallout of political extremism and expanding individual choice while keeping society stable and affirming collective interests; and allowing more input into policy processes while maintaining party dominance. Students examine the succession of a new generation of leaders to power, a fourth generation, and the possibility of continuing economic and political reforms. We also make comparisons between the People's Republic of China and Taiwan. Throughout the course, we explore several themes including the meaning of citizenship in a one-party-dominated state, national integration, state power and regime adaptation, social control, channels of democratization, and the political challenge of social issues.]

[GOVT 353 Recent East Asian Politics (III) (HA)]

Fall. 4 credits. Prerequisite: GOVT 111 or permission of the instructor. Not offered 2004-2005.

A fundamental paradox in democracy is the fact that a government the people control will only rarely be a government that does what the people want. This is not to say that government NOT by the people is better (it is usually worse). This course explores this problem, contrasting the answers given by the concept of public opinion and the formal theory of social choice. We encounter the paradox in several American political institutions, including elections, legislatures, and bureaucracy.]

[GOVT 354 Capitalism, Competition, and Conflict in the Global Economy (III) (SBA)]

Fall. 4 credits. Not offered 2004-2005.

P. Katzenstein.

Unemployed autoworkers in Detroit and the wood stoves in New England signal an important change in America's relation to the world economy. This course characterizes these changes in a number of fields (trade, money, energy, technology), explains them as the result of the political choices of a declining imperial power that differs substantially for the choices of other states (Japan, Germany, Britain, France, the small European states, and Korea), and examines their consequences for America and international politics.]

GOVT 431 Model European Union I

Spring. 2 credits. Staff.

This two-credit course is designed to prepare students to participate in the annual Model European Union Simulation held, on an alternating basis, at S.U.N.Y.-Brookport and in Brussels. The simulation provides an opportunity for participants, representing politicians from the member states of the European Union, to discuss issues and resolutions of current concern to the E.U. The preparatory course introduces students to the E.U., the country that the Cornell team will represent, and the issues to be discussed at the simulation. A substantial part of travel

costs for the Cornell team will be paid by the Institute for European Studies, and course enrollment will be restricted by budgetary considerations. Students enrolled in this course are required to write a research paper.

[GOVT 432 Model European Union II

Fall. 2 credits. Not offered 2004-2005.

J. Pontusson.]

[GOVT 436 Environmental Politics and Policy (III) (SBA)]

Spring. 4 credits. Not offered 2004-2005.

Staff.

A research-oriented seminar oriented toward theoretical understanding of the intersection of social and natural systems as mediated by the state. Readings and examples will come from both rich and poor societies. Specific topics will include the "tragedy of the commons," biodiversity, international accords affecting the environment, and various models of political behavior and the translation of political movements into public law.]

[GOVT 437 Contemporary China: Society and Politics @ (III) (SBA)]

Spring. 4 credits. Not offered 2004-2005.

Staff.

Selected reading 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 Japanese Politics (also ASIAN 439) @ (III) (SBA)

Fall. 4 credits. R. Weiner.

Japanese politics in comparative perspective, with special focus on the "lost decade" years from the early 1990s to the present. Topics to include historical foundations; political parties and elections; legislative politics; nationalism; the bureaucracy; social welfare, immigration, labor, industrial, and general economic policy; foreign relations; non-government organizations and civil society; law and politics; and/or others according to student interest.

Political Theory

GOVT 161 is recommended.

GOVT 274 History of the Modern Middle East in the Nineteenth and Twentieth Centuries (also HIST 276, JWST 274, and NES 274)

Spring. 3 credits. M. Campos.

For description, see NES 274.

GOVT 293 Inequality, Diversity, and Justice (III or IV) (KCM)

Spring. 4 credits. R. Miller.

For description, see PHIL 193.

GOVT 294 Global Thinking @ (III) (KCM)

Spring. 4 credits. H. Shue.

Existing nation-states face many challenges that cross their borders, including environmental degradation, international

terrorism, and global market forces. This course considers the possibility and desirability of a world government. Students will evaluate the practical achievability of different world-level political structures, paying particular attention to contemporary theories of international relations, and to related questions of social-scientific evidence. Students also will evaluate the ethical status of potential world-level political structures, evaluating the normative value of existing states compared to the likely dangers and benefits of several visions of world government.

[GOVT 360 Ideology (III) (CA)]

Spring. 4 credits. Not offered 2004–2005.
D. Rubenstein.

This course focuses on critical approaches to the study of ideology in order to understand the role of ideology in political subject formation. After an initial exploratory presentation of key Marxist (Marx, Gramsci, Althusser, Hebdige), structuralist/semiotic (Barthes, Eco) and psychoanalytic models (Freud, Lacan), we focus on specific ideologies of race, technology and gender. Students are required to write a 7–8 page take-home examination and a longer 10–12 page (double spaced) paper related to the issues addressed by the course material. A recommended bibliography is available to assist in the selection of the final paper topic.]

[GOVT 361 Liberalism and Its Critics (III) (KCM)]

Fall. 4 credits. B. Hendrix.

The term "liberalism" refers to a broadly allied set of political theories and practices that focus on maximizing individual liberty, generally through the protection of personal rights. This course will consider both competing views within the liberal tradition, and challenges made by those outside it. The course begins with the historical origins of liberalism in European religious wars and changing coalitions of power, and moves forward through its major theorists to the present day.

[GOVT 362 Modern Political Philosophy (also PHIL 346) (III or IV) (KCM)]

Fall. 4 credits. R. Miller.

For description, see PHIL 346 .

[GOVT 363 Politics and Culture (III) (HA)]

Fall. 4 credits. M. Berezin.

For description, see SOC 248.

[GOVT 364 Politics of Nations Within (III)]

Spring. 4 credits. B. Hendrix.

This political-theory course will consider the political status of Native Americans in the United States, as well as the status of indigenous peoples in Canada, Australia, and New Zealand. We will begin with brief overviews of native peoples in the countries considered, with special attention to the history of their interactions with the states that now rule them, and their contemporary legal status. The course will consider the ideologies used to justify conquests and displacements by European colonists, particularly as illustrated in historical works of political theory and key court cases. The latter half of the course will consider the possible futures of these "nations within" by considering normative arguments about assimilation, cultural rights, treaty federalism, and full sovereign statehood.

[GOVT 366 American Political Thought from Madison to Malcolm X (also HIST 316 and AM ST 366) # (III) (HA)]

Fall. 4 credits. Not offered 2004–2005.

I. Kramnick.

A survey of American political thought from the eighteenth century to the present. Particular attention is devoted to the persistence of liberal individualism in the American tradition. Politicians, pamphleteers, and poets provide the reading. Insightful historical and social context is offered.]

[GOVT 367 Writing in the Majors]

Fall. 1 credit. Not offered 2004–2005. Staff.

This course is specifically designed for students enrolled in GOVT 366/AM ST 376/HIST 316 opting to take the extra one credit.]

[GOVT 368 Global Justice (also PHIL 347) (III or IV) (KCM)]

Spring. 4 credits. R. Miller.

On-going international negotiations under the Framework Convention for Climate Change, adopted to deal with global warming, are producing conflicts between rich and poor states and between oil producers and oil consumers about who ought to bear which proportion of the costs of any economic changes necessary either to slow the predicted rate of climate change or to adapt to rapid change. What is fair when rich and poor cooperate to deal with a common but long-term threat? This course critically examines a variety of views about international and intergenerational justice.

[GOVT 370 Political Theory and Cinema (also GERST 330, COM L 330, THETR 330) (III or IV) (CA)]

Spring. 4 credits. Not offered 2004–2005.

G. Waite.

For description, see GERST 330.]

[GOVT 375 Visual Culture and Social Theory (also ART H 370, COM L 368, VISST 367) (III or IV) (CA)]

Fall. 4 credits. S. Buck-Morss.

Introduction to critical concepts for the study of visual culture in specific socio-historical contexts. The course deals with the intersection of art and politics in the twentieth century. Empirical cases (from the USSR, Europe, the United States, and Latin America) are used to examine such theoretical issues as the human sensorium; the meaning of aesthetics, images and the political imagination; art for the masses; vanguard and avant-garde; the political implications of style (fascism, socialism, liberalism, nationalism); the impact on art of the technical reproduction of the image; form vs. content; the political claims of contemporary practices (feminist, modernist, conceptualist, site-specific); the art world after the "end of art." Central attention will be given to the theoretical writings of Walter Benjamin.

[GOVT 377 Concepts of Race and Racism (III) (CA)]

Spring. 4 credits. Not offered 2004–2005.

A. M. Smith.

This course examines race and racism from a political theory perspective. We discuss the different types of racism: traditional racism, "new racism" or cultural racism, scientific racism and contemporary hybrid racism. We then examine the politically ambiguous "ethnicity theory." In the second half of the course, we consider the works by Marable on African American political economy; women of color feminist theorists; native

American theorists; Takaki on Asian American labor history; and Hero on Latinos/Latinas and American politics. Although we discuss American multicultural history in some detail, our primary focus is on an investigation of these works' theoretical foundations.]

[GOVT 460 Justice Toward Indigenous Peoples (III) (KCM)]

Fall. 4 credits. Not offered 2004–2005.

B. Hendrix.

This course will examine the status of indigenous peoples in the United States, Canada, Australia, and New Zealand from a comparative perspective. The course will deal with ethical questions surrounding land restitution, language rights, and political autonomy, as well as considering the possibility of full sovereign statehood.]

[GOVT 465 Reconciving Liberalism (also PHIL 447) (III or IV)]

Spring. 4 credits. Not offered 2004–2005.

R. Miller.

For description, see PHIL 447.]

[GOVT 466 Topics Pol Phil: Islamism @ (III)]

Spring. 4 credits. Open to graduate students and juniors and seniors who have taken GOVT 161 or 300-level course in political theory. S. Buck-Morss.

Topics vary, but all analyze texts written by non-European and non-U.S. theorists who have inspired modern political and social movements. Attention is given to the political and theoretical presuppositions embedded in the very conception of the "West," the hegemony of its political discourses, and how these figure into the meanings of "modernity," "progress," "universal rights," and "liberation." In fall 2002 the topic will be Islamism. We will read philosophical texts by Ayatollah Ruhallah Khomeini, Hassan al-Banna, Muhammad Iqbal, Ustadh Mahmoud, Sayyid Qutb, and Ali Shariati, and commentaries by academic scholars: Mohammed Arkoun, Talal Asad, Saba Mahmood, Bobby Sayyid, Azzam Tamini, Bassam Tibi, as well as historical and social-scientific analyses of political events influenced by Islamism. (In alternate years, Latin American and Caribbean writers and social movements are the focus.)

[GOVT 470 Contemporary Reading of the Ancients (III) (CA)]

Fall. 4 credits. Graduate students are welcome to enroll in the seminar. Not offered 2004–2005. D. Rubenstein.

This seminar is designed to address a dual purpose. As a general overview, it will acquaint the student with representative texts within the classical tradition. Methodologically, it is intended to introduce different interpretative strategies (e.g., feminist, post-structuralist, deconstructive, psychoanalytic and critical-queer) involved in the contemporary revisiting of ancient political thought. More specifically, we will consider what is at stake (theoretically) in reading the ancients today. It will be argued that if we still read the classics today, it is because of the way that their texts address everyday life issues of love and friendship, food and pedagogy, eros and death. What do figures such as Aristotle, Plato, and Antigone offer to contemporary debates within modern (identity) politics concerned with the question of where self knowledge is located? What does Socratic teaching share with deconstructive or feminist inspired teachings of ignorance?]

GOVT 473 Marx, Nietzsche, Freud (also COM L 425 and GERST 415) (III or IV) (CA)

Spring. 4 credits. G. Waite.
For description, see GERST 415.

International Relations

GOVT 181 is recommended.

GOVT 182 WIM Section: Introduction to International Relations

Fall. 1 credit. Staff.

GOVT 215 Sophomore Seminar: Gender, Nationalism, and War (also FGSS 215) (III) (CA)

Spring. 4 credits. M. Evangelista.
What is the relevance of gender to nationalism, conflict, and war? The association of hostility, aggression, and bloodshed with masculinity—and conciliation and peace-seeking with female attributes—repeatedly surfaces in portrayals of militaries and violent strife. The concept of the nation is inextricably linked to images of motherhood (the motherland, the mother language, etc.), but violent defense of the nation has traditionally been understood as a masculine endeavor. In this course, we examine works in several disciplines and media and evaluate generalizations that link gender, nationalism, and war. Our texts include novels and films, as well as political and sociological writings. Students will read Virginia Woolf's *Three Guineas* and Joshua Goldstein's *War and Gender* (a political science survey). They will see films such as the *Battle of Algiers* and *Prisoner of the Mountains*—a Russian film based on the war in Chechnya, but that draws on Tolstoy's stories, which the students will also read. Because the course emphasizes writing, students will have the opportunity to experiment with a wide range of styles, from visual analysis of the films to political research. Among the questions we explore are: How does the political formation of gender identity occur? How do gender identities shape the objectives and techniques of nationalist movements and state power and how are they deployed by the state? We will reflect on these questions both theoretically and in the context of particular episodes of violent nationalist or ethnic conflict—in the former Yugoslavia, in the Chiapas region of Mexico, in Afghanistan, and elsewhere.

This is a special seminar sponsored by the John S. Knight Institutes Sophomore Seminars Program Seminars offer discipline-specific study within an interdisciplinary context. While not restricted to sophomores, the seminars aim at initiating students into the disciplines outlook, discourse community, modes of knowledge, and ways of articulating that knowledge. Enrollment is limited to 15. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

[GOVT 354 Capitalism, Competition, and Conflict in the Global Economy (III) (SBA)

Fall. 4 credits. Not offered 2004–2005.
P. Katzenstein.

Unemployed autoworkers in Detroit and the wood stoves in New England signal an important change in America's relation to the world economy. This course characterizes these changes in a number of fields (trade, money, energy, technology), explains them as the result of the political choices

of a declining imperial power that differs substantially for the choices of other states (Japan, Germany, Britain, France, the small European states, and Korea), and examines their consequences for America and international politics.]

[GOVT 380 The Politics of Modern Germany (III)

4 credits. Not offered 2004–2005.]

[GOVT 381 Conflict and Cooperation in Trans-Atlantic Relations (III) (SBA)

Spring. 4 credits. Not offered 2004–2005.
H. Zimmermann.

This course evaluates changes over time in political and economic relations between the United States and Western Europe (including the European Union), beginning with the Cold War and continuing to the present. The key issue will be explaining patterns of cooperation and conflict.]

[GOVT 383 The Cold War (III) (HA)

Spring. 4 credits. Not offered 2004–2005.
M. Evangelista.

During more than four decades following the end of World War II international politics was dominated by a phenomenon known as the Cold War. This class examines the origins, course, and ultimate demise of this conflict that pitted the United States and NATO against the Soviet Union and its allies. It seeks to evaluate the competing explanations that political scientists and historians have put forward to explain the Cold War by drawing on the new evidence that has become available. The course considers political, economic, and strategic aspects of the Cold War, including the nuclear arms race, with particular focus on the link between domestic and foreign policy in the United States and the Soviet Union. The course emphasizes writing and includes a final research paper for which students will use original archival materials.]

[GOVT 384 Contemporary International Conflicts (III) (SBA)

Fall. 4 credits. Not offered 2004–2005.
J. J. Suh.

This is a survey of contemporary international conflicts. After a brief review of theoretical literature on the causes of conflict/war, we address some of the more salient international security issues such as proliferation of weapons of mass destruction, missile defense, civil wars, and ethnic conflicts. We also critically evaluate whether the use of force or outside intervention is helpful in mitigating the contemporary conflicts.]

GOVT 385 American Foreign Policy (III) (SBA)

Spring. 4 credits. J. J. Suh.
This course provides an overview of the history of American foreign policy, concentrating on the period between 1914 and the present. Various theoretical approaches to the study of American foreign policy are covered, including international, domestic, and individual levels of analysis. These interpretations are used to examine events including: the First World War and the League of Nations; the rise of American hegemony; various crises of the Cold War, including the U-2 crisis, the Suez and Berlin crises, and the Cuban missile crisis; and the Korean, Vietnamese, and Gulf Wars. Emphasis is placed on security as opposed to economic foreign policy issues.

[GOVT 386 The Causes of War (III) (SBA)

Spring. 4 credits. Not offered 2004–2005.
C. Way.

This course surveys leading theories of the causes of interstate war—that is, large-scale organized violence between the armed forces of states. Why is war a recurring feature of international politics? Are democracies more peaceful than other types of states, and if so what explains this “democratic peace”? Why do democratic publics seem to reward threats to use force by “rallying around the flag” in support of their governments? Does the inexorable pattern of the rise and fall of nations lead to cycles of great power wars throughout history? These and other questions will be examined in our survey of theories of war at three levels of analysis: the individual and small groups, domestic politics, and the international system. Topics covered include 1) historical patterns in warfare; 2) theoretical explanations for war; 3) evaluation of the evidence for the various explanations; 4) nuclear weapons; 5) ethics and warfare; and, 6) the major security problems of the coming decades, civil war, and the prospects for peace in the future.]

GOVT 389 International Law (III)

Fall. 4 credits. Taught in Washington, D.C.
Is international law a pious delusion, helpless in the face of real power? Or is public policy becoming so entangled in international standards that international law is now eroding national sovereignty? This course surveys the theoretical foundations and general history of international law since the 17th century to highlight what is new in the doctrines and institutions by which it operates in the contemporary world. The course gives special attention to the relation between international and U.S. law and to the workings of international law in particular fields—including environmental and human rights protection, trade regulation, and control of terrorism.

GOVT 393 Introduction to Peace Studies (III) (SBA)

Fall. 4 credits. M. Evangelista.
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 395 New Forces (Actors and Issues) in International Politics (III) (SBA)

Spring. 4 credits. Not offered 2004–2005.
A. Carlson.

How important are regional groupings, non-governmental organizations, narco-terrorists, ethnic groups, and transnational environmental issues within international politics? These forces seem to be occupying an increasingly central position in the international arena, yet the factors that have caused their rise, and the degree to which they have transformed the face of international politics, are still poorly understood. In this course we address such issues through exploring how students of international politics have described and explained the emergence of these new

forces in the international system during the post-Cold War period. In short, the course focuses on determining the extent to which we are witnessing a transformation of the international political system, and why such a change is (or is not) taking place.]

GOVT 397 Israeli-Palestinian Conflict @ (III) (HA)

Fall. 4 credits. T. Sorek.
For description, see NES 397.

GOVT 480 Politics of '70s Films

Spring. 4 credits. J. Kirshner.
The ten years from 1967 to 1976 were an extraordinary time both in the history of American politics and in the history of American film. In this class we study both film theory and political history to examine these remarkable films and the political context in which they were forged.

[GOVT 481 Democracies in the International System (III)]

Fall. 4 credits. Not offered 2004–2005.]

[GOVT 482 Unifying While Integrating: China and the World (also GOVT 682) (III) (HA)]

Spring. 4 credits. Not offered 2004–2005.
A. Carlson.

A seminar for advanced undergraduate and graduate students focusing on the Cold War in East Asia. The course will discuss the grand strategy of the superpowers in Asia and explore connections between the Cold War in Europe and Asia. Topics for discussion will include U.S. and Soviet policies toward China in the late 1940s, the Korean War, the role of Japan in American grand strategy, the development of the Sino-Soviet alliance and rift, military crises in Indochina and the Taiwan Straits, the Vietnam War, Sino-American and Sino-Soviet Rapprochement, and the rise of Japan and the NICs as regional economic powers. The course will conclude with a discussion of the regional implications of the end of the Cold War and recent Chinese economic growth.]

[GOVT 483 The Military and New Technology (also S&TS 483) (III) (SBA)]

Spring. 4 credits. Not offered 2004–2005.
J. Reppy.

Military organizations are seen paradoxically as both inflexible, hide-bound institutions and avid proponents of new technology. In this seminar we examine changes over time in the attitude of the military toward new technology and analyze competing explanations, including concepts from science studies, for these changes. The course concludes with an analysis of the so-called "Revolution in Military Affairs." Readings include John Ellis, *The Social History of the Machine Gun*, and Steven Rosen, *Winning the Next War*.]

[GOVT 487 Asian Security (also GOVT 687) @ (III) (SBA)]

Spring. 4 credits. Not offered 2004–2005.
A. Carlson.

Throughout the 1990s it has been part of the conventional wisdom of international relations scholarship that Asia was, in the words of Aaron Friedberg, "ripe for rivalry." In this seminar we explore the accuracy of such an assessment through studying Asia's historical and contemporary security situation. Such an examination is oriented toward introducing students to the main security issues confronting Asia, alongside an exploration of the extent to which competing explanations

drawn from different strands of IR theory and the security field can explain such issues. In addition, we ask students to challenge the limitations of traditional security studies through considering the importance of new actors and issue areas within the region. In short, while the seminar has a regional focus on east Asia, it is framed within the broader literature of the field.]

GOVT 490 International Institutions (also GOVT 690) (III) (SBA)

Fall. 4 credits. J. J. Suh.
This is a study of the ways in which units in the international system are constituted and how their interactions are institutionalized. We examine not only formal international organizations that have formal decision-making rules and palpable entities, but also "settled practices" that legitimize certain actions and de-legitimize others. We develop our theoretical understanding of international institutions by analyzing such issue areas as decolonization, human rights, the environment, and communications.

Honors Courses

GOVT 494 Honors Seminar: Thesis Clarification and Research

Fall. 4 credits. R. Herring.
A seminar designed to support thesis writers in the Honors Program during the early stages of their research projects. Limited to students who have been accepted into the Honors program.

GOVT 495 Honors Thesis: Research and Writing

Spring. 4 credits. Limited to students who have successfully completed GOVT 494.

Independent Study

Independent study, GOVT 499, is a one-on-one tutorial that is arranged by the student with a faculty member of his or her choosing. GOVT 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 four 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 210 White Hall and must be completed at the beginning of the semester in which the course is being taken.

GOVT 499 Undergraduate Independent Study

Fall or spring. 1–4 credits.

GOVT 500 Politics and Policy: Theory, Research, and Practice (also AM ST 501, PAM 406)

Fall, spring. Taught in Washington, D.C. Offered in Cornell in Washington Program. An intensive research and writing experience utilizing the extensive resources of Washington, D.C.

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 603 Field Seminar in American Politics]

Spring. 4 credits. Not offered 2004–2005.
E. Sanders and M. Jones-Correa.
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 606 Field Seminar in International Relations

Fall. 4 credits. J. J. Suh.
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 are expected to do extensive reading in the literature as well as research.

GOVT 607 The Western Political Tradition: A Survey

Fall. 4 credits. B. Hendrix.
An introduction to political theory through a reading of selected classics in political thought from Plato to Rawls.

GOVT 699 CPAs Weekly Colloquium

Fall, spring. 1 credit. S-U only. A. Dutson.

Methodology

GOVT 601 Methods of Political Analysis I

Fall. 4 credits. W. Mebane.
The first half of this course examines how to frame, evaluate, and compare empirical explanations in political science. We introduce several theoretical approaches that have been widely applied in political science research, including rational choice, social mechanisms, and functionalism. We discuss the differences between explanation and description, emphasizing the idea of experimental manipulation. Building on this general discussion, the second half of the course explores the distinctive methodological issues involved in comparing macro-social units and surveys a range of different approaches to comparative analysis.

GOVT 602 Methods of Political Analysis II

Spring. 4 credits. N. Winter.
This course provides an introduction to some of the quantitative methods used in the social sciences. Topics discussed include elementary probability theory, random variables, functions of random variables, and sampling distributions; concepts of inference, including point estimation, confidence intervals, and hypothesis testing; bivariate regression; and multiple regression.

GOVT 603 Field Seminar in American Politics

Spring, 4 credits. M. Jones-Correa.

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 Comparative Methods

Fall, 4 credits. Not offered 2004-2005.

J. Pontusson.

This seminar provides a survey of different methodological approaches to the study of comparative politics: single case studies, comparative case studies based on Millian logic, qualitative comparative analysis, and a variety of quantitative methods. Substantive works are used to illustrate each approach. Throughout, the discussion emphasizes methodological issues that are common to all forms of comparative inquiry.]

American Government and Institutions**GOVT 611 The Political Economy of American Development, 1860-1900**

Spring, 4 credits. R. Bensel.

This course traces and describes the political economy of national state formation from the last decades of the antebellum period, through the Civil War and Reconstruction eras, and ends with the transition to a more industrial society during the late nineteenth and early twentieth centuries. Using a broad survey of the historical literature on these periods, the course investigates: 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 remold 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 in the Twentieth Century (also AM ST 404 and GOVT 404)

Fall, 4 credits. E. Sanders.

For description, see GOVT 404.

GOVT 613 Coordination in American Politics (also GOVT 413)

Spring, 4 credits. W. Mebane.

In this seminar we examine the idea that American voters act in a strategically coordinated way. Are voters as wary of one another as they are of politicians? We examine how coordination depends on American institutions, especially the separation of powers and the political parties. We look at how large-scale coordination, which implies collective equilibrium, need not depend on individuals being highly informed and rational. We consider how coordination and strategic voting affect the parties' campaign strategies, and what coordination implies about popular control of the government.

[GOVT 615 State and Economy in Comparative Perspective

Spring, 4 credits. Not offered 2004-2005.

R. Bensel.

This course reviews the extensive literature on the political economy of comparative state formation, economic development, and institutional change. Among the topics covered will be war-making and state expansion, regime evolution and modernization, and market processes and class transformation. The focus will range from the micro-economic foundations of political choice through the grand historical forces that have shaped the contemporary world economy. Although much of the reading and discussion will focus on European cases, the limits of this experience as a theoretical model for the remainder of the world also will be considered.]

GOVT 620 The United States Congress

Fall, 4 credits. R. Bensel.

The United States Congress is examined: first, as a "closed system" in which institutional arrangements decisively apportion political power; and, second, as the product of electoral and social forces outside the institution. Emphasis is placed on the historical relationship between institutional growth and state formation, parliamentary rules as both arrangements within which the "rational choices" of legislators are played out and as deliberate, constructions and allocations of political influence, and the use of legislative behavior as evidence in the analysis of fundamental principles of politics. Because the literature on the lower chamber is generally richer, the House of Representatives receives greater attention than the Senate.

GOVT 629 Contemporary American Politics (also GOVT 424)

Spring, 4 credits. M. Shefter.

For description, see GOVT 424.

GOVT 703 Political Economy

Fall, 4 credits. J. Kirshner.

This course undertakes a general survey of the classical and modern theories of political economy. The works of Smith, List, Marx, Weber, Keynes, Shumpeter, Hayek, and Friedman, among others, are studied and placed within the context of the history and evolution of the thought, practice, and method of the field.

[GOVT 728 Government and Public Policy

Fall, 4 credits. Not offered 2004-2005.

T. J. Lowi.

For description, see GOVT 428.]

Comparative Government**GOVT 625 Colonialism and Post-Colonialism (also GOVT 426)**

Spring, 4 credits. L. Ryter.

For description, see GOVT 426.

[GOVT 626 Comparative Political Economy

Spring, 4 credits. Not offered 2004-2005.

J. Pontusson, R. Herring.

Every society necessarily authorizes mechanisms to answer basic economic questions: what is to be produced? how is it to be produced? how is it to be distributed? and so forth. Answers may include customary arrangements, markets, or state institutions, typically some composite of these. Both the choice of mechanisms and the dynamics generated by such choices are ultimately political. The mix of choices varies across nations, regions and sectors, as well as over time. Such choices are both affected by and affect parallel choice politics of the international economic system and by

powerful actors and ideas operating on a global scale. Utilizing the great debates about economic change in relatively less industrialized as well as industrialized societies, we seek to understand the political economy of development.]

[GOVT 639 Comparative Political Participation

Spring, 4 credits. Not offered 2004-2005.

D. Moehler.

This seminar on comparative political participation examines the causes, consequences, and forms of public participation throughout the world. Much of the existing research on political participation comes from the study of American politics. Students will be encouraged to read these as case studies, with the goals of extracting hypotheses that can be tested in other contexts and revising theories to fit a broader set of cases. As much as possible, the readings will incorporate studies of participation from other developed democracies, developing democracies, and even non-democracies. Topics will include individual level predictors of participation; the role of elite mobilization and social ties; culture and political behavior; political attitudes and public opinion; how institutions and contexts affect political behavior; and the effects of participation on individuals and the system.]

[GOVT 641 Revitalizing Labor: A Comparative Perspective (also ILRIC 632)

Spring, 4 credits. Not offered 2004-2005.

L. Turner.

For description, see ILRIC 632.]

[GOVT 645 Chinese Politics

Spring, 4 credits. Not offered 2004-2005.

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 politics, political culture, and political economy. Special attention to problems of research and interpretation.]

[GOVT 647 Criminality and the State

Spring, 4 credits. Not offered 2004-2005.

L. Ryter.

Criminality has been approached in the social sciences from a variety of angles. Sociologists following Durkheim have viewed crime as a social anomie. Critical theorists following Foucault have understood criminality as an integral and functional part of the social system. Comparative politics has tended to approach criminality from above, viewing it, for instance, as an inverse measure of the relative degree of institutionalization of legal systems. Meanwhile, empirical studies of post-colonial states (in particular but not exclusively) suggest a problematic indeterminacy between state authorities and criminals. State officials and institutions may act criminally with impunity (corruption) while criminals may act on behalf of state officials (contracted extra-judicial political violence). This seminar explores the relationship between criminality and the state, mostly in post-colonial contexts, drawing from interdisciplinary theoretical literatures as well as area-specific empirical studies, literature, and film. Although we focus largely on cases in Southeast Asia, where there is an emerging literature on criminality and the state as well as empirical studies, graduate students with

other area knowledge are encouraged to bring their materials to the seminar discussions.]

GOVT 657 Comparative Democratization

Fall. 4 credits. V. Bunce, D. Moehler.
This course focuses on the transition from authoritarian to liberal politics in Eastern Europe and in Latin America. Particular attention is paid to Poland, Hungary, and Russia as well as Argentina, Brazil, and the not-necessarily-transitional Mexico. During the course, we also bring in a variety of other cases of recent democratization—in particular, Spain, Portugal, Italy, and Greece. Our focus is divided equally between the empirics of these transitions and theoretical understandings of transitions to democracy.

GOVT 660 States and Social Movements (also SOC 660)

Fall. 4 credits. S. Tarrow.
Two traditions run parallel in political sociology and comparative politics: the study of statebuilding and state transformation and the study of social movements and contentious politics. In the 1960s and 1970s, they converged in the work of scholars like Charles Tilly, who advanced both fields of study, which then ran along parallel but largely independent tracks. This course seeks to synthesize the two traditions, drawing on both historical and contemporary materials from Europe and the Third World, and searching for the key mechanisms and processes that link forms of contention to processes of statebuilding and state transformation.

GOVT 706 Labor in Global Cities

Fall. 4 credits. L. Turner.
For description, see ILRCB.

GOVT 707 Game Theory for Political Science

Fall. 4 credits. R. Weiner.
Introduction to game theory, with applications to comparative politics, American politics, and international relations. We will study basic concepts of game theory: how to formulate, solve, and empirically test simple games; and how to assess game-theoretic argumentation in the literature of political science.

GOVT 735 Politics of South Asia

Spring. 4 credits. R. Herring.
This course investigates the politics of the South Asian region by examining the substantive and theoretical literature on various specific subjects, with special emphasis on India. Themes will vary by term, but will include some mix of political economy and development; agrarian movements and policy; politics of ethnicity, identity, and subnationalism; and environmental politics. An explicit focus is comparative method, both within the region and between the region and other world areas. The course is seminar in format and premised on significant student participation.

Political Theory

GOVT 661 Secession, Intervention, and Just-War Theory

Fall. 4 credits. B. Hendrix.
This course examines philosophical viewpoints on secession, military intervention, legitimate reasons to go to war, and justice in prosecuting wars. Roughly the first half of the course focuses on the discussion of secession, while the second half investigates intervention and war. Central texts include

Allen Buchanan, *Secession*; David Miller, *On Nationality*; and Michael Walzer, *Just and Unjust Wars*.

GOVT 664 Democratic Theory

Fall. 4 credits. J. Frank.
In contemporary political contexts "democracy" is often invoked as the very ground of political legitimacy. There is very little agreement, however, on what democracy means or how it is best embodied in state institutions and law. This seminar will introduce students to select debates in contemporary democratic theory over the normative meaning of democracy and the limitations of contemporary democratic practice.

GOVT 666 Media Theory: Film and Photograph

Fall. 4 credits. D. Rubenstein.
This seminar will focus on what Mary Ann Doane has called "epistemologies of racial and sexual difference" in cinema and photography. It will examine psychoanalytic and feminist models of identification and spectatorship (Laura Mulvey, Mary Anne Doane, Jacqueline Rose, Joan Copjec), theories of the masquerade and passing (Joan Riviere, Michael Rogin, Kaja Silverman), as well as more formal aspects of image (Deleuze, Paul Virilio, Guy Debord, Jonathan Crary) and sound (Michel Chion). These critical and theoretical interests will be refigured in relation to canonical texts on photography (Walter Benjamin, Roland Barthes, Pierre Bourdieu).

GOVT 667 Graduate Seminar: European Cultural and Intellectual History

Spring. 4 credits. M. Steinberg.
For description, see HIST 605.

GOVT 670 Modern Social Theory II (also GERST 670)

Semester? 4 credits. S. Buck-Morss.
Topics vary. The title for spring 2004 was: "Towards a New Aesthetics: The Politics of Perception in a Global Field". This is a cross-disciplinary seminar in visual studies. The visual is approached not only as content, but as method. Topics will include "Aesthetics I" (Kant, Arendt); "Aesthetics II" (Simmel, Benjamin); and "Toward a New Aesthetics," that allows us to consider "Globalization as an Aesthetic Field."

GOVT 672 Postcolonial Political Thought

Fall. 4 credits. K. Mantena.
How do concepts of freedom and domination; equality and liberty; and nationalism and identity look from outside Europe and North America? This course will consider these issues by considering two of the twentieth century's most influential, non-Western thinkers: Mohandas Gandhi and Frantz Fanon. We will also examine the contribution of contemporary theorists working in the field of 'postcolonial' theory to these questions and concerns.

[GOVT 674 Theory and Practice of Nationalism

Spring. 4 credits. Not offered 2004–2005.
S. Buck-Morss, L. Ryter.
This course is 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 is also discussed on the basis of both theoretical and empirical studies.]

GOVT 677 Language and Politics

Spring. 4 credits. J. Frank.
This course explores the "linguistic turn" of recent political theory alongside canonical debates over the political and epistemological consequences of different philosophies of language. Writers examined include Locke, Rousseau, Nietzsche, Wittgenstein, Austin, Derrida, Butler, and Cavell.

GOVT 679 Althusser and Lacan

Fall. 4 credits. G. Waite.
For description, see GERST 686.

[GOVT 760 Theoretical Approaches to Ideology

Fall. 4 credits. Not offered 2004–2005.
A. M. Smith.
An investigation of what is casually referred to as the "politics of meaning" is of course central to political theory and political science as a whole. However, profound controversies revolve around the definition of "ideology," its relationship to the interests of dominant groups, the means by which it is circulated throughout diverse social sites, the ability of political agents to interrupt institutionalized ideologies, and the processes by which ideology penetrates and reconstructs the worldviews of the dominated. We lay the groundwork for the seminar by examining key texts on ideology by Marx. We trace the multiple meanings of the term in his work and their various implications. We will then explore the ways in which the study of gendered and racial discourse has transformed our understanding of ideology. We address the Freudian and Lacanian interventions in ideology studies with respect to the concepts of the unconscious and misidentification. We discuss the ways in which Adorno, Horkheimer, and Habermas have re-articulated Marx's formulations. The structuralist and post-structuralist schools will be studied with reference to Saussure, Levi-Strauss, Barthes, and Althusser. Finally, we explore the problem of institutional analysis with reference to texts from the science and technology studies and state theory traditions.]

International Relations

GOVT 681 Politics of Transnationalism (also SOC 680, NES 681)

Spring. 4 credits. S. Tarrow.
Between the realism of traditional international relations and the constructivism of its critics, a new school of transnational politics has developed. Ranging from sociological institutionalists who examine transnational normative diffusion to students of international institutions who focus on non-state authority, to students of globalization and its discontents, scholars in this tradition examine the responses of actors in civil society to a globalizing world through their interactions with one another, with states, and with international institutions. The course traces the development of this area of research from its origins in the "old" transnational politics of the 1970s; examines critically the contributions of constructivism, sociological institutionalism, and global civil society; and proposes a model of the international system in which transnational actors—claiming to act as proxies for civil society groups—interact with states and international institutions. Particular attention is paid to the formation of transnational coalitions among social movements,

transnational advocacy networks, state actors, and agents of international institutions.

[GOVT 682 Unifying While Integrating: China and the World]

Spring. 4 credits. Not offered 2004-2005.
A. Carlson.

A seminar for advanced undergraduate and graduate students focusing on the Cold War in East Asia. The course discusses the grand strategy of the superpowers in Asia and explore connections between the Cold War in Europe and Asia. Topics for discussion include U.S. and Soviet policies toward China in the late 1940s, the Korean War, the role of Japan in American grand strategy, the development of the Sino-Soviet alliance and rift, military crises in Indochina and the Taiwan Straits, the Vietnam War, Sino-American and Sino-Soviet Rapprochement, and the rise of Japan and the NICs as regional economic powers. The course concludes with a discussion of the regional implications of the end of the Cold War and recent Chinese economic growth.]

[GOVT 685 International Political Economy]

Spring. 4 credits. Not offered 2004-2005.
C. Way.

An exploration into a range of contemporary theories and research topics in the field of international political economy. The seminar covers different theoretical perspectives and a number of substantive problems.]

[GOVT 687 Asian Security (also GOVT 487)]

Spring. 4 credits. Not offered 2004-2005.
A. Carlson.

For description, see GOVT 487.]

GOVT 689 International Security Politics

Spring. 4 credits. J. J. Suh.

TBA.

GOVT 691 Normative Elements of International Relations

Fall. 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 considered 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 GOVT 499.

GOVT 799 Independent Study

Fall or spring. 4 credits.

GOVT 799 is a course of individualized readings and research for graduate students. Topics, readings, and writing requirements are 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 assistant in 212 White Hall.

GREEK

See Department of Classics.

HEBREW

See Department of Near Eastern Studies.

HINDI-URDU

See Department of Asian Studies.

HISTORY

S. Greene, chair; M. C. Garcia, director of graduate studies; P. Holquist, director of undergraduate studies; E. Baptist, S. Blumin, V. Caron, H. Case, D. Chang, S. Cochran, R. Craib, P. Dear, O. Falk, M. C. Garcia, K. Graubart, S. Greene, P. Holquist, I. Hull, P. Hyams, C. Kammen, M. Kammen, S. Kaplan, J. V. Koschmann, D. LaCapra, W. LaFeber, F. Logevall, T. Loos, R. Moore, J. Najemy, M. B. Norton, J. Parmenter, C. Peterson, R. Polenberg, W. Provine, M. Roldan, A. Sachs, M. Steinberg, B. Strauss, E. Tagliacozzo, M. Washington, R. Weil, J. Weiss

Emeritus: D. Baugh, J. John, W. Pintner, J. Silbey, F. Somkin, B. Tierney, D. Wyatt

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.

Advanced Placement

If a student passes the A.P. American and/or European History exam with a score of four or five, that student will have two options: the student can either use the A.P. credits to fulfill the Arts and Sciences course credit requirements for graduation, or take our introductory American and/or European History courses.

The Major

To complete the history major, a student must fulfill the requirements listed below:

Entry requirement: completion of *any* two History courses excluding First-Year Writing Seminars.

- 1) Take nine history department courses (for either 3 or 4 credits each), completing all of them with a grade of C or better.

(Courses taken for entry may count toward fulfilling the major.)

- 2) Of the total nine courses:

- a) four must be outside of American history and
- b) three must be in history before 1800.

Courses used to fulfill requirement (1) above may also be used to fulfill requirement (2), in respect both to (a) and (b) if applicable. A course in American history before 1800 may be used to fulfill requirement (2b). A course before 1800 in a field other than American history can be used toward fulfillment of both requirements (2a) and (2b).

- 3) Two of the nine courses must be seminars, of which one must be a 400-level seminar. HIST 400 may be used to fulfill this requirement.

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 the thesis, honors students must maintain a 3.5 average in their history courses, take the Honors Proseminar (HIST 400) during their junior year plus an additional 400-level seminar, preferably during their junior year, and complete 10 courses in history (for 3 or 4 credits each). During the second term of the sophomore year or early in the junior year, interested students should speak to a faculty member or faculty adviser about the honors program.

Before the beginning of the senior year, the candidate presents, in conversation or in writing, a thesis proposal to an appropriate member of the faculty. 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 HIST 401, a seminar class in Honors Research. Any exceptions to this must be approved by the Honors Committee. HIST 401 is a four-credit course that permits honors candidates to conduct research and to begin writing the honors essay in a seminar environment. At the end of the first semester of the senior year, as part of the requirements for HIST 401, the student submits to the supervisor a 10- to 15-page overview, or, alternatively, a preliminary draft of some part of the thesis along with an outline of the whole to the instructor of 401 and to the student's supervisor. HIST 402 is a four-credit seminar 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 supervisor and a first reader selected by the student, in consultation with their supervisor.

The text of the honors essay may not exceed 60 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; examination

focuses on the essay as well as the specific subfield of history in which the student has conducted research (e.g., Periclean Athens, seventeenth-century science, nineteenth-century American politics).

To qualify for a bachelor of arts degree with honors in history, a student must 1) sustain at least a 3.5 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

African History

American History

Asian History

Comparative History

European History—Ancient European History

European History—Medieval, Renaissance, and Early Modern European History

European History—Modern European History

History of Science

Latin American History

Near Eastern History

Honors, Reading, and Research

Course Numbering System

100-level courses are very general introductory courses (e.g., 151–152, 190–191) and first-year writing seminars.

200-level courses are seminars or lecture courses. Neither has prerequisites and both admit freshmen.

200–249-level seminars (which are identified by the name “seminar” in the title) are similar to first-year writing seminars, except that there is greater emphasis on subject matter and less on writing.

250–299-level lecture courses 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.

600–899 are graduate-level courses.

African History

[HIST 241 Sophomore Seminar: Riot and Revolution in Nineteenth-Century Africa: The Birth of the Modern @ # (III) (HA)

Fall. 4 credits. Not offered 2004–2005. S. Greene.]

[HIST 255 The Past and Present of Precolonial Africa @ (III) (HA)

Spring. 4 credits. S. Greene.

How has Africa's pre-colonial past influenced current events in Africa and elsewhere? To answer this question, this course explores the pre-nineteenth-century histories of four different cultural areas in Africa (e.g., Ancient Egypt, the West African coast.) Using both ancient and more recent oral traditions, travelers' accounts and visual images, we link these histories to current debates about the role of history in contemporary politics, the significance of race, class, and gender in times past and present, and the role of Africa in world affairs.

[HIST 307 West Africa and the West: 1450–1850 # (III) (HA)

Spring. 4 credits. Not offered 2004–2005. S. Greene.]

[HIST 443 The European as Other @ (III)

Spring. 4 credits. Permission of instructor required. Limited to 15 students. Not offered 2004–2005. S. Greene.]

[HIST 604 The Colonial Encounter

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2004–2005. S. Greene and T. Loos.]

American History

[HIST 101 First-Year Writing Seminar: The Blues and American Culture

Fall. 3 credits. Please register for this course through the First-Year Writing Seminar Program. R. Polenberg, Bessie Smith, Gertrude “Ma” Rainey, Billie Holiday, “Blind Lemon” Jefferson, Robert Johnson, and “Muddy” Waters—their names became increasingly familiar in 2003, “the year of the blues.” But what do their lives and their music—and that of other blues musicians—reveal about American culture in the first half of the twentieth century? Topics include the origins of the blues; the social structure of the Mississippi Delta; religion and social protest; gender and sexuality; law, crime, and justice; migration and urbanization; and the 1960s revival. Readings include works by Steven C. Tracy, Angela Y. Davis, and Paul Garon. Classic blues recordings will be made available, and videos of historical performances will be screened.

[HIST 103 First-Year Writing Seminar: Immigrant Experiences (also AAS 103)

Spring. 3 credits. Sign up for this course with the First-Year Writing Seminar Program. D. Chang. An examination of U.S. history through the experiences of immigrants. It surveys the migration of people from Europe, Africa, Asia, and Latin America to the United States. Major topics include the relationship between immigration and American national identity, debates over assimilation and pluralism, ethnic resilience, collective struggles for equality, and movements toward immigration exclusion.

[HIST 126 First-Year Writing Seminar: Local History: Cornell University

Fall and spring. 3 credits. Please register for this class with the First-Year Writing Seminar Program. C. Kammen. The history of Cornell University will be explored in the context of American educational tradition. Students will consider the founders and the university's initial phase

as a radical institution. How Cornell grew and changed—and how the university mirrored society—will be explored. Readings will be drawn from discussions of the university by Carl Becker, Morris Bishop, E. B. White, and others. Students will also read commentaries by former students drawn from their letters, memoirs, and diaries. Papers will focus on Cornell's past and on Cornell today. Students will conduct research in the university archives, in print materials, and among current Cornell students.

[HIST 130 First-Year Writing Seminar: History of the Writing of History

Fall. 3 credits. Limited to 17 students. A. Sachs.

This First-Year Writing Seminar explores the discipline of history as a historical phenomenon, stretching from Herodotus and Thucydides to David McCullough and Natalie Zemon Davis. We'll ask what the study of history can teach us about writing, and what the study of writing can teach us about history. In some eras, history was supposed to be literature; at other times, it has aspired to science. Certainly, the way we write history forever affects how we remember things, so it seems worth discussing our opinions about how history should be written. What can we learn from “popular” versus “scholarly” histories? Is it possible to combine a flowing narrative and a trenchant argument? What's the difference between history and fiction? All of these questions will inform a semester-long experiment in various kinds of historical writing, from analytical essays, to biographical sketches, to sweeping narratives.

[HIST 131 First-Year Writing Seminar: Great Depression: A Global Crisis in Capitalism (also GOVT 100)

Fall. 3 credits. Limited to 17 students. J. Smith.

How do nations and their citizens respond to the “creative destruction” that characterizes capitalism? This seminar investigates this question by focusing on the Great Depression of the 1930s, exploring how this global crisis in capitalism helped provoke different kinds of political responses, from Roosevelt's New Deal in the United States to the rise of Hitler's Nazi regime in Germany. Readings will be short and will concentrate on primary historical documents, as well as some theoretical readings. The class will spend most of our time on improving our writing, from formulating an effective argument and evaluating its supporting evidence to producing a polished final draft. A series of related writing exercises, leading to six papers, will be required.

[HIST 153 Introduction to American History (also AM ST 103) # (III) (HA)

Summer and fall. 4 credits. 153 is not a prerequisite for 154. E. Baptist.

A survey of American history from the beginnings through the Civil War. Topics include cultural encounters in the age of Columbus, European colonization, the American Revolution, the early republic, antebellum reform movements, and the coming of the Civil War.

[HIST 154 Introduction to American History (also AM ST 104) (III) (HA)

Summer and spring. 4 credits. 153 is not a prerequisite for 154. M. C. Garcia.

An introductory survey of the development of the United States since the Civil War.

HIST 161 American Diversity: The Twentieth Century (also AM ST 110, LSP 111, and AAS 111) (III or IV) (HA)
Fall. 4 credits. M. C. Garcia and D. Chang.

HIST 202 The Court, Crime, and the Constitution (III) (HA)
Spring. 4 credits. Limited to 15 students. Permission of instructor required. R. Polenberg.

A seminar designed for sophomores but open to others as space permits. An examination of twentieth-century Supreme Court decisions on such issues as the "third degree," illegal search-and seizure, the exclusionary rule, and the right against self-discrimination. Special attention will be given to events leading up to *Miranda v. Arizona* in 1966, and to how and why the Court has modified that holding.

[HIST 208 Seminar: The Era of Franklin D. Roosevelt (also AM ST 208) (III)]
Fall. 4 credits. Seminar designed for underclass students but open to all students. Limited to 15 students. Prerequisite: permission of instructor. Not offered 2004-2005. R. Polenberg.]

[HIST 209 Seminar in Early American History (also AM ST 209 and FGSS 209) (III) (HA)]
Spring. 4 credits. Limited to 20 students. Not offered 2004-2005. M. B. Norton.]

HIST 211 Sophomore Seminar: Black Religious Traditions: Sacred and Secular (also AM ST 251 and RELST 211)
Fall. 4 credits. Limited to 15 students. Letter grade only. M. Washington.

A survey of black religious and spiritual traditions during bondage and the early years of freedom. This course will examine slave religion, the rise of black churches in the North, the formation of black churches after the Civil War, the independent church movement, and the churches' role in social protest.

This is a special seminar sponsored by the John S. Knight Institutes Sophomore Seminars Program Seminars offer discipline-specific study within an interdisciplinary context. While not restricted to sophomores, the seminars aim at initiating students into the disciplines outlook, discourse community, modes of knowledge, and ways of articulating that knowledge. Enrollment is limited to 15. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

HIST 212 African-American Women in the Twentieth Century (also AM ST 212 and FGSS 212) (III) (HA)
Spring. 4 credits. Permission of instructor required. Sophomore seminar. M. Washington.

An examination of twentieth-century themes significant in the historical experience of Black women. Major emphasis is on race, gender, community, art, and politics in post-World War II America. Specific topics include African-American women's involvement at the grass-roots level; socioeconomic issues affecting women and the community; religion; representation and participation of Black women in art and entertainment; and issues specific to gender both across and within race.

[HIST 214 Seminar on American Foreign Policy (also AM ST 214) (III) (HA)]
Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2004-2005. W. LaFeber.]

HIST 220 The Road Trip in American History and Culture (also AM ST 218) (III) (HA)
Fall. 4 credits. Limited to 15 students. A. Sachs.

Gertrude Stein, describing America, said, "Conceive a space that is filled with moving . . ." This seminar sets out on a journey through U.S. history, from Puritan captivity narratives to the movie *Thelma and Louise*, to explore the many meanings of motion and mobility in American culture. Why is the road trip such an enduring trope in America? Do we live in a particularly unsettled nation? If mobility frees some people, does it trap others? What's the difference between trips taken at the speed of nature (by river power or leg power, for instance) and trips taken at the speed of machines (by planes, trains, or automobiles)? Have road trips ever changed American history? Has American history changed the nature of road trips? These and many other questions will help launch our high-speed expedition, as we read exploration narratives, novels of the high seas, tourist guides, histories of transportation, and theories of travel.

[HIST 225 The U.S.-Mexico Border: History, Culture, Representation (also LSP 225) (III)]
Spring. 4 credits. Sophomore seminar. Limited to 15 students. Not offered 2004-2005. R. Craib, M. C. Garcia.]

HIST 229 Jefferson and Lincoln: American Ideas about Freedom (also AM ST 229) (III) (HA)
Spring. 4 credits. Preference will be given to underclassmen. Limited to 15 students. E. Baptist.

Jefferson and Lincoln are two of the most-admired—and two of the most criticized—figures in the history of the United States. The word "freedom" is probably both the most widely used and the most widely misused term in American political debate. This seminar will study the ways in which these two figures used and reshaped the idea of freedom, both in their words, and in their political actions.

HIST 236 Native Peoples of the Northeast (also AM ST 236) # (III) (HA)
Fall. 4 credits. Limited to 15 students. J. Parmenter.

This course is designed to provide a wide-ranging coverage of Korea's political, economic, social, and intellectual history. The first half of the course briefly reviews Korea's political history and establishes the chronological framework. In the second half, the discussion turns to a topical approach and investigates the development of uniquely Korean sociopolitical and intellectual institutions. As Korea cannot be studied in isolation, due consideration will be given to its adaptation of Chinese values and its role in transmitting cultural impulses to Japan.

[HIST 238 History of Women in the Professions, 1800 to the Present (also AM ST 258, FGSS 238, and HD 258) (III)]
Spring. 3 credits. Not offered 2004-2005. J. Brumberg.]

HIST 240 Seminar: Immigration and Ethnicity in Twentieth-Century United States (also AM ST 241 and LSP 239)
Fall. 4 credits. Limited to 15 students. Permission of instructor. M. C. Garcia. For description, see Latin American History.

HIST 242 Religion and Politics in American History: From J. Winthrop to R. Reed (also AM ST 242 and RELST 242) (III) (HA)
Spring. 4 credits. Permission of instructor required. Limited to 15 students. Sophomore seminar. R. L. Moore.
This course is intended to provide historical background for understanding contemporary debates about church/state controversy in American politics. Permission of the instructor is required to enroll.

HIST 244 The United States in Vietnam (III) (HA)
Fall. 4 credits. Limited to 15 students. F. Logevall.

The long U.S. involvement in Vietnam has been the subject of endless controversy and scholarly analysis in recent decades, and the debate shows little sign of ending any time soon. This seminar will look closely the origins and course of the war, and at its impact on American politics and society. Though our focus will be on the U.S. side of the story, some attention will be paid also to Vietnamese perspectives. Course materials will include recent monographs as well fictional accounts, primary sources, and occasional films.

HIST 246 New York Women (also FGSS 241) (III)]
Spring. 4 credits. Limited to 15 students. Not offered 2004-2005. M. Rossiter.]

[HIST 261 Latinos in the U.S.: 1898 to the Present (also AM ST 261 and LSP 261) (III) (HA)]
Spring. 4 credits. Not offered 2004-2005. M. C. Garcia.]

HIST 264 Introduction to Asian American History (also AAS 213 and AM ST 213) (III) (HA)

Fall. 4 credits. D. Chang.
An introductory history of Chinese, Japanese, Asian Indians, Filipinos, and Koreans in the United States from the mid-nineteenth century to the 1990s. Major themes include racism and resistance, labor migration, community formation, imperialism, and struggles for equality.

HIST 266 Introduction to Native American History (III) (HA)

Spring. 4 credits. J. Parmenter.
With the abandonment of earlier perspectives grounded in romantic and evolutionary stereotypes, Native American history is currently one of the most exciting, dynamic, and contentious fields of inquiry into America's past. This course introduces students to the key themes and trends in the history of North America's indigenous peoples by taking an issues-oriented approach. We will cover material ranging from the debate over the Native American population at the time of first European contact to contemporary social and political struggles over casino gambling and land claims. The course stresses the ongoing complexity and change in Native American societies and will emphasize the theme of Native peoples' creative adaptations to historical change.

HIST 271 History of Childhood in the United States (also HD 241 and AM ST 241)

Spring. 3 credits. Limited to 50 students. J. Brumberg.

An examination of childhood and adolescence in various historical contexts: Puritan New England, slave plantations, evangelical revivals, the Western frontier, Victorian families, reform schools, early high schools and colleges, the sexual revolution of the 1920s, immigrant communities, the Depression and World War II, the 1950s, and more recent social and cultural changes affecting families. Students will evaluate continuities and changes in the lives of American children as well as changing scientific ideas about children. Students have an opportunity to reflect on and write about their own childhood and adolescence. This course is designed to give students a humanistic perspective on approaches to childhood.

HIST 272 The Atlantic World from Conquest to Revolution # @ (III) (HA)

Spring. 4 credits. R. Weil and M. B. Norton.

After Europeans first crossed the Atlantic in the late fifteenth century, the ocean became a vast highway linking Spain, France, Britain, and the Netherlands to the Americas and Africa. In this course, we will examine the lives of the men and women who inhabited this new world from the time of Columbus to the eighteenth-century revolutions in Haiti and North America. Topics will include the destruction and reconfiguration of indigenous societies; slavery and other forms of servitude; the resistance, rebellion, and accommodation of indigenous groups and slaves; religion; and the construction of gender, race, and ethnicity. Emphasis will be on reading and analyzing primary sources.

[HIST 273 Women in American Society, Past and Present (also FGSS 273) # (III) (HA)

Spring. 4 credits. Not offered 2004–2005. M. B. Norton.]

[HIST 303 African-American Women in Slavery and Freedom (also FGSS 307 and AM ST 303) # (III) (HA)

Spring. 4 credits. Letter only. Not offered 2004–2005. M. Washington.]

HIST 304 American Culture in Historical Perspective, 1880–1980 (also AM ST 304) (III) (CA)

Fall. 4 credits. M. Kammen.

An introduction to the study of modern American culture. Emphasis is on the role of culture in the quest for national identity; the function of cultural myths and myth making; the advent of modernism; relationships between mass culture, popular culture, and high culture; and the question of American exceptionalism (distinctiveness). Special attention is also paid to the situation of subcultures and regions, to the changing role of entertainment in relation to leisure, the media, ethnicity (pluralism), and the decorative and popular arts.

HIST 313 U.S. Foreign Relations, 1750–1912 # (III) (HA)

Fall. 4 credits. W. LaFeber.

Examines the development of the U.S. continental and global empires by analyzing policy and policy makers from Benjamin Franklin to Willard Straight. Emphasis is placed on domestic events that shaped foreign policy. In conjunction with HIST 313, a special

two hour course. HIST 301 (for discussion and guided research) will be offered.

HIST 314 British–French North America # (III) (HA)

Fall. 4 credits. J. Parmenter.

Following exploratory voyages during the sixteenth century, both England and France established permanent colonies in North America during the first decade of the seventeenth century. For the next two hundred and forty years, each of these European powers strove to displace the other as master of northeastern North America. This course compares the political, economic, and social patterns in the development of British and French colonial America to better understand the divergent traditions, approaches, and experiences that have resulted in multiple nations inhabiting the North American continent. Emphasis will be placed on critical comparative analysis of documentary sources.

HIST 315 Environmental History: The United States and the World (III) (HA)

Spring. 4 credits. A. Sachs.

This lecture course serves as an introduction to the historical study of humanity's interrelationship with the natural world. Environmental history is a relatively new and rapidly evolving field, taking on more importance as the environment itself becomes increasingly important in world affairs. During this semester, we'll examine the sometimes unexpected ways that "natural" forces have shaped human history (the role of germs, for instance, in the colonization of North America); the ways human beings have shaped the natural world (through agriculture, urbanization, and industrialization, as well as the formation of things like wildlife preserves); and the ways cultural, scientific, political, and philosophical attitudes toward the environment have changed over time. This is designed as an intensely interdisciplinary course: we'll view history through the lenses of ecology, literature, art, film, law, anthropology, and geography. Our focus will be on the United States, but, just as environmental pollutants cross borders, so too will this class, especially toward the end, when we attempt to put U.S. environmental history into a geopolitical context.

[HIST 316 American Political Thought: From Madison to Malcolm X (also AM ST 376 and GOVT 366) # (III) (HA)

Fall. 4 credits. Not offered 2004–2005. I. Kramnick.]

HIST 318 American Constitutional Development (also AM ST 317) (III) (HA)

Spring. 4 credits. Not open to freshmen. R. Polenber.

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 321 Colonial North America to 1763 # (III) (HA)

Fall. 4 credits. Not offered 2004–2005. M. B. Norton.]

[HIST 324 Varieties of American Dissent, 1880–1900 (also AM ST 324) (III) (HA)

Fall. 4 credits. Not offered 2004–2005. N. Salvatore.]

[HIST 325 Age of the American Revolution, 1754–1815 (also AM ST 322) # (III) (HA)

Spring. 4 credits. Not offered 2004–2005. M. B. Norton.]

HIST 327 The Old South # (III) (HA)

Spring. 4 credits. E. Baptist.

The United States South has fascinated us for years. Americans have often seen it as a pastoral land of moonlight and magnolias, hospitable and premodern, in contrast to the impersonal, modern, capitalist rest of the country. Or, in contrast to this rosy image, they have seen it as not the unspoiled part of America, but as the evil, demonic twin of the rest of the U.S.: the land of racism and violence, where slavery, lynchings, poverty, and intolerance still hide behind the mask of Southern chivalry. Of course, the actual south is and always has been more complicated than either of these simplistic images. But what is it? What has the South been? What is the role of slavery and racism in Southern—and American—history? And how did the region come to be seen—both by Southerners and others—as so different from the rest of the country?

To answer these questions we will delve into the history of the pre-Civil War South. From the first encounters of the English with Native Americans, to the importation of enslaved Africans, the rise of racial slavery, the American Revolution, the growth of the so-called "Old" South, the development of African-American society and culture, the coming of the Civil War, we will study the ways in which various individuals and groups shaped the society and culture of the region. By the end of the semester, you should come away with a better understanding of how both the realities and the myths of the "Old" South have shaped our past and our present.

[HIST 331 Causes of the American Civil War, 1815–1860 (also AM ST 331) # (III) (HA)

Fall. 4 credits. Not offered 2004–2005. E. Baptist.]

HIST 332 The Urbanization of American Society: 1600–1860 (also AM ST 332) # (III) (HA)

Fall. 4 credits. 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 AM ST 333) (III) (HA)

Spring. 4 credits. 332 is not a prerequisite to 333. 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 # (III)]

Fall. 4 credits. Letter only. M. Washington. Introductory course on African-Americans from 1619 to 1865. Emphasis is 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 Capitalism and Society in Developing America, 1607-1877 (also AM ST 336) # (III) (HA)]

Fall. 4 credits. Not offered 2004-2005. S. Blumin.]

[HIST 337 Capitalism and Society in the United States, 1865 (also AM ST 337) (III)]

Spring. 4 credits. Not offered 2004-2005. S. Blumin.]

[HIST 340 Recent American History, 1925-1965 (also AM ST 340) (III)]

Fall. 4 credits. Not open to freshmen. R. Polenberg.

Topics include the Sacco-Vanzetti case; 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; and John F. Kennedy and the New Frontier.

[HIST 341 Recent American History, 1965 to the Present (also AM ST 341) (III) (HA)]

Summer and fall. 4 credits. Not open to freshmen. Not offered 2004-2005. R. Polenberg.]

[HIST 343 American Civil War and Reconstruction, 1860-1877 (also AM ST 343) # (III) (HA)]

Spring. 4 credits. Not offered 2004-2005. E. Baptist.]

[HIST 345 The Intellectual and Cultural Life of Nineteenth-Century Americans (also AM ST 345 and RELST 345) # (III)]

Fall. 4 credits. Not offered 2004-2005. R. L. Moore.]

[HIST 346 The Modernization of the American Mind (also AM ST 346) (III) (HA)]

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 375 The African-American Workers, 1865-1910: The Rural and Urban Experience (also ILRCB 385) # (III)]

Fall. 3 credits. Prerequisite: juniors and seniors, or permission of instructor. Not offered 2004-2005. N. Salvatore.]

[HIST 376 The African-American Social History, 1910-the present: Race, Work, and the City (III)]

Spring. 3 credits. Not offered 2004-2005. N. Salvatore.]

[HIST 378 Topics in U.S. Women's History (also AM ST 378 and FGSS 378) (III)]

Fall. 4 credits. Preference given to students who have taken HIST/FGSS 273, HIST/FGSS 303, or HIST/FGSS 238. Others: by permission of instructor only. Not offered 2004-2005. M. B. Norton.]

[HIST 411 Undergraduate Seminar in the History of the American South: Race and Sex, Men and Women: Gender in the Old South (III) (HA)]

Spring. 4 credits. Limited to 15 students. Not offered 2004-2005. E. Baptist.]

[HIST 414 Motivations of American Foreign Policy (III) (HA)]

Fall. 4 credits. Prerequisite: permission of instructor. W. LaFeber. Topic for fall 2004: The Roots of U.S. Foreign Policy.

[HIST 419 Seminar in American Social History (also AM ST 419) (III) (HA)]

Spring. 4 credits. S. Blumin. Topic for 2005: Race, class, and the American city in the nineteenth and twentieth centuries. Offered in Cornell in Washington program.

[HIST 420 Asian American Communities (also AM ST 420 and AAS 420) (III) (HA)]

Fall. 4 credits. Limited to 15 students. Not offered 2004-2005. D. Chang.]

[HIST 421 Undergraduate Seminar in Cultural History (also AM ST 421 and ART H 421)]

Fall. 4 credits. Limited to 15 students. Permission of instructor required. M. Kammen.

Topic for fall 2004: Art controversies in American culture. This seminar will examine art and architecture that have generated major conflicts in U.S. history, mainly during the past century. The primary issues will involve patriotism, religion, race, modernism, feminism, sexuality and obscenity, public art and memorials, "sacred space," and the changing place of museums in American life along with controversial museum exhibitions like *Sensations* (1999) and motorcycles at the Guggenheim (1998). The role of media, art critics, corporate sponsors, and the general public will be prominent along with art censorship and first-amendment issues.

[HIST 426 The West and Beyond: Frontiers and Borders in American History and Culture (III) (HA)]

Spring. 4 credits. Limited to 15 students; preference given to junior and senior majors in history and American studies. A. Sachs.

"Eastward I go only by force," said Henry David Thoreau, "but westward I go free." This seminar explores the many meanings of the West—as a place, as a process, and especially as a borderland—in U.S. history. The Civil War was fought between North and South, but in many ways these two regions were disputing the fate of the West. Indeed, some historians have argued that there is nothing more significant than the idea of the frontier in American history. But did the "westering" movement represent a heroic accomplishment or a tragic act of violent appropriation? What is covered up by the very idea of something called a "West," with its attendant mythic connotations? We'll attempt to address these and other questions as we wander along various fault lines in time and space,

analyzing American frontiers from the era of the Indian Wars in the Massachusetts Bay Colony to the era of Arnold Schwarzenegger's governorship.

[HIST 428 Race and Ethnicity in Nineteenth-Century America # (III) (HA)]

Spring. 4 credits. Not offered 2004-2005. D. Chang.]

[HIST 430 America in the Camera's Eye (also AM ST 430.2 and ART H 430) (III or IV)]

Fall. 4 credits. Limited to 15 students. Permission of instructor required. R. L. Moore.

Photographs and films have become archives for historical research. From the era of Matthew Brady's Civil War images, the United States has been recorded by documentary photographers who have called attention to the country's progress and its poverty. What can we learn from these images? What is their relation to written texts and to other documents that tell us about the past? How truthful is documentary? Over the course of time, what subjects have been of special interest to photographers? These are some of the questions posed in weekly discussions.

[HIST 432 The City in History: Europe and America # (III)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2004-2005. S. Blumin.]

[HIST 439 Reconstruction and the New South (also AM ST 439) # (III)]

Fall. 4 credits. Limited to 15 students. Not offered 2004-2005. M. Washington.]

[HIST 440 Undergraduate Seminar in Recent American History (also AM ST 440) (III) (HA)]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2004-2005. R. Polenberg.]

[HIST 444 American Men (III) (HA)]

Fall. 4 credits. Limited to 15 students. E. Baptist.

This course will discuss the roles and importance of changing concepts of manhood and masculinity in America. From John Smith and Pocahontas, to George Bush strutting around the deck of a carrier deck, "acting like a man" has been part of achieving and wielding power in American society, politics, and culture. Yet, ideas about manhood—what a man is, who can be one, and what status that gives you—have changed drastically. We will explore the reasons for and consequences of those changes.

[HIST 448 The Rabin Seminar (also AM ST 430.5 and LSP 430.5)]

Spring. 4 credits. Permission of instructor required. M. Washington. For description, see AM ST 430.5.

[HIST 455 The Four Seasons Motif in American Culture (also AM ST 430.2) (III) (CA)]

Fall. 4 credits. Limited to 15 students. Permission of instructor required. Not offered 2004-2005. M. Kammen.]

HIST 458 Female Adolescence in Historical Perspective (also FGSS 438 and HD 417) # (III)

Spring. 3 credits. Limited to juniors and seniors. Limited to 25 students. Prerequisite: permission of instructor. J. Brumberg.

For description, see HD 417.

[HIST 466 Iroquois History (also AM ST 466) # (III) (HA)

Fall. 4 credits. Not offered 2004–2005. J. Parmenter.]

[HIST 484 Seminar in the History of American Labor: Race, Work, and the City (also ILRCB 304) (III)

Fall. 4 credits. Open to juniors and seniors only with the permission of the instructor. Not offered 2004–2005. N. Salvatore.

For description, see ILRCB 304.]

[HIST 490 New World Encounters, 1500–1800 (also AM ST 490) (III) (HA)

Spring. 4 credits. Limited to 15 students. Not offered 2004–2005. J. Parmenter.]

HIST 497 Jim Crow and Exclusion-Era America (also HIST 697 and AAS 497) (III) (HA)

Spring. 4 credits. Limited to 15 students. D. Chang.

This seminar examines America during the overlapping eras of segregation and immigration exclusion. Beginning with contests over the meaning of freedom during reconstruction and running through the institution of Jim Crow legislation and immigration exclusion, the course ends with an evaluation of mid-twentieth century movements for civil rights and equality. Themes include the links between racial and economic oppression, legal and de facto restriction, everyday resistance, and struggles for equality.

HIST 500 Undergraduate Research Seminar (also AM ST 500)

Fall and spring. 8 credits each term. S. Jackson.

Offered in Cornell in Washington Program. An intensive research and writing experience utilizing the extensive resources of Washington, D.C.

HIST 602 Colloquium in American History

Spring. 4 credits. Required for all first- and second-year graduate students in United States history. M. B. Norton.

Examination of major approaches, periods, issues, and modes of interpreting American history. Readings include recent "classics" of American scholarship from diverse subfields and genres.

[HIST 610 Afro-American Historiography

Fall. 4 credits. Letter only. Not offered 2004–2005. M. Washington.]

HIST 611 Slavery in North America

Fall. 4 credits. For graduate students only. Limited to 15 students. M. Washington.

This reading seminar for graduate students examines North American slavery from the colonial era to 1865. The course explores the institution of slavery through secondary scholarship, within contexts of social, political, intellectual, economic, and territorial transformations. Our perspectives will be comparative, ideological, interpretive, critical, and methodological. The course will integrate

recent scholarly trends with older schools of thought.

[HIST 621 Graduate Seminar in American Cultural History

Fall. 4 credits. Not offered 2004–2005. M. Kammen.]

[HIST 626 Graduate Seminar in the History of American Women (also FGSS 626)

Fall. 4 credits. Not offered 2004–2005. M. B. Norton.]

HIST 627 Graduate Seminar in Early American History

Spring. 4 credits. Prerequisite: permission of instructor. Graduate students only. J. Parmenter.

This course introduces graduate students to some recent and important scholarship in Early American history. In addition to competing a major research paper based on primary sources, students will be expected to complete all the readings and participate in weekly discussions. Students will also engage questions of pedagogy as they prepare to become teachers of this subject themselves.

[HIST 683 Seminar in American Labor History (also ILRCB 783)

Fall. 3 credits. Prerequisites: graduate students only. Not offered 2004–2005. N. Salvatore.]

HIST 697 Jim Crow and Exclusion-Era America (also HIST 497)

Spring. 4 credits. D. Chang.

For description, see HIST 497.

[HIST 710 Colloquium in American History

Spring. 4 credits. Required of all first-year graduate students in United States history. Not offered 2004–2005. M. B. Norton.]

Asian History**[HIST 190 Introduction to Asian Civilizations @ # (III)**

4 credits. Not offered 2004–2005. Staff.]

HIST 191 Introduction to Modern Asian History (also ASIAN 191) @ (III) (HA)

Fall. 4 credits. J. V. Koschmann and T. Loos.

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 203 War and Diplomacy in Korea @ (III)

Spring. 4 credits. Not offered 2004–2005. B. Strauss.]

HIST 207 Sophomore Seminar: The Occidental Tourist: Travel Writing and Orientalism in Southeast Asia (also ASIAN 206 and HIST 507) @ (III)

Spring. 4 credits. Letter grade only. Prefer (but not required) that students have taken HIST 191 or 396. T. Loos.

Travel can change our understanding of ourselves and the world. Throughout the course, we explore the connections between a writer's subjectivity and their experience of the world through their writing. We examine novels, diaries, short essays, and photographic collections by explorers, colonial officials, naturalists, and tourists who travel to and from Southeast Asia. To the extent we can, we also read works about Europe and America written by Southeast Asians. In addition to attending

to a writer's subjectivity as it is produced through writing about others, we also consider the historical, political and economic conditions that make travel possible. We will examine how travel writing is inflected with assumptions about the cultural values, race, class, and gender of both travelers and their domestic audience, on the one hand, and the people and places they write about, on the other. We will write about our own travel experiences and photos even as we critique the travel writing genre. The course ends by questioning the role of the internet in the future of tourism and travel in Southeast Asia.

This is a special seminar sponsored by the John S. Knight Institute's Sophomore Seminars Program. Seminars offer discipline-specific study within an interdisciplinary context. While not restricted to sophomores, the seminars aim at initiating students into the discipline's outlook, discourse community, modes of knowledge, and ways of articulating that knowledge. Enrollment is limited to 15. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

HIST 228 Indian Ocean World (also ASIAN 228) @ (III) (HA)

Fall. 4 credits. Limited to 15 students. E. Tagliacozzo.

This course looks at the many intersecting histories of the Indian Ocean. The Indian Ocean was the first oceanic basin that supported large-scale cross-cultural contact for mankind. These warm tropical waters saw peoples from East Africa, the Middle East, the Indian Subcontinent, and Southeast Asia all meet and mix over many centuries. The course will look at these histories of contact, spanning maritime studies, archaeological perspectives, winds and weather patterns (including the vital monsoons), religious migrations (including Buddhism, Christianity, and Islam), and the history of commerce (such as the Spice Trade). We will ask how the Indian Ocean became a crucial canvas for painting human history over vast, oceanic distances. Open to students interested in world history and its regional variants.

[HIST 230 Seminar in History and Memory: The Asia-Pacific War @ (III) (HA)

Fall. 4 credits. Seminar designed for underclassmen but open to all students. Limited to 15 students. Not offered 2004–2005. J. V. Koschmann.]

HIST 231 Crimes Against Humanity and Their Aftermath: Twentieth-Century East Asia (also ASIAN 236) (III) (HA)

Spring. 4 credits. V. Koschmann and M. Shin.

An investigation of crimes against humanity in twentieth-century East Asia, such as the Chinese Nationalist Party's suppression of the Taiwan uprising of February 28, 1947; and the South Korean Army's massacre of civilians at No Gun Ri during the Korean War. The course seeks to enhance critical understanding of "crimes against humanity" as a legal, political, and moral concept, and provide experience in assessing its applicability and implications in specific cases.

[HIST 243 Families in Chinese History in the Nineteenth Century # @ (III) (HA)

Fall. 4 credits. Not offered 2004–2005. S. Cochran.]

[HIST 249 Peddlers, Pirates, and Prostitutes: Subaltern Histories of Southeast Asia, 1800-1900 (also HIST 648 and ASIAN 249/648) @ # (III) (HA)

Spring. 4 credits. Not offered 2004-2005. E. Tagliacozzo.]

[HIST 284 Southeast Asia in the World System: Capitalism and Incorporation, 1500-Present (also HIST 684 and ASIAN 284/684) @ # (III) (HA)

Fall. 4 credits. Graduate students should enroll in HIST 684. Not offered 2004-2005. E. Tagliacozzo.]

[HIST 289 The U.S.-Vietnam War (also ASIAN 298) @ (III) (HA)

Spring. 3 credits. Not offered 2004-2005. K. Taylor.]

[HIST 293 History of China up to Modern Times (also ASIAN 293) @ # (III) (HA)

Fall. 4 credits. C. 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 (also ASIAN 294) @ (III) (HA)

Spring. 4 credits. Staff.

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 319 Introduction to South Asia's Environmental History (also ASIAN 319) @ (III) (HA)

Spring. 4 credits. Not offered 2004-2005. M. Rangarajan.]

[HIST 328 Construction of Modern Japan @ # (III) (HA)

Spring. 4 credits. Not offered 2004-2005. J. V. Koschmann.]

[HIST 330 Japan from War to Prosperity @ (III) (HA)

Spring. 4 credits. J. V. Koschmann.

An interpretation of Japanese history from the late 1920s to present, emphasizing mobilization for total war and its continuing legacies, technology and organized capitalism, relations with the U.S. and Asian neighbors, social integration and exclusion, historical representation and consciousness, and political dynamics.

[HIST 360 Early Warfare, East and West # (III)

4 credits. Not offered 2004-2005. C. Peterson.]

[HIST 388 Vietnamese Histories (also HIST 688 and ASIAN 385/685) @ # (III) (HA)

Fall. 3 credits. Not offered 2004-2005. K. Taylor.]

[HIST 395 Premodern Southeast Asia (also ASIAN 397) @ (III) (HA)

Fall. 4 credits. E. Tagliacozzo.

This course examines Southeast Asia's history from earliest times up until the mid-eighteenth century. The genesis of traditional kingdoms, the role of monumental

architecture (such as Angkor in Cambodia and Borobudur in Indonesia), and the forging of maritime trade links across the region are all covered. Religion—both indigenous to Southeast Asia and the great imports of Hinduism, Buddhism, Christianity and Islam—are also surveyed in the various pre-modern polities that dotted Southeast Asia. This course questions the region's early connections with China, India, and Arabia, and asks what is indigenous about Southeast Asian history, and what has been borrowed over the centuries. Open to undergraduates, both majors and non-majors in history, and to graduate students, though with separate requirements.

[HIST 396 Southeast Asian History from the Eighteenth Century (also HIST 696 and ASIAN 396/696) @ (III) (HA)

Spring. 4 credits. Graduate students must enroll in HIST 696. T. Loos.

Surveys the modern history of Southeast Asia with special attention given to colonialism, U.S. foreign policy in Southeast Asia, and local sociocultural institutions. Considers global transformations that brought "the West" into people's lives in Southeast Asia. Focuses on the development of the modern nation-state, but also questions the narrative by incorporating groups that are typically excluded. Assigns primary texts in translation.

[HIST 406 The Classical in Colonial Asia (also S HUM 410)

Fall. 4 credits. Limited to 15 students.

A. Blackburn.

For description, see S HUM 410.

[HIST 410 Archipelago: Worlds of Indonesia (also HIST 617 and ASIAN 409/617) @ (III) (HA)

Spring. 4 credits. Open to undergraduates and graduate students, though with separate requirements. Limited to 15 students. E. Tagliacozzo.

This course examines the many worlds of Indonesia, the globe's largest archipelago. Indonesia is the Earth's fourth-largest country in terms of area and the fifth-largest country in terms of population. It is also the largest Muslim country on the planet. Indonesia has over two thousand years of recorded history, and it has been a playground for many of the world's great religions (including Buddhism, Hinduism, Christianity, and Islam), as well as arts, architecture, commerce and "high culture." It also has been, and continues to be, an extremely vibrant, if unstable, nation, with a history of cataclysmic violence, colonial wars, and varying accommodation to modernity. This course examines Indonesia over the long term, from classical kingdoms to the "Age of Commerce," from colonial occupation to the modern nation-state.

[HIST 416 Undergraduate Seminar on Gender and Sexuality in Southeast Asia (also HIST 616, ASIAN 416/618 and FGSS 416) @ (III) (CA)

Spring. 4 credits. Letter grade only. Not offered 2004-2005. T. Loos.]

[HIST 451 Crime and Diaspora in Southeast Asian History, 1750-1950 (also HIST 650 and ASIAN 450/651) @ # (III)

Fall. 4 credits. Not offered 2004-2005. E. Tagliacozzo.]

[HIST 480 Senior Seminar: Gender Adjudicated (also FGSS 480 and ASIAN 482) @ # (III)

Fall. 4 credits. Letter grade only. Limited to 15 students. Not offered 2004-2005. T. Loos.]

[HIST 484 Subversion as Foreign Policy: The U.S. in Southeast Asia @ (III) (HA)

Spring. 4 credits. T. Loos.

This course traces the foreign policy of major world powers in Southeast Asia to determine the regional and southeast Asian domestic impact of Cold War rivalries. It will focus on Indonesia, Laos, Cambodia and other key nations in Southeast Asia.

[HIST 487 Seminar in Thailand (also HIST 687) @ (III) (HA)

Fall. 4 credits. Limited to 15 students. Not offered 2004-2005. T. Loos.]

[HIST 489 Seminar in Modern Japanese History @ (III)

Fall. 4 credits. Prerequisites: HIST 330 or 328 or equivalent knowledge of modern Japanese history. Not offered 2004-2005. J. V. Koschmann.]

[HIST 492 Undergraduate Seminar in Medieval Chinese History (also ASIAN 492) @ # (III) (HA)

Fall. 4 credits. Prerequisite: HIST 293, 360, or permission of instructor. C. Peterson. Topic for fall 2004: Marco Polo and the Mongol Conquests.

[HIST 493 Problems in Modern Chinese History (also ASIAN 493/693 and HIST 693) @ (III) (HA)

Fall. 4 credits. Prerequisite: HIST 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 Theories of Civilization (also ASIAN 425) @ # (III or IV) (HA)

Spring. 4 credits. Not offered 2004-2005. K. Taylor.]

[HIST 496 Conservation, Politics, and History: Seminar on Comparative Perspectives on Colonialism (III) (HA)

Spring. 4 credits. Not offered 2004-2005. M. Rangarajan.]

[HIST 499 Problems in Modern Chinese History (also HIST 694 and ASIAN 499/694) @ (III) (HA)

Spring. 4 credits. Prerequisite: HIST 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 507 Graduate Seminar: The Occidental Tourist

Fall. 4 credits. T. Loos.

For description see HIST 207.

[HIST 598 Colloquium in Modern Japanese History

Spring. 4 credits. Not offered 2004-2005. J. V. Koschmann.]

[HIST 616 Gender and Sexuality in Southeast Asia (also ASIAN 416, ASIAN 618, FGSS 416, and HIST 416) @

Spring. 4 credits. Intended for graduate students. Limited to fifteen students. Letter grade only. Not offered 2004–2005. T. Loos.]

HIST 617 Archipelago: Worlds of Indonesia (also HIST 410 and ASIAN 409/617)

Spring. 4 credits. Limited to 15 students. E. Tagliacozzo.

For description, see HIST 410.

[HIST 650 Crime and Diaspora in Southeast Asian History, 1750–1950 (ALSO HIST 451)

Fall. 4 credits. Not offered 2004–2005. E. Tagliacozzo.]

[HIST 684 Southeast Asia in the World System: Capitalism and Incorporation, 1500–The Present (also HIST 284)

Fall. 4 credits. Not offered 2004–2005. E. Tagliacozzo.]

[HIST 687 Seminar in Thailand (also HIST 487 and ASIAN 601) @

Fall. 4 credits. Limited to 15 students. Not offered 2004–2005. T. Loos.]

[HIST 688 Vietnamese Histories (also HIST 388 and ASIAN 385/685)

Fall. 3 credits. Not offered 2004–2005. K. Taylor.]

HIST 693 Problems in Modern Chinese History (also ASIAN 493/693 and HIST 493)

Fall. 4 credits. Prerequisite: HIST 294 or permission of instructor. S. Cochran.

For description, see HIST 493.

HIST 694 Problems in Modern Chinese History (also HIST 499 and ASIAN 499/694)

Spring. 4 credits. Prerequisite: HIST 294 or permission of instructor. S. Cochran.

For description, see HIST 499.

HIST 696 Modern Southeast Asia: Graduate Proseminar (also HIST 396 and ASIAN 396/696)

Spring. 4 credits. T. Loos.

For description, see HIST 396.

[HIST 697 Readings in Modern Japanese Thought

Spring. 4 credits. Prerequisite: reading knowledge of Japanese and permission of instructor. Not offered 2004–2005. J. V. Koschmann.]

[HIST 698 Seminar in Japanese Thought

Spring. 4 credits. Prerequisite: reading knowledge of Japanese and permission of instructor. Not offered 2004–2005. J. V. Koschmann.]

Comparative History

HIST 272 The Atlantic World from Conquest to Revolution (also AM ST 272) (III) (HA)

Spring. 4 credits. R. Weil and M. B. Norton. For description, see American History.

[HIST 274 Foodways: A Social History of Food and Eating # (III) (HA)

Summer and fall. 4 credits. Not offered 2004–2005. S. L. Kaplan.]

[HIST 309 History and Geographical Imagination @ # (III) (HA)

Fall. 4 credits. Not offered 2004–2005. R. Craib.]

[HIST 409 Seminar on Work in Europe and America # (III) (HA)

Fall. 4 credits. Not offered 2004–2005. S. L. Kaplan.]

[HIST 418 Comparative Agrarian History (III)

Fall. 4 credits. Not offered 2004–2005. R. Craib.]

[HIST 604 The Colonial Encounter

Fall. 4 credits. Permission of instructor required. Not offered 2004–2005. S. Greene and T. Loos.]

Ancient European History

HIST 151 Introduction to Western Civilization # (III) (HA)

Summer and fall. 4 credits. Not offered summer 2004. O. Falk.

A survey of European history from Antiquity to the Renaissance and Reformation.

Important themes include the influence of ancient culture on medieval society, the development of and conflict between secular and ecclesiastical governments, European encounters with the non-Europeans, the culture and role of minority groups within European society, and the roles of women.

[HIST 232 Sophomore Seminar: Eyewitness to War in the Ancient World (also CLASS 234) # (III or IV) (HA)

Spring. 4 credits. Not offered 2004–2005. B. Strauss.]

[HIST 265 Ancient Greece from Homer to Alexander the Great (also CLASS 265) # (III) (HA)

Fall. 4 credits. Open to freshmen. Not offered 2004–2005. B. Strauss.]

HIST 267 History of Rome I (also CLASS 267) # (III) (HA)

Fall. 4 credits. E. Rebilliard. For description, see CLASS 267.

HIST 268 History of Rome II (also CLASS 268) # (III)

Spring. 4 credits. HIST 267 is not a prerequisite for HIST 268. E. Rebilliard.

For description, see CLASS 268.

[HIST 435 Modern Classics in the Historiography of Ancient Greece (also CLASS 435) (III)

Spring. 4 credits. Prerequisite: an introductory course in ancient Greek history or civilization or permission of the instructor. Not offered 2004–2005. B. Strauss.]

[HIST 450 The Peloponnesian War (also HIST 630 and CLASS 450/632) # (III)

Fall. 4 credits. Prerequisites: HIST 265, CLASS 211 or 217, or permission of instructor. Not offered 2004–2005. B. Strauss.]

HIST 630 Topics in Ancient History (also CLASS 632)

Spring. 4 credits. E. Billiard. For description, see CLASS 632.

Medieval, Renaissance, and Early Modern European History

HIST 151 Introduction to Western Civilization # (III) (HA)

Fall and summer. 4 credits. Not offered summer 2004. O. Falk.

For description, see Ancient European History.

HIST 152 Introduction to Western Civilization # (III) (HA)

Summer and spring. 4 credits. H. Case.

For description, see Modern European History.

[HIST 210 The Government of God # (III) (HA)

Spring. 4 credits. Not offered 2004–2005. O. Falk.]

[HIST 234 Seminar: Gender in Early Modern Europe (also FGSS 234) # (III) (CA)

Fall. 4 credits. Seminar designed for undergraduates but open to all students. Enrollment limited to 15 students. Prerequisite: permission of instructor. Not offered 2004–2005. R. Weil.]

HIST 247 The Age of Charlemagne (III) (HA)

Spring. 4 credits. P. Hyams.

Charlemagne (Charles the Great, 775–814) is still revered as “the Father of Europe.” In his time as king of the Franks and then emperor of the West, we see for the first time with any clarity the shape of Europe as it would remain for a millennium and more, also get a glimpse of the structures and cultural mix that would characterize the West before there were a France, Germany, or United Kingdom. The “Carolingian Renaissance” promoted a brief but fruitful burst of writings and artifacts, including an intimate if slippery *Life of Charlemagne* and much better documentation of the public—and to an extent even the everyday—life of the age. Reading primary sources in translation, students can grasp a pivotal moment in Western Civilization, see how historians construct their categories, and learn the limitations of the historical craft.

[HIST 259 The Crusades # @ (III)

Spring. 4 credits. Not offered 2004–2005. P. Hyams.]

[HIST 262 The Middle Ages: Introduction and Sampler (also RELST 265) # (III) (CA)

Summer and fall. 4 credits. Not offered 2004–2005. P. Hyams.]

[HIST 269 The Early Middle Ages # (III) (HA)

Spring. 4 credits. Not offered 2004–2005. O. Falk.]

HIST 272 Atlantic World: From Conquest to Revolution (also AM ST 272) # @ (III) (HA)

Spring. 4 credits. Intended primarily for sophomore prospective history majors; open to others by permission of instructors. M. B. Norton, R. Weil.

For description, see American History.

[HIST 277 The Later Middle Ages # (III) (HA)

Spring. 4 credits. Not offered 2004–2005. O. Falk.]

[HIST 279 European Cultural History I # (III) (CA)

Summer and fall. Not offered 2004–2005. I. Junyk.

This course traces the major developments and upheavals in European cultural life from the mid-eighteenth to the late-nineteenth century, focusing on four broad international movements: the Enlightenment, Romanticism, Realism, and Modernism. In addition to examining developments in art, literature, music, and philosophy, the course considers the changing venues and institutions of culture and deals with such overarching themes as sociability, private and public space, national identity, gender and sexuality, and subjectivity. Readings include primary texts (including novels, paintings, and operas) as well as contemporary historical and theoretical works.]

[HIST 305 Britain, 1660-1815 # (III) (HA)
Fall. 4 credits. Not offered 2004-2005.
R. Weil.]

HIST 320 The Viking Age # (III) (HA)
Spring. 4 credits. O. Falk.

This course aims to familiarize students with the history of Scandinavia, ca. 800-1100 AD. Although well known as a dramatic chapter in medieval history, this period remains enigmatic and often misunderstood. Our goal will be to set Norse history within its European context, observing similarities with processes elsewhere in the medieval world, the better to perceive what makes the Norse unique. We will examine the social, economic and political activities of the Norsemen in continental Scandinavia, in Western and Eastern Europe, and in the North Atlantic.

HIST 349 Early Modern England # (III) (HA)
Fall. 4 credits. 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. We will emphasize close reading of contemporary sources, from autobiography and drama to political theory.

HIST 350 The Italian Renaissance (also ITALL 224) # (III or IV)
Fall. 4 credits. J. Najemy.

An exploration of intellectual, cultural, religious, and political developments in Italy from the political thought of Dante and Marsilius in the age of the communes; through the several stages of Humanism from Petrarch to Alberti to Pico; down to the crisis of Italian liberty in the generation of Machiavelli, Guicciardini, and Castiglione. The course seeks to problematize the notion of a "Renaissance" in the period's ambivalent attitudes toward history, politics, learning, culture, gender, language, and the role of intellectuals in politics and society. Emphasis is placed on the close reading of primary sources and on issues of interpretation.

HIST 351 Machiavelli (also ITALL 351) # (III or IV)
Spring. 4 credits. J. Najemy.

This course presents 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 Medicean

principate; Machiavelli's 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 political writers and theorists with whom Machiavelli associated and corresponded. Emphasis is 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 364 The Culture of the Renaissance II (also COM L 362, ENGL 325, FRLIT 362, RELST 362, MUSIC 390) # (III or IV) (CA)

Fall. 4 credits. Open to freshmen with permission. Not offered 2004-2005.
K. P. Long, W. Kennedy.]

HIST 368 Marriage and Sexuality in Medieval Europe (also RELST 368, FGSS 368) # (III) (HA)

Fall. 4 credits. No formal prerequisite, though some prior knowledge of medieval European history is desirable. 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. There is no formal prerequisite, but some prior knowledge of medieval European history is desirable.

[HIST 369 The History of Florence in the Time of the Republic, 1250-1530 (also ITALL 369) # (III or IV) (HA)

Spring. 4 credits. Not offered 2004-2005.
J. Najemy.]

[HIST 408 Feudalism and Chivalry: Secular Culture in Medieval France, 1000-1300 # (III)

Fall. 4 credits. No prerequisites; HIST 262, 263 or 264 suggested. Not offered 2004-2005. P. Hyams.]

[HIST 409 Seminar on Work in Europe and America # (III) (HA)

Fall. 4 credits. Not offered 2004-2005.
S. Kaplan.]

[HIST 431 Gender, Power, and Authority in England, 1600-1800 (also FGSS 431) @ (III) (CA)

Spring. 4 credits. Limited to 15 students. Not offered 2004-2005. R. Weil.]

[HIST 436 Conflict Resolution in Medieval Europe # (III) (KCM)

Spring. 4 credits. Not offered 2004-2005.
P. Hyams.]

HIST 447 Crusaders and Chroniclers # @ (III)

Fall. 4 credits. Limited to 15 students.
P. Hyams.

An intensive reading seminar offering a natural progression from HIST 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 HIST 259 and to study medieval historiography through whole chronicles and other primary sources.

[HIST 468 Love and Sex in the Italian Renaissance (also ITALL 468) # (III or IV) (HA)

Spring. 4 credits. Not offered 2004-2005.
J. Najemy.]

[HIST 471 Knowledge and Politics in Seventeenth-Century England (also S&TS 473) # (III) (CA)

Spring. 4 credits. Limited to 15 students. Not offered 2004-2005. P. Dear and R. Weil.]

HIST 476 The Icelandic Sagas (also HIST 676) (III) (HA)

Spring. 4 credits. O. Falk and T. Hill.
Readings and discussions of Icelandic sagas as literary and historical texts.

[HIST 479 Patronage and the Medici # (III)

Spring. 4 credits. Not offered 2004-2005.
J. Najemy.]

HIST 491 Approaches to Medieval Violence (also HIST 692) # (III) (HA)

Fall. 4 credits. Limited to 15 students.
Permission of instructor required. O. Falk.
'Violence' has become an unavoidable—and urgently troubling—buzzword in contemporary Western culture. We worry about its manifestations and representations in our own civilization, we scan foreign societies with which we interact for any sign of it, we fantasize about consummating it or construct our utopias around its absence. This course is intended as an opportunity for students working on a variety of topics, periods, and areas in medieval Europe to investigate its relevance to their own studies. Through readings on violence from Late Antiquity to the Early Modern period, we will reflect on what is meant by the concept, consider distinctions among forms of violence, and sample a variety of analytical approaches and tools. Graduate students should sign up for HIST 692.

[HIST 496 Theorizing the Public Sphere (also COM L 496 and GERST 496) (III or IV)

Fall. 4 credits. Not offered 2004-2005.
P. Hohendahl.]

[HIST 651 Old English Literature in Its Historical Context (also ENGL 710)

Spring. 4 credits. Not offered 2004-2005.
P. Hyams, T. Hill.]

[HIST 653 England—Britain—Europe in the Middle Ages

Spring. 4 credits. Not offered 2004-2005.
P. Hyams.]

[HIST 663 Graduate Seminar in Renaissance History

Fall. 4 credits. Not offered 2004-2005.
J. Najemy.]

HIST 676 The Icelandic Sagas (also HIST 476)

Spring. 4 credits. O. Falk and T. Hill.
For description, see HIST 476.

[HIST 692 Approaches to Medieval Violence (also HIST 491)

Fall. 4 credits. Not offered 2004–2005.
O. Falk.]

Modern European History**HIST 121 First-Year Writing Seminar: Roma (Gypsies) in European History**

Fall. 3 credits. H. Case.

The Roma, one of several groups commonly lumped under the name of "Gypsies," have a long history in Europe. At times objects of fascination, at others of disdain, this often-misunderstood minority has deeply influenced European culture and history, from its music to its science. But just as the Roma have had an impact on Europe, so too have the peoples and states of Europe had an impact on the Roma, with various assimilation, settlement, even extermination initiatives affecting the lifestyles, identities, and place of the Romain societies across Europe. In this course, students will be asked to reflect on the reciprocal effects of this ongoing exchange between the trans-national Roma minority and the other peoples and states of Europe.

HIST 152 Introduction to Western Civilization (1600 to the End of World War II) # (III) (HA)

Spring. 4 credits. H. Case.

This course offers a comparative perspective on the development of modern states, societies, and cultures in Europe and North America. Topics include religious and scientific revolutions in early modern Europe; European expansion and conquest; Enlightenment and revolution; liberalism, capitalism, and communism; the politics of race, slavery, and the new imperialism; the World Wars and the Holocaust; the Cold War; and the modern and the post-modern in European and American culture.

HIST 218 Seminar on Genocide (III) (HA)

Fall. 4 credits. Limited to 15 students.
I. Hull.

This course examines some of the most terrible events of the twentieth century, events such as the mass murders of the Armenians (1915–1918), the European Jews (1939–1945), the Cambodians (1975–1979), and the Hutus of Rwanda (1994). Students will apply historical methods to address such questions as the preconditions leading to genocide; the relation of genocide to war, revolution, nation-building, and ideology; the motivations of perpetrators; the limits to victim's efforts at self-defense; the responses of the regional or world community; and the legal and political consequences of such acts.

HIST 223 International Law (III) (HA)

Spring. 4 credits. I. Hull.

The customs and laws of war provided the first arena in which international law was systematically codified. This semester therefore focuses on the laws of war to introduce students to how international law develops, widens, and changes over time. We begin in the seventeenth century with the Thirty Year's War, and then examine specific problems or events that illustrate the difficulties of regulating deadly conflict: forging international agreement, providing sanctions, establishing courts, responding to changes in technology, or to new political challenges raised by colonial campaigns, guerilla warfare, or terrorism. Students will draw examples from the nineteenth-century codifications (Geneva

and Hague Conventions), World Wars I and II, and from the postwar period.

HIST 227 The Russian Empire: The Imperial Perspective, 1700–1917 # (III) (HA)

Spring. 4 credits. Seminar for freshman and sophomores; meets twice each semester.
P. Holquist.

The Russian Empire is frequently presented as an actor in the European state system. Moreover, study of imperialism and colonialism tends to focus on the Western European, transoceanic, empires. Yet there was an equally important European form of imperialism: the dynastic land empire—such as the Ottoman, Austrian, and Russian empires. "The Russian Empire: The Imperial Perspective" will present the Russian empire as a multiethnic, multiconfessional empire. It will highlight both the violence of conquest as well as the forms of cooperation and integration that allowed the Russian state to rule vast stretches of Eurasia. We will examine the similarities and contrasts between dynastic land empires and the more commonly studied transoceanic, commercial ones (England, France, Holland).

[HIST 233 Sophomore Seminar: Soviet Society and Family Life During WWII: Perspectives from Culture (also RUSSL 233 and JWST 233) (III) (CA)

Fall. 4 credits. Limited to 15 students Not offered 2004–2005. P. Holquist.]

[HIST 235 Antisemitism and Crisis Modernity (also JWST 254) (III) (HA)

Spring. 4 credits. Not offered 2004–2005.
V. Caron.]

HIST 248 Ghosts and Legacies: The Construction of Public Memory (III) (HA)

Spring. 4 credits. J. Weiss.

Focusing principally on instances of guilty and divisive pasts produced by genocide, civil war, or colonial struggles, this course will investigate how contemporary politics, in Europe and America, shaped the perception of past events; how strategies of forgetting succeeded in repressing the memory of guilty pasts and what happened when they failed; and how the public memory of traumatic events was shaped in films, literature, and other cultural locations.

HIST 252 Modern Eastern Europe (III) (HA)

Fall. 4 credits. H. Case.

This course covers the key events, political ideologies, social and cultural trends, and definitions of Eastern Europe from 1848 to the present. Themes will include experiences of empire, war and revolution, the rise of nationalism, liberalism, fascism, and communism, totalitarian regimes, dissident movements, the post-communist transition, the experiences and roles of women in the region's history, the fate of minorities and multinational states, European integration, and the future of the region. Students will be asked to reflect on how various primary sources (e.g., documents, fiction, letters, and memoirs) help us frame and ultimately try to answer the questions raised by the events of the last century-and-a-half in Eastern Europe.

HIST 270 The French Experience (also FRLIT 224 and ANTHR 224) (III or IV) (CA)

Fall. 4 credits. N. Furman, M. Steinberg. We look ethnographically and through literature at tastes and at class as they function and are discussed in France. We examine speech in its practice and as it is reflected upon; and we look at views from France, from America, and other countries. As we emphasize differences, the French experience emerges.

[HIST 285 From Medievalism to Modernity: The History of Jews in Early Modern Europe, 1492–1789 (also NES 245, JWST 253) # (III) (HA)

Fall. 4 credits. Not offered 2004–2005.
V. Caron.]

HIST 290 Twentieth-Century Russia and the Soviet Union (III) (HA)

Fall. 4 credits. P. Holquist.

An introductory lecture course spanning the lifetime of the U.S.S.R. (1917–1991), but covering the last years of the Russian Empire and the first years of the post-communist present as well. Geographically, it focuses on the Russian heartland and the non-Russian areas of the Soviet Union. The course will explore the roots and consequences of the Russian Revolution; the nature and evolution of Leninism, Stalinism, and Soviet communism; the entrenchment of reform of the post-Stalinist system; and the legacy of communism for the region's new regimes. Students are introduced to a wide variety of historical materials, including documents, essays, memoirs, literature, and film.

[HIST 291 Modern European Jewish History, 1789–1948 (also JWST 252) (III)

Fall. 4 credits. Not offered 2004–2005.
V. Caron.]

[HIST 295 Introduction to the History, Language, and Culture of the Balkans (III)

Spring. 4 credits. Not offered 2004–2005.
J. Weiss.]

HIST 308 History of Post-War Germany (1945–Present) (III) (HA)

Fall. 4 credits. I. Hull.

This course examines modern Germany in the aftermath of World War II. It compares the experiences of East and West Germany, their state forms, and cultures. It explores the collapse of East Germany and the continuing effects of the hurried reunification. The course poses many questions, among them: How did the victorious allies try to administer the defeated land? How did Germans, East and West, try to come to grips with the Nazi past and its crimes? How does one reconstitute civil society after dictatorship and war? How did the communist regime function? Why did it fall? What are the main challenges Germany now faces in building a unified society and in regaining its place as a power in Europe?

[HIST 355 The Old Regime: France in the Seventeenth and Eighteenth Centuries # (III)

Fall. 4 credits. Not offered 2004–2005.
S. Kaplan.]

[HIST 356 The Era of the French Revolution and Napoleon # (III) (HA)

Fall. 4 credits. Not offered 2004–2005.
S. Kaplan.]

[HIST 358 Survey of German History, 1890 to the Present (III) (HA)

Fall. 4 credits. Open to freshmen with permission of instructor. Not offered 2004–2005. I. Hull.]

HIST 362 European Cultural History, 1750–1870 (also COM L 352) # (III or IV) (HA)

Spring. 4 credits. M. Steinberg.
The course will focus on the making of middle-class culture, society, and imagination from the Enlightenment through the French Second Empire. There will be three units with national and thematic foci: Germany in the period of Enlightenment, emancipation, and the burgeoning of national consciousness; questions of law, property, gender, and sexuality in the early nineteenth-century England; modernism and urbanism in Second Empire France. Primary readings (including novels, paintings, and operas) will be considered along with contemporary historical and theoretical readings.

[HIST 363 European Cultural History, 1870–1945 (also COM L 353) (III or IV) (CA)

Spring. 4 credits. Not offered 2004–2005. M. Steinberg.]

[HIST 370 History of the Holocaust (also JWST 353) (III) (HA)

Fall. 4 credits. Each student must enroll in a section. Not offered 2004–2005. V. Caron.]

[HIST 371 World War II in Europe (III) (HA)

Summer and fall. 4 credits. Not offered 2004–2005. J. Weiss.]

HIST 379 The First World War: Causes, Conduct, Consequences (III) (HA)

Spring. 4 credits. Open to freshmen with permission of instructor. P. Holquist and I. Hull.

This course examines the long-term and immediate political, social, and cultural causes of World War I, its catastrophic prosecution, and its revolutionary consequences. Recurring themes are: the building of nation-states, the diplomatic and military systems of the nineteenth and twentieth centuries, mass mobilization, the development of mass violence, and the emergence of millenarian visions of the future.

[HIST 383 Europe, 1900–1945 (III) (HA)

Spring. 4 credits. Not offered 2004–2005. Next offered 2006–2007. J. Weiss.]

[HIST 384 Europe, 1945–1968 (III) (HA)

Fall. 4 credits. Not offered 2004–2005. Next offered 2005–2006. J. Weiss.]

[HIST 385 Europe in the Twentieth Century: 1968–1990 (III)

Spring. 4 credits. Not offered 2004–2005. Next offered 2005–2006. J. Weiss.]

[HIST 405 Jewish Culture and Modernity (also S HUM 408, JWST 408, GERST 420) (III or IV)

Fall. 4 credits. Limited to 15 students. Not offered 2004–2005. M. Steinberg.]

[HIST 409 Seminar on Work in Europe and America # (III) (HA)

Fall. 4 credits. Not offered 2004–2005. S. L. Kaplan.]

[HIST 417 History of Jews in Modern France (also JWST 446, FRLIT 413) (III or IV)

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2004–2005. V. Caron.]

[HIST 433 History of Modern German Jewry: From the Enlightenment to the post-1945 Era (also GERST 433 and JWST 433) (III) (HA)

Spring. 4 credits. Limited to 15 students. Not offered 2004–2005. V. Caron.]

HIST 446 Strategy in World War II (III) (HA)

Spring. 4 credits. Permission of instructor required. J. Weiss.

Strategic decision-making in World War II. The course will be organized into a "task force" addressing crucial problems faced by the European-American Allies in World War II: the invasion of northwest Europe, strategic bombing tactics, the rescue of European Jews, and coordination with the Soviet Union. Individual presentations/papers followed by meetings to draft group reports.

[HIST 456 Seminar in European Cultural History (III)

Spring. 4 credits. Not offered 2004–2005. M. Steinberg.]

[HIST 457 Seminar in European Fascism (III) (HA)

4 credits. Prerequisite: permission of instructor. Not offered 2004–2005. I. Hull.]

HIST 460 Opera, History, Politics, Gender (also FGSS 454, COM L 459, ITALL 456, MUSIC 474) (III or IV) (CA)

Spring. 4 credits. Permission of instructor required. Limited to 15 students. M. Steinberg and S. Stewart.

The will to social order and the desire to transgress it: this basic conflict in modern culture was negotiated in many places, nowhere more dramatically than in the world of opera. Body and mind; the visceral and the mannered; authority and subversion: these themes are integral to operatic works and culture. This seminar will examine works and contexts of Mozart, Beethoven, Wagner, Verdi, and Puccini alongside issues of German and Italian nation-building, liberalism, the continuities of patriarchy, and patterns of cultural identity and cultural difference in modern Europe. We will analyze opera videos in class, and if possible we will arrange an excursion to the Metropolitan Opera in New York City. No technical competence is required, but the seminar should be most interesting to those seeking an upper-level course in cultural history and/or cultural studies.

[HIST 462 Popular Culture in European History (III) (CA)

Fall. 4 credits. Not offered 2004–2005. S. Kaplan.]

HIST 463 War and Society in Eastern Europe (III) (HA)

Spring. 4 credits. H. Case.

The countries and peoples of Eastern Europe had numerous encounters with violence and war during the twentieth century; including the Balkan wars, World Wars I and II, and the wars of Yugoslav succession. This course will address the ways these conflicts altered the political, social, and even the physical landscape of this region by precipitating widespread and radical

social and demographic changes; bringing ideological and national tensions to a head; shifting borders and power relationships within and between the countries of Eastern Europe; raising questions regarding the role of the state in people's lives; Eastern Europe's place in Europe; the function and value of institutions (schools, churches, the state bureaucracy); and the power of culture (film, art, theatre, music, literature, mass media) to mobilize populations in times of war.

[HIST 467 Seminar in Modern European Political History (III)

Fall. 4 credits. Permission of instructor required. Not offered 2004–2005. J. Weiss.]

HIST 474 Topics in Modern European Intellectual and Cultural History (also COM L 474) (III or IV)

Fall. 4 credits. Limited to 15 students. D. LaCapra.

Hannah Arendt and Her World—This seminar will explore the thought of Hannah Arendt and the question of "migratory thinking" in the twentieth century, specifically her representation and analysis of boundaries and boundlessness of politics, philosophy, and art; Europe and the United States; thinking and acting. We will read Arendt on such figures as Lessing, Kant, Heidegger, Benjamin, Scholem, Brecht, and Broch in conjunction with works of these figures as well as some recent scholarship on Arendt herself (Benhabib, Kristeva, Villa).

[HIST 477 Seminar on the Politics of the Enlightenment # (III)

Fall. 4 credits. Not offered 2004–2005. S. Kaplan.]

[HIST 482 The Aesthetic and Cultural Theory of the Frankfurt School (also GERST 495) (III or IV)

Fall. 4 credits. Not offered 2004–2005. P. Hohnedahl.]

[HIST 488 Seminar in Late Nineteenth-Century European Imperialism (III)

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2004–2005. I. Hull.]

HIST 601 European History Colloquium

Fall and spring. 2 credits each term. Limited to graduate students. J. Najemy and M. Steinberg.

A research colloquium designed for European history graduate students. The colloquium offers a forum for students to present papers and to discuss the work of visiting scholars.

HIST 605 Graduate Seminar in European Cultural and Intellectual History

Spring. 4 credits. M. Steinberg.

This seminar explores the thought of Hannah Arendt and the question of "migratory thinking" in the Twentieth century, specifically her representation and analysis of boundaries and boundlessness of politics, philosophy, and art; Europe and the United States; thinking and acting. We will read Arendt on such figures as Lessing, Kant, Heidegger, Benjamin, Scholem, Brecht, and Broch in conjunction with works of these figures as well as some recent scholarship on Arendt herself (Benhabib, Kristeva, Villa).

HIST 629 Graduate Seminar

Spring. 4 credits. P. Dear and R. Weil.
England in the seventeenth century was a revolutionary ferment of political, religious, and philosophical conflict. This course

examines the conflicts and arguments, and the means explored for their apparent resolution. These affected ideas of God and worship, the meanings of gender, conceptions of the natural world and its scientific appropriation, and the legitimacy and proper form of political power. The course will focus on the close study of primary source readings by many of the principal players in all these areas, including Francis Bacon, John Milton, Thomas Hobbes, the Duchess of Newcastle, and John Locke.

[HIST 635 The Gates to Modernity: From Karlsbad to the 1848 Revolution (also GERST 635)]

4 credits. Anchor course. Not offered 2004–2005. P. Hohendahl.]

[HIST 661 Graduate Seminar in Twentieth-Century German History]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2004–2005. I. Hull.]

[HIST 672 Seminar in European Intellectual History]

Fall. 4 credits. Not offered 2004–2005. D. LaCapra.]

[HIST 673 Seminar in European Intellectual History (also HIST 474)]

Fall. 4 credits. D. LaCapra. For description, see HIST 474.

[HIST 674 Graduate Seminar in German History, 1770–1918]

Spring. 4 credits. Not offered 2004–2005. I. Hull.]

[HIST 678 Seminar in Modern European Social History]

Spring. 4 credits. Permission of instructor required. Not offered 2004–2005. J. Weiss.]

History of Science

[HIST 250 Technology in Society (also ENGRG 250, ECE 250, and S&TS 250) (III) (HA)]

Fall. 3 credits. Not offered 2004–2005. R. Kline.]

[HIST 280 The Sciences in the Twentieth Century (also S&TS 283) (III) (HA)]

Fall. 4 credits. Staff.

Science emerged as a powerful source of social, economic, and political power during the twentieth century. Through an examination of the development of the sciences—physical and biomedical—during the twentieth century, students learn about the reciprocal relations between science and society. Topics covered may include the rise and development of quantum mechanics; the emergence of Big Science; the history of the sciences in totalitarian nations, especially the former Soviet Union, Nazi Germany, and Communist China; the evolutionary synthesis; the rise and fall of molecular biology; the multiple forms of eugenics; the changing character of the social sciences; the role of new technologies in scientific change, especially computer and communication technology; the growth of science as a profession; and the development of science in non-Western cultures.

[HIST 281 Science in Western Civilization (also S&TS 281) # (III) (HA)]

Fall. 4 credits. HIST 281 is not a prerequisite to 282. Staff.

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 S&TS 282) # (III) (HA)]

Fall. 4 credits. HIST 281 is not a prerequisite to 282. P. 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 sciences as cultural phenomena. 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 BIO EE 207, S&TS 287) (I or III) (PBS)]

Fall or summer. 3 credits. A. MacNeill. For description, see BIOEE 207.

[HIST 292 Inventing an Information Society (also ENGRG 298, ECE 298, and S&TS 292) (III) (HA)]

Spring. 3 credits. R. Kline. For description, see ENGRG 298.

[HIST 357 Engineering in American Culture (also ENGRG 357 and S&TS 357)]

Fall. 4 credits. R. Kline. For description, see ENGRG 357.

[HIST 415 Seminar in the History of Biology (also BIO G 467, B&SOC 447, S&TS 447) (I or III) (PBS)]

Summer and fall. Limited to 18 students. Not offered fall 2004. 4 credits. W. Provine. Specific topic changes each year. For description, see BIOEE 467.]

[HIST 471 Knowledge and Politics in Seventeenth-Century England (also S&TS 473) # (III) (CA)]

Spring. 4 credits. Limited to 15 students. Not offered 2004–2005. P. Dear and R. Weil.]

[HIST 525 Seminar in the History of Technology (also S&TS 525)]

Spring. 4 credits. Not offered 2004–2005. R. Kline.]

[HIST 620 Intelligibility in Science (also S&TS 620)]

Spring. 4 credits. Graduate seminar. Not offered 2004–2005. P. Dear.]

[HIST 680 Seminar in Historiographical Approaches to Science (also S&TS 680)]

Fall. 4 credits. Not offered 2004–2005. P. R. Dear.]

[HIST 711 Introduction to Science and Technology Studies (also S&TS 711)]

Fall. 4 credits. M. Lynch and S. Seth. For description, see S&TS 711.

[HIST 713 Issues in History of Technology]

Spring. 3 credits. Not offered 2004–2005. R. Kline.]

Latin American History

[HIST 195 Colonial Latin America # @ (III) (HA)]

Fall. 4 credits. L. Horowitz.

This course examines the “encounter” between Spain and the New World, which began in 1492. Topics include the cultural hybridity that preceded as well as developed from colonialism, the production of ethnicity and race, slavery and economic stratification, intellectual currents and daily life, rebellion and independence.

[HIST 196 Modern Latin America @ (III) (HA)]

Spring. 4 credits. Not offered 2004–2005. R. Craib.]

[HIST 206 Modern Mexico @ (III)]

Fall. 4 credits. Not offered 2004–2005. R. Craib.]

[HIST 216 Gender and Colonization in Latin America @ (III) (HA)]

Spring. 4 credits. Not offered 2004–2005. K. Graubart.]

[HIST 224 Art and Politics in Twentieth-Century Latin History @ (III) (HA)]

Spring. 4 credits. Sophomore Seminar. Limited to 15 students. M. Roldan.

This seminar will examine how the intersection of art and politics shaped culture, ideology, and identity in Latin America from the Mexican Revolution to the dictatorships of the late twentieth century. Topics may include muralism and the Mexican Revolution; working class and immigrant culture in Argentina and the tango; samba as social and political protest in Brazil; gender and politics in exiled literature; and the appropriation of public spaces as artistic forums and means of communication under authoritarian regimes.

[HIST 225 Sophomore Seminar: The U.S.-Mexico Border—History, Culture, Representation (also LSP 225) (III)]

Spring. 4 credits. Limited to 15 students. Not offered 2004–2005. R. Craib, M. C. Garcia.]

[HIST 240 Seminar: Immigration and Ethnicity in the Twentieth-Century U.S. (also LSP 241) (III) (HA)]

Fall. 4 credits. Limited to 15 students. Permission of instructor. M. C. Garcia.

This seminar will look at immigration to the United States in the twentieth century, highlighting the experiences of several groups as case studies. We will analyze the “push/pull” factors that compelled people to come to the United States; the nature of cultural and structural assimilation; nativist movements; the evolution of U.S. immigration policy; and the formation of ethnic identity in U.S. society. Attention will be given to current issues such

as immigration reform, bilingual education, and the multiculturalism debate.

[HIST 245 Sophomore Seminar: Drugs: People, Policies, Politics @ (III) (HA)

Fall. 4 credits. Previous course in Latin American history would be helpful. Not offered 2004-2005. M. Roldan.]

[HIST 272 Atlantic World: From Conquest to Revolution (also AM ST 272) @ # (III) (HA)

Spring. 4 credits. Intended primarily for sophomore prospective history majors; open to others by permission of instructors. M. B. Norton, R. Weil.

For description, see American History.

HIST 301 Perspectives on Latin America (also LASP 301 and SPANL 320)

Spring. 3 credits. M. Roldan.

For description, see LASP 301.

[HIST 306 Modern Mexico: From Independence to the Zapatistas @ (III) (HA)

Fall. 4 credits. Not offered 2004-2005. R. Craib.]

[HIST 309 History and Geographical Imagination # @ (III) (HA)

Fall. 4 credits. Not offered 2004-2005. R. Craib.]

[HIST 404 Ethnicity, Race, and Indigeneity in Latin America @ (III) (HA)

Fall. 4 credits. Permission of instructor required. Limited to 15 students. Not offered 2004-2005. K. Graubart.]

[HIST 418 Comparative Agrarian History # (III)

Fall. 4 credits. Not offered 2004-2005. R. Craib.]

[HIST 423 Chronicles of the Conquest of Latin America @ (III) (HA)

Spring. 4 credits. Not offered 2004-2005. K. Graubart.]

[HIST 424 Art and Politics in Twentieth-Century Latin America @ (III) (CA)

Fall. 4 credits. Permission of instructor required. Not offered 2004-2005. M. Roldan.]

HIST 431 Farmworkers (also HIST 631, LSP 431/633, CRP 395.72/679.72, and ILRCB 402)

Spring. 4 credits. M. P. Brady.

For description, see LSP 431.

[HIST 438 History's Margins: Frontiers and Borders in Comparative Perspective @ # (III) (HA)

Spring. 4 credits. Not offered 2004-2005. R. Craib.]

[HIST 445 Prostitutes and Patriots: Urban Culture and the Construction of Citizenship in Latin America, 1880-1950 (also HIST 645) @ (III)

Fall. 4 credits. Prerequisites: HIST 295 and/or 296 suggested. Permission of instructor required. Enrollment limited to 15. Not offered 2004-2005. M. Roldan.]

[HIST 459 Radicals and Revolutionaries in Modern Latin America (also HIST 659) @ (III) (HA)

Fall. 4 credits. HIST 296, or permission. Limited to 15 students. Not offered 2004-2005. R. Craib.]

HIST 631 Farmworkers (also HIST 431, LSP 431/633, CRP 395.72/679.72, and ILRCB 402)

Spring. 4 credits. M. P. Brady.

For description, see LSP 431.

[HIST 649 Seminar in Latin American History

Fall. 4 credits. Not offered 2004-2005. M. Roldan.]

[HIST 659 Radicals and Revolutionaries in Modern Latin America (also HIST 459)

Fall. 4 credits. HIST 296, or permission. Limited to 15 students. Not offered 2004-2005. R. Craib.]

Near Eastern History

HIST 253 Introduction to Islamic Civilization I (also NES 255, RELST 255) @ # (III or IV) (HA)

Summer and spring. 3 credits. Not offered summer 2004. D. Powers.

For description, see NES 255.

[HIST 296 Jesus in History, Tradition and Cultural Imagination (also NES 296, RELST 296) @ # (III or IV) (CA)

Spring. 4 credits. Not offered 2004-2005. K. Haines-Eitzen.

For description, see NES 296.]

[HIST 299 Introduction to Christian History (also NES 295, JWST 295, RELST 295) @ # (III or IV) (HA)

Spring. 3 credits. Not offered 2004-2005. K. Haines-Eitzen.]

[HIST 372 Law, Society, and Culture in the Middle East, 1200-1500 (also HIST 652, NES 351/651, RELST 350) @ # (III) (HA)

Spring. 4 credits. Enrollment is limited to 25 students. Not offered 2004-2005.

D. Powers.]

[HIST 461 Seminar in Islamic History 600-750 (also HIST 671, NES 451 and 650, and RELST 451) @ # (III)

Spring. 4 credits. Enrollment is limited to 25 students. Not offered 2004-2005.

D. Powers.]

[HIST 652 Introduction to Islamic Law (also HIST 372, NES 351/651, RELST 350)

Spring. 4 credits. Enrollment is limited to 25 students. Not offered 2004-2005.

D. Powers.]

[HIST 671 Seminar in Islamic History (also HIST 461, NES 451, and 650, and RELST 451)

Spring. 4 credits. Not offered 2004-2005.

D. Powers.]

Honors and Research Courses

Note: HIST 201-302 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 201 Supervised Reading

Fall or spring. 2 credits. Open only to juniors and seniors. 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

Fall and 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. R. Weil (fall) and E. Tagliacozzo (spring).

An exploration of major approaches to historical inquiry, analysis, and presentation. Ways of thinking about history along with research methods and organization of the results are considered by reading and discussing a variety of historical works. Substantive readings are drawn from several time periods and diverse geographical areas. There is one short paper during the semester and a longer final paper that explores the work of a major historian or school of historical writing. Students interested in HIST 400 should consult the DUS/head of honors program.

HIST 401 Honors Guidance

Fall. 4 credits. Prerequisites: HIST 400 and permission of instructor. S. Greene.

HIST 402 Honors Research

Spring. 4 credits. Prerequisites: HIST 400 and permission of instructor. S. Greene.

HIST 709 Introduction to the Graduate Study of History

Fall. 4 credits. Required of all first-year graduate students. J. V. Koschmann and M. Roldan.

The course is designed to introduce entering graduate students to crucial issues and problems in historical methodology that cut across various areas of specialization.

HIST 804-807 Supervised Reading

4 credits each term. Limited to graduate students. Prerequisite: permission of instructor. Staff.

HISTORY OF ART

S. Hassan, chair; J. E. Bernstock, M. I. Dadi, M. Fernandez, C. Lazzaro, K. McGowan, L. L. Meixner, A. Pan, A. Ramage, C. Robinson, T. Tu

The Department of the History of Art provides a broad range of introductory and advanced courses in Western art (European and North American) and non-Western art (East and Southeast Asian, African), from antiquity to the present.

The Major

Department majors acquire a broad understanding of the history of art in several chronological and geographical areas: ancient, medieval, Renaissance, modern (Europe and North America), Southeast Asia, China, Japan, and Africa. Additionally, majors practice a range of art historical methods and interpretive strategies, including connoisseurship, dendrochronology, feminism, iconography, semiotics, and social history. Majors are encouraged to locate the history of art within allied humanities fields and the applied arts by taking courses in history, literature, history of architecture, and fine arts. The study of foreign language is strongly encouraged.

Requirements for the Major

Prospective majors should consult the director of undergraduate studies. Students wishing to declare a major in the history of art should have completed any two courses above the 100 level at Cornell in the department by the end of their sophomore year and have received a grade of B or above in both. Courses must be taken for a letter grade. These courses count toward the total 44 credits. The major in the history of art requires 44 credits, 30 at the 300 level or above. The core requirements are: proseminar; another seminar at the 400 level or above; two courses on art from the following time periods: Ancient Europe, Medieval/Islamic, or Renaissance/Baroque (one course per time period); two courses on art from the three following geographical areas: Africa, Asia, or Latin America (one course per region); and two courses on modern/contemporary art in Europe and North America, including art from outside the Anglo-American tradition. In addition to the 44 credits, majors are required to take two courses, approved by their advisers, in areas related to the history of art.

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 A- for all courses taken in the department and 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. Students are advised to enroll in Honors Research (ART H 497) at this time. 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 ART H 498 and 499 in his/her course load. 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 freshman writing seminars.

200-level courses are introductions to the major subdivisions of Western art and art outside the West.

300-level courses are intermediary courses addressing more specialized topics or epochs.

400-level courses are seminars primarily for advanced undergraduates and graduate students.

500-level courses are seminars primarily for graduate students.

First-Year Writing Seminars

For First-Year Writing Seminar offerings in the History of Art, consult the John S. Knight Institute brochure for times, instructors, and descriptions. These courses may be used as freshman electives but not to satisfy the distribution requirement or the major.

Courses

ART H 202 Survey of European Art: Renaissance to Modern # (IV) (CA)

Summer only. 3 credits. D. Royce-Roll. 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. Each Friday class meets at the Johnson Museum of Art with gallery talks and viewing of relevant works that supplement the previous four days of classroom lectures.

ART H 219 Thinking Surrealisms (also COM L 220)

Fall. 4 credits. B. Maxwell. Borrowing its title from a formulation of the Marxist philosopher Ernst Bloch, and beginning from the "forays of demoralization" instigated by the Dadas, who bequeathed to surrealism the precious gift of unreconciliation to the given, this course ranges over the protean expressiveness of several surrealist movements of the last century. The inception of surrealist precept and practice in Paris in the mid-1920s will be a consideration, perhaps only slightly more central to the course than the explicitly antifascist political phase of the 1930s and 40s; the supplementation of Parisian surrealism by Caribbean, Mexican, African American, Quebecois, and Mauritian writers and artists; the renegade practice of Hans Bellmer and the unschooled surreality of Eugene Atget, the reflections of and on surrealism by Walter Benjamin, Ernst Bloch, and Theodor W. Adorno; the relations of surrealism to the Situationist International; and the recent critiques of surrealism in fiction (Milan Kundera) and scholarship (Hal Foster). Throughout, the course will ask what the proliferation of "thinking surrealisms" meant to twentieth-century culture and politics. All readings are in English.

ART H 220 Introduction to Art History: The Classical World (also CLASS 220) # (IV) (HA)

Fall. 4 credits. Each student must enroll in a section. A. Ramage. This course is an overview of the art and archaeology of the Greek and Roman world, covering 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 time of Constantine the Great.

ART H 221 Minoan-Mycenaean Art and Archaeology (also CLASS 221 and ARKEO 221) # (IV) (CA)

Spring. 3 credits. J. Coleman. For description, see CLASS 221.

[ART H 222 Greek Art and Archaeology # (IV) (CA)

Spring. 3 credits. Not offered 2004–2005. J. Coleman. For description, see CLASS 240.]

[ART H 230 Introduction to Art History: Monuments of Medieval Art (also RELST 230) # (IV) (LA)

Fall. 4 credits. Each student must enroll in a section. Not offered 2004–2005. P. Morin.]

ART H 245 Introduction to Art History: Renaissance and Baroque Art (also VISST 245) # (IV) (HA)

Fall. 4 credits. Each student must enroll in a section. C. Lazzaro. This course is a survey of major works of European painting, sculpture, prints, and architecture from 1400 to 1750. The course emphasizes the social, religious, and political contexts in which artists worked and the role of patrons in the creative process. It also introduces the art historical approaches through which we interpret these works. Weekly section meetings are required.

ART H 260 Introduction to Art History: The Modern Era (IV) (CA)

Spring. 4 credits. Not open to students who have taken ART H 261. Each student must enroll in a section. Faculty.

This course considers modern art in a historical and cultural context, from painting associated with the French Revolution through American pop art. The emphasis is on major movements and artists: Neo-Classicism (David), Romanticism (Delacroix), Realism (Courbet), Impressionism (Monet), Post-Impressionism (Van Gogh), Cubism (Picasso), Fauvism (Matisse), Surrealism (Miro), Abstract Expressionism (Pollock), and Pop Art (Warhol). Different critical approaches are examined.

ART H 261 Introduction to Art History: Modern Art (IV) (CA)

Summer. 3 credits. D. Royce-Roll. This course is an introduction to early modern art as it developed between the French Revolution and the post-World War II era. Both European and American movements are examined, particularly as represented in the Herbert F. Johnson Museum of Art collection where some class meetings are held. The course combines a chronological survey with a brief examination of topics concerning the social condition, the artist's vision, and cultural iconology.

[ART H 270 Mapping America (also AM ST 270) # (IV) (CA)

4 credits. Each student must enroll in a section. Not offered 2004–2005. L. Meixner.]

[ART H 280 Introduction to Art History: Approaches to Asian Art @ # (IV) (CA)

3 credits. Not offered 2004–2005. K. McGowan.]

ART H 309 Dendrochronology of the Aegean (also CLASS 309 and ARKEO 309) # (IV) (HA)

Fall and 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 the Aegean.

[ART H 321 Mycenae and Homer (also CLASS 321 and ARKEO 321) # (IV) (HA)

4 credits. Not offered 2004–2005. J. Coleman.]

ART H 325 Greek Vase Painting (also CLASS 325) # (IV) (LA)

Spring. 4 credits. A. Ramage. A stylistic and iconographical approach to an art in which the Greeks excelled. The course is arranged chronologically from the early (eleventh century B.C.), anonymous beginnings to the "personal" hands of identifiable masters of the fifth and fourth centuries B.C. Styles of cities other than Athens are stressed.

[ART H 327 Greek and Roman Coins (also CLASS 327) # (IV) (LA)

Fall. 4 credits. Not offered 2004–2005. A. Ramage.]

ART H 343 Art and Society in Early Renaissance Italy # (IV) (HA)

Spring. 4 credits. C. Lazzaro.

The new style of Donatello, Masaccio, Brunelleschi, and later Botticelli and Alberti, spread from Florence to the courts of northern Italy. A new urban, educated class, increasingly concerned with material goods, commissioned images celebrating individuals, family, and the rituals of birth, marriage, and death, as well as contemporary devotional practices.

[ART H 344 Leonardo, Michelangelo, and Raphael # (IV) (HA)]

4 credits. Not offered 2004-2005. C. Lazzaro.]

[ART H 345 Rome, Florence, and Venice in the Sixteenth Century # (IV) (HA)]

4 credits. Not offered 2004-2005. C. Lazzaro.]

ART H 349 Artistic Identity through Time: From Anonymous to Magnanimous (IV) (HA)

Fall. 4 credits. P. Morin.

This course surveys the variety of roles artists/architects have assumed, constructed, or negotiated over time. The social economic status of the artists has ranged from priestly demigod to slave, manual laborer to intellectual, bohemian to member of the bourgeoisie, craftsman to visionary, activist to actor, spectator to hero. Constructions of genius and personal negotiation of identity is explored through a variety of sources, including philosophical texts, biography, treatises, popular press, and film. We consider artistic identity through gender, ethnicity, nationality, and social economic status. Artistic productions including architecture, painting, sculpture, installation, and performance are examined from the time of the Pharaohs to the present day, from Imhotep to Warhol.

ART H 350 History of Photography (IV) (LA)

Spring. 4 credits. I. Dadi.

This course provides a survey of the history of photography over a course of two centuries. Starting with its invention in the 1830s, we cover the subject both topically and chronologically. During the nineteenth century, we focus on its technical development and on the complex relations that situate photography in relation to painting, portraiture, urban life, war, anthropology, exploration and travel, and science and industry. While these topics continue to be important during the twentieth century, photography has been enriched by new developments that include its use as a modernist and experimental art form, in social documentary and photojournalism, in propaganda, in advertising and fashion, and its centrality in the practice of conceptual art, postmodernism, and in the digital age.

[ART H 355 Romanesque and Early Gothic Art and Architecture: Europe and the Mediterranean, 900-1150 A.D. (also NES 359) # (IV) (LA)]

4 credits. Prerequisite: freshmen enrollment with permission of instructor only. Not offered 2004-2005. C. Robinson.]

ART H 356 Gothic and the Medieval World # (IV) (LA)

Spring. 4 credits. C. Robinson.

This course is a survey of the visual culture(s) of the Medieval Mediterranean world from 1140 to 1250 A.D. Though our point of

departure is the "Gothic" style in the Ile de France, we also examine the cultures with which "Gothic" France interacted: al-Audalus, Egypt, Turkey, the Crusader Kingdoms, Persia, and North Africa as well as (Christian) Spain, England, and Italy.

ART H 360 Painting Nineteenth-Century America (also AM ST 360) # (IV) (CA)

Spring. 4 credits. L. L. Meixner.

This course is an interdisciplinary view of art and life in nineteenth-century America from the colonial era through the Gilded Age. We consider definitions of democratic culture through topical units, including New England portraiture and commodity culture; the art museum in the new republic; genre painting in the Jacksonian era; Hudson River landscape and railroad expansion; photography and the rising middle class; images of African Americans and Reconstruction; images of Native Americans, Manifest Destiny, and the frontier myth; cosmopolitan taste and robber barons in the Gilded Age. Alongside key paintings, we look at print culture including daguerreotypes, postcards, political prints, photographs, and advertisements.

ART H 362 Impressionism in Society (also VISST 362, FGSS 361) # (IV) (CA)

Fall. 4 credits. L. L. Meixner.

This course discusses French Impressionist art as products of nineteenth-century public life. By relating Impressionism to state culture, including Universal Expositions, we trace subversive themes such as criminality, café and brothel societies, clandestine prostitution, and class-regulated leisure. We consider images of Parisian spectacle and commodity culture (Manet, Cassatt, Degas, Toulouse-Lautrec) as well as French landscapes (Monet, Van Gogh, Pissarro). Special topics include artists' relationships to novelists (Zola), poets, and the avant-garde theater as well as the construction of the artist and courtesan in Puccini's *La Bobeme* and Verdi's *La Traviata*. Images include postcards, playbills, medical photographs, and posters. Organizing our historical units is the theme of power and vision with attention to the female gaze, voyeurism, surveillance, and scopophilia.

[ART H 365 U.S. Art from FDR to Reagan (also AM ST 355) (IV) (LA)]

4 credits. Prerequisite: each student must enroll in a section. Not offered 2004-2005. J. E. Bernstock.]

ART H 366 Contemporary Art and Technology (IV) (CA)

Fall. 4 credits. M. Fernandez.

In this course students examine the role of mechanical, electronic, and digital technologies in the arts of the late 20th and 21st centuries with emphasis on Europe and North America. Beginning with kinetic art and the cybernetically inspired work of the late sixties, we explore early uses of computer technology, including early work in synthetic video in the 1970s. An overview of pre-Internet telematic experiments leads to an investigation of net art. The ongoing development of behavioral art forms including interactive art and interactive installation is a central theme. Critical evaluation of various attitudes concerning technology is encouraged.

[ART H 367 Conceptual Art (IV) (CA)]

4 credits. Not offered 2004-2005. M. Fernandez.]

ART H 368 Modern and Contemporary Latin American Art (also LSP 368) (IV) (HA)

Spring. 4 credits. M. Fernandez.

This course is designed as a thematic survey of Latin American art from the early twentieth century to the present. Attention is given to issues such as the effect of colonialism on Latin America's visual arts, the creation of national artistic styles, the relation of Latin American art and artists to European and American culture centers, the interaction of high art and popular culture, the role of art criticism on popular perceptions of Latin American Art, and the contributions of Latin American women to various aspects of artistic practice. Special classes will examine border arts and Latin America artists' exploration of electronic technologies.

ART H 370 Visual Culture and Social Theory (also VISST 307, GOVT 375 and COM L 368) (III or IV) (CA)

Fall. 4 credits. S. Buck-Morss.

This course is an introduction to critical concepts for the analysis of visual culture in specific socio-historical contexts.

ART H 371 Architectural History of Washington, D.C. # (IV) (HA)

Fall or spring. 4 credits. Only for students in the Cornell in Washington program. Only for non-architects. P. Scott.

This course is an historical and critical survey of the architecture of Washington. Attention is given to the periods, styles, architects, and clients—public and private—of the notable buildings and to the urban landscape of the nation's capital. The vocabulary of architectural analysis and criticism is taught. Field trips required.

ART H 377 African American Art (also AS&RC 304) (IV) (LA)

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 starts 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, quilt making, and basketry. This is followed by a fine-art survey starting with the eighteenth and nineteenth centuries and 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" also are explored. Slides, films, and filmstrips are used extensively to illustrate topics discussed. Visits to museums and relevant current exhibitions may be arranged.

ART H 378 Art in African Culture and Society (also AS&RC 310) @ (IV) (LA)

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 are explored through the analysis of myth, ritual, and cosmology. In-depth analysis of particular African societies is 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 accumulation also are explored. These include tourist art, popular art, and elite art.

ART H 380 Introduction to the Arts of China (also ARKEO 380 and ASIAN 383) @ # (IV) (LA)

Fall. 4 credits. A. Pan.

This course offers a survey of the art and culture of China, from the Neolithic period to the twentieth century. We begin with an inquiry into the meaning of national boundaries and the controversy of the Han Chinese people, which helps us identify the scope of Chinese culture. Pre-dynastic (or prehistoric) Chinese culture is presented through both legends about the origins of the Chinese and through scientifically excavated artifacts. Art of the dynastic and modern periods is presented in light of contemporaneous social, political, geographical, philosophical and religious contexts. Students work directly with objects in the Herbert F. Johnson Museum of Art.

[ART H 384 Introduction to the Arts of Japan (also ASIAN 381 and VISST 384) @ # (IV) (LA)]

4 credits. Not offered 2004–2005. A. Pan.]

[ART H 385 Representation and Meaning in Chinese Painting (also ASIAN 384) @ # (IV) (CA)]

4 credits. Not offered 2004–2005. A. Pan.]

ART H 390 African American Cinema (also AS&RC 390 and AM ST 386)

Fall. 4 credits. Faculty.

This seminar looks at the history of African American filmmaking from the perspective of directors, actors, studios, and audiences. We study the works of pioneering Black filmmakers from Oscar Micheaux to Julie Dash. Other topics include Race Cinema, Blaxpotation films, the New Black Cinema, Black women's filmmaking, and documentary. Readings in film studies and critical race theory direct our analyses of the films. There are weekly screenings in addition to regular seminar meetings.

ART H 395 The House and the World: Architecture of Asia (also ASIAN 394) @ # (IV) (HA)

Spring. 4 credits. K. McGowan.

In many Asian societies, houses are regarded as having a life force or a vitality of their own. This course examines the role of the house as a living organism in Asia, a symbol of the cosmos encapsulated. Houses also function in many societies as storehouses for material and immaterial wealth; artifacts such as textiles, jewelry, sculptures, and masks function within the house as ancestral heirlooms, conveying their own currents of life force, the power from which serve to blend with the vitality of the house. The indigenous architectural traditions of India, Vietnam, Thailand, Indonesia, and the Philippines are examined.

ART H 396 The Arts of Southeast Asia @ # (IV) (CA)

Fall. 4 credits. K. McGowan.

The arts of Southeast Asia are studied in their social context, because art plays a role in most of the salient occasions in life in traditional societies. Special emphasis is devoted to developments in Indonesia, Thailand, and Cambodia. Among topics covered are the shadow puppet theater of Java, textiles,

architecture, sculpture, and Bali's performance tradition.

Seminars

Courses at the 400 and 500 level are open to juniors and seniors, 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 (also VISST 400) (IV) (HA)

Fall. 4 credits. Prerequisite: History of Art majors only. Enrollment is limited. I. Dadi. Works of art have always engendered political, social, and cultural meanings. This seminar introduces the methods that art historians have engaged in, studying the objects and ideas that constitute the historiography of their discipline. Challenged and enlarged by cultural debates over issues of class, ethnicity, nationality, sexual orientation, and gender, the field of art history is expanding to incorporate problems of assessing quality of intention and reception along with authorship, of artistic production in place of artistic creation, and of Western-oriented attitudes to race in reference to orientalism and colonialism. Readings focus on historically situating methods and the implications of their cross-cultural application. Papers encourage students to put methods into practice, realizing in the process that subject matter is not an isolated choice to which methods are applied, but something that profoundly affects the approach the researcher brings to the writing of art history. In addition to the seminar meeting from 2:30 to 4:30, students are required to attend the Visual Culture Colloquium held on most Mondays from 5:00–6:30 P.M.

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 The Museum and the Object (also VISST 407) (IV) (CA)]

4 credits. Prerequisite: History of Art majors only. Not open to freshmen or sophomores without permission of instructor. All classes meet in the Johnson Art Museum Study Gallery. Not offered 2004–2005. A. Pan.]

ART H 411 The Multicultural Alhambra (also S HUM 411, NES 451, and SPANL 411)

Fall. 4 credits. C. Robinson. An interdisciplinary seminar structured around the mythic (and, as presented by most extant scholarship, quintessentially "Islamic") palace built by the Nasrid dynasty in Granada, Spain, and its function as both subject and object in a myriad of cultural translations (textual, visual, ideological, religious). We

use primary sources in various genres, critical writings in the field of postcolonial theory, and secondary literature spanning the 19th, 20th, and now 21st centuries, including Elena Diez Jorge's *Para una lectura multicultural de la Alhambra de Granada* (Granada, 2000), to approach this "enigmatic" structure and place it in a variety of contexts. We consider the building through the variety of lenses offered by Washington Irving, Ibn al-Khatib, Pedro el Cruel, Isabel la Católica, Charles V, and others to deconstruct the mythology of its uniqueness and view it as a monument supremely representative of the continuous performance of cultural translations offered by late medieval Iberia. The seminar is taught in conjunction with Interrogating Iberian Frontiers: A Cross-Disciplinary Research Symposium on Mudejar history, Religion, Art, and Literature, to be held at Cornell during the fall of 2004. Students will attend the symposium and participate in discussions, both organized and informal, with the speakers, including Dr. Diez Jorge.

ART H 412 The Late Medieval Art of Devotion (IV) (HA)

Spring. 4 credits. C. Robinson.

This seminar explores the changing relationship of art and "European" viewer during the late medieval period (1250–1450), with particular focus on what has come to be known as the "devotional image," i.e., small works of art produced for use in private devotions by individuals or small groups of viewers. We read a wide-ranging selection of both primary and secondary sources, the latter including Hans Belting, Jeffrey Hamburger, Caroline Bynum, and Erwin Panofsky. We also examine a little-studied category of images, the late-medieval Spanish retablo, or altarpiece, in an effort to determine where these objects fit (or don't) within the late medieval climate of affective piety.

ART H 413 Race, Technology and Visuality (also AAS 413) (IV) (CA)

Fall. 4 credits. T. Tu.

This course examines how new information and communication technologies have altered the ways we visualize and perform racial identities. In this course we question the popular assumption that the "information revolution" has made it possible and even desirable to transcend racial differences by exploring: 1) How racial hierarchies have informed debates around techno-literacy, creativity, ownership, and agency; 2) How race is embodied (through visual and linguistic cues) in the ostensibly disembodied domains of virtual media; 3) How the emergence of interactive, online, electronic entertainment, and mobile technologies has allowed artists to generate new images of and ideas about racial and ethnic identities.

ART H 414 Popular Culture and Visual Practice in Asian America (also AAS 414) (IV) (CA)

Spring. 4 credits. T. Tu.

Through a variety case studies, this course examines the forms and practices of Asian American popular culture (including music, film, video, print and visual, decorative, and performance arts) within the historical, social, and economic contexts that have shaped their production. In this course, we ask: What is the relationship of these popular forms to the histories of Asian American community arts? How have Asian Americans' engagements with "the popular" altered "traditional" modes

of visual representation, artistic production, and cultural exchange? In this course we also consider how the circulation of Asian popular culture in the United States (from anime to Bollywood and beyond) has informed the styles, fashions, and visual vocabularies of contemporary Asian American culture.

ART H 421 Undergrad Seminar in Cultural History (also HIST 421 and AM ST 421)

Fall. 4 credits. M. Kammen.

This seminar examines art and architecture that have generated major conflicts in U.S. history, mainly during the past century. The primary issues involve patriotism, religion, race, modernism, feminism, sexuality and obscenity, public art and memorials, "sacred space," and the changing place of museums in American life along with controversial museum exhibitions like *Sensation* (1999) and *motorcycles* at the Guggenheim (1998). The role of media, art critics, corporate sponsors, and the general public is prominent along with art censorship and First Amendment issues.

[ART H 423 Ceramics (also CLASS 423 and ARKEO 423) # (IV) (CA)

Spring. 4 credits. Not offered 2004-2005. A. Ramage.]

ART H 427 Seminar on Roman Art and Archaeology (also CLASS 435 and ARKEO 435) # (IV) (CA)

Spring. 4 credits. Not open to freshmen or sophomores without permission of instructor. A. Ramage.

Topic for spring 2005 to be announced.

ART H 430 America in the Camera's Eye (also HIST 430, RELST 430, and AM ST 430.2) (III or IV)

Fall. 4 credits. R. L. Moore.

Photographs and films have become archives for historical research. From the era of Matthew Brady's Civil War images, the United States has been recorded by documentary photographers who have called attention to the country's progress and its poverty. Hollywood filmmakers have also recorded endless images of the American landscape and placed against that landscape fictionalized accounts of the country's history and its social problems. What can we learn from these images? What is their relation to written texts and to other documents that tell us about the past? How truthful is documentary? How misleading is Hollywood? One key text is James Agee's and Walker Evans's *Let Us Now Praise Famous Men*. The seminar meets once each week for discussion and periodically during the semester to view films.

[ART H 434 The Rise of Classical Greece (also ARKEO 434 and CLASS 434) # (IV) (HA)

Spring. 4 credits. Recommended: CLASS 220 or ART H 220, CLASS 221 or ART H 221, or permission of instructor. Not offered 2004-2005. P. I. Kuniholm.]

ART H 447 Aesthetic Theory: End of Art (also GERST 656 and COM L 656) (IV)

Fall. 4 credits. Permission of instructor. P. Gilgen.

This course investigates the emergence of aesthetics as its own discipline at the end of the eighteenth century. In a first phase, we examine the rationalist articulation of aesthetics in Baumgarten's work and the empiricist theory of taste, particularly

Burke's *Enquiry*. Drawing on the findings of these two traditions, Kant's *Critique of Judgment* (1790) inaugurated a preoccupation in German philosophy around 1800 with the philosophical status of the beautiful and of art. Especially in Romantic theory and practice, art was meant to provide a solution to the philosophical dilemmas in the wake of Kant's critical philosophy. But already in Hegel's *Phenomenology*, and more explicitly in the *Encyclopedia* and the *Lectures on Aesthetics*, art lost this elevated position vis-a-vis philosophy. Taking this observation as a guiding thread, the main part of the course is structured around in-depth readings that may include Kant, Schiller, Schelling, Schlegel, Novalis, Holderlin, and Hegel. Further readings may include writings by contemporary philosophers and theoreticians—such as Derrida, Lyotard, de Man, Adorno, and Danto—whose work on aesthetics takes its starting point from the philosophical issues surrounding the emergence of aesthetic theory only to transcend these historical confines and formulate contemporary positions on the status of the aesthetic. The following questions are addressed: What are the conditions for the move from the subjective judgment of taste (Kant) to objective beauty (Romantics, Hegel)? How is the relation of art and nature reconceived by the Romantics? What is the relation between aesthetic theory and the history of art? Is philosophy the end of art?

[ART H 448 Constructing the Self in the Sixteenth Century # (IV) (HA)

4 credits. Not offered 2004-2005. C. Lazzaro.]

ART H 450 Women in Italian Renaissance Art (also FGSS 451) # (IV) (HA)

Fall. 4 credits. Prerequisite: permission of instructor. C. Lazzaro.

The seminar examines representations of women in Renaissance Italy including upperclass wives, courtesans, religious, biblical, and historical figures, as well as women artists. It investigates contemporary ideas about motherhood, beauty, sexuality, creativity, gender roles, and violence to women, and is particularly concerned with how visual images are encoded with meaning.

[ART H 451 Prints of the Fifteenth through the Seventeenth Century # (IV) (HA)

4 credits. Prerequisite: permission of instructor. Not offered 2004-2005; next offered fall 2005. C. Lazzaro.]

ART H 461 Art and Social Histories (also AM ST 463) (IV) (CA)

Spring. 4 credits. Prerequisite: permission of instructor. L. Meixner.

Topic for spring 2005: American Art and the Machine. This seminar examines early modernism in America with a particular emphasis on the machine and mechanical reproduction. We define "machine" in the broadest sense to mean the artist, the city, the camera, and its consumer byproducts including pictorial monthlies such as *Life*, advertisements, and comics. We also consider film, with views toward urban surveillance and the mechanized laboring body. Key artists include the Urban Realists, cartoonists at *The Masses*, Stieglitz, Steichen, Riis, Hine, and the Precisionists.

[ART H 462 Topics in Early Modernism (also VISST 462) (IV)

4 credits. Prerequisite: permission of instructor. Auditing is not permitted. Not open to freshmen or sophomores. Not offered 2004-2005. L. L. Meixner.]

[ART H 463 Studies in Modern Art (IV) (LA)

4 credits. Prerequisite: not open to freshman or sophomores without permission of instructor. Auditing is not permitted. Not offered 2004-2005. J. E. Bernstock.]

[ART H 464 Studies in Modern Art (IV) (LA)

4 credits. Prerequisite: permission of instructor. Auditing is not permitted. Not offered 2004-2005. J. E. Bernstock.]

[ART H 466 Women Artists (also FGSS 404) (IV) (LA)

4 credits. Prerequisite: permission of instructor. Not offered 2004-2005. J. E. Bernstock.]

[ART H 476 Seminar in American Art (IV) (CA)

4 credits. Not offered 2004-2005. L. L. Meixner.]

[ART H 478 African Cinema (also AS&RC 435) @ (IV) (LA)

Fall. 4 credits. Not offered 2004-2005. S. Hassan.]

[ART H 481 Art of the Tang Dynasty (618-907) (also ASIAN 479) @ # (IV)

4 credits. Prerequisite: ART H 383 or a course in Chinese history or Chinese literature and permission of instructor required. Not offered 2004-2005. A. Pan.]

[ART H 482 The Era of Contention: Contemporary Taiwanese Art Since 1987 (also ASIAN 482 and VISST 482) @ (IV) (HA)

4 credits. History of Art majors only. Not open to freshmen or sophomores without permission of instructor. Not offered 2004-2005. A. Pan.]

ART H 483 Arts of the Song Dynasty, with Focus on Tea Cultures in East Asia # @ (IV)

Fall. 4 credits. Prerequisite: permission of instructor. A. Pan.

ART H 490 Art and Collecting: East and West (also ASIAN 491) @ # (IV) (CA)

Fall. 4 credits. K. McGowan.

This course examines the social life of things, focusing in particular on the collection as an organizing metaphor for cross-cultural exploration. By examining biographies of objects, and the extent of their influence, it is possible to observe the transformation of gifts or heirlooms into commodities and vice versa as constellations of cultures appropriate objects and ideas across vast distances, East and West. India, Europe, China, America, Japan, and Mainland and Island Southeast Asia are examined at different points historically where dynamic convergences occur in the traffic of culture.

ART H 491 Comparative Modernities @ (IV) (CA)

Spring. 4 credits. I. Dadi. Since the late nineteenth century, the effects of capitalism across the globe have been profoundly transformative and have continued to intensify with the demise

of the older colonial empires, the rise of national independent states, and the onset of neoliberal globalization. This transformation is manifested in the constitution of the visible in the domains of high art, mass culture and popular culture, yet remains inadequately theorized and studied in a comparative context. The recent rise of globalization studies, and the visibility of immigrant cultural practices within the West itself, has resulted in the focusing of a near exclusive attention upon contemporary artists working today both in the West and the non-West, and upon historical studies of earlier decades in cases of immigrant and diaspora artists working in the West. However, the question of visual modernity in the non-West before around 1990—barring a few privileged moments and sites—is largely ignored in art historical scholarship or studied in geographical isolation. This course introduces students to the study of non-Western modernist and postmodernist art practice in a comparative framework, by locating them in the context of postcolonial theoretical and methodological approaches. The course is designed as a seminar and assumes active participation by advanced undergraduate and graduate students who have a prior knowledge of Euro-American modernism and art history and who wish to better understand the great artistic transformations in the twentieth century in a global context.

ART H 497 Honors Research

Fall or spring. 2 credits. Staff.
In this course, the prospective honors student does rigorous independent readings supervised by a selected thesis advisor. By the end of the semester and annotated bibliography and detailed outline of the thesis should be completed.

ART H 498 Honors Work I

Fall or spring. 4 credits. Intended for senior art history majors who have been admitted to the honors program.
Basic methods of art historical research are discussed and individual readings assigned, leading to the selection of an appropriate thesis topic.

ART H 499 Honors Work II

Fall or spring. 4 credits. Prerequisite: ART H 498.
The student under faculty direction prepares a senior thesis.

ART H 506 Contemporary African Diaspora Art (also AS&RC 506)

Fall. 4 credits. Faculty.
Since the 1950s, projects of African decolonization and Black liberation and empowerment have influenced the work of African Diaspora artists in the Black Atlantic. Pivotal historic events, such as the Civil Rights Movement, the dismantling of colonial rule in Africa, and the Brixton race riots in England, have urged Black artists to reexamine issues of memory, identity, history, and belonging. This course considers those artists who trace a visual genealogy of the African Diaspora and work in what has been identified as a practice of remembrance. We focus on artists working after 1960 but also study the roots of the 20th century and in earlier periods.

ART H 520 Seminar in Classical Archaeology (also CLASS 630 and ARKEO 520)

Fall. 4 credits. Prerequisite: permission of instructor. A. Ramage.

Topic: Monuments: Real, Remembered, and Recorded. Many famous ancient cities have been destroyed and lost, while their reputations live on in literature and history. Travelers and scholars in the 18th and 19th centuries looked for some of these fabled sites, like Troy or Ephesus, and many of them have been partially recovered through archaeology. We use the site of Sardis (capital city of King Croesus), where Cornell and Harvard have been excavating for more than 40 years, as a case study to consider how the memory of places, the reports of travelers, and the efforts of archaeologists and architects have given these sites a renewed life and meaning.

[ART H 531 Leon Battista Alberti: 1404–1472]

4 credits. Prerequisite: not open to freshman or sophomores without permission of instructor. Not offered 2004–2005. P. Morin.]

ART H 540 Seminar in Renaissance Art

Fall. 4 credits. Prerequisite: permission of instructor. C. Lazzaro.

Topic: **Nature, Cultural Landscape, and Gardens in Early Modern Europe.** This seminar examines cultural understandings of nature in early modern Europe, especially Italy. It considers concepts such as "second nature," "cultural landscape," and "pastoral," the cultural significance of plants, animals, and collections of natural objects, Italian gardens of the sixteenth and seventeenth centuries, and the Versailles of King Louis.

[ART H 549 Problems in Interpretation in Italian Renaissance Art]

4 credits. Prerequisite: permission of instructor. Not offered 2004–2005. C. Lazzaro.]

ART H 570 Introduction to Critical Theory

Fall. 4 credits. Prerequisite: graduate students only. M. Fernandez.

This seminar will introduce students in art, art history, and architecture to diverse theoretical texts of relevance to the three fields. Readings will include classic texts in post-structural theory and more recent writings in new areas of theory and artistic practice including: digital art, cyberfeminism, globalization, museums and museology, architecture in/as visual space, biotechnology and artificial life, as well as issues in cognitive science and human computer interaction centering on space and embodiment. Occasionally, the seminar will focus on a single topic of convergence for these diverse areas.

[ART H 571 African Aesthetics (also AS&RC 503)]

4 credits. Not offered 2004–2005. S. Hassan.]

[ART H 572 Theory Seminar II: Mimesis]

4 credits. Prerequisite: graduate students only. Not offered 2004–2005. M. Fernandez.]

ART H 574 Cyberfeminism

Spring. 4 credits. Limited to 15 students. M. Fernandez.

In this seminar students will investigate the emergence of cyberfeminism in art and theory in the context of feminism/post-feminism and the accelerated technological developments of the last thirty years of the twentieth century. The course will focus on texts by Donna Haraway, Luce Irigaray, Sadie Plant,

Allucquere Rosanne Stone, Elizabeth Grosz, and Rosie Braidotti as well as on the work of relevant women artists.

ART H 575 Digital Bodies, Virtual Identities (also ENGL 696 and COM L 692)

Fall. 4 credits. T. Murray.

This seminar will read theory, contemporary art, and video to question the status of "the body" as it is scanned, morphed, pixelized, pinged, and otherwise encoded in the digital sphere. Do recent procedures of digitized virtualization of the body contribute to or alter notions of identity developed in philosophy, psychoanalysis, and identity politics? How does the cross-globalization of the tracked and scanned body contribute to our understanding of corporeal specificity and ethnic, national, or economic particularity? Do feminist and queer appropriations of new technology alter assumptions about sexuality and gender in the digital age? And do increasingly interactive artistic and theoretical practices in the East and the West contribute to a reformulation of the specificity of national and/or Western paradigms of the body? The seminar provides a brief introductory overview of philosophical and psychoanalytical discussions of the "virtual" body before mapping the impact on traditional theorizations of more recent corporeal mutations in the cyber sphere.

ART H 580 Dancing the Stone: Body, Memory, and Architecture (also VISST 580, ASIAN 580 and THETR 580)

Spring. 4 credits. Prerequisite: permission of instructor. K. McGowan.

This course examines the role of temples and their sculptural programs in South and Southeast Asia as creative stimuli for performative reenactments. Choreographic encounters between imagination and memory are mapped as they occur at various points historically and politically in Java, Bali, Cambodia, and India. Because architectural choreography implies the human body's inhabitation and experience of place, the nature of ritualized behavior and its relationship to performance and politics is explored spatially, both in organizing experience and defining or redefining identity on colonial, national, and diasporic margins. Bringing back the haptic sense (i.e., of feeling and doing at the same time) students have the unique opportunity to balance the demands of learning a Javanese traditional dance and/or its musical accompaniment, taught by visiting artists while exploring performance traditions in historical perspective.

ART H 591–593 Supervised Reading

591/593, fall; 592, spring. 4 credits. May be repeated for credit. Limited to graduate students.

ART H 660 Visual Ideology (also GERST 660)

Fall. 4 credits. G. Waite.

Some of the most powerful analyses of "visual culture" have come from outside or on the peripheries of the academic institutions designed to study it. At the same time, in a climate when focus is on currently more fashionable media, the great contributions to visual analysis made by art historians looking at oil paintings tend to be neglected. This seminar analyzes the interactions between "traditional" disciplines, such as iconography and connoisseurship, and innovations coming from philosophy, psychoanalysis,

historiography, sociology, literary theory, feminism, and Marxism. We develop 1) a general theory of "visual ideology," that is, the gender, social, racial, and class determinations on the production, circulation, consumption, and appropriation of visual "culture" from the Renaissance and Baroque till now; and 2) specific critical practices that articulate those determinations. Examples are drawn mainly from the history of oil painting, but issues related to architecture, city planning, photography, and cinema also come up. In addition to art historians, authors include Althusser, Benjamin, Copjec, Deleuze, Derrida, Freud, Carlo Ginzburg, Karatani Kojin, Lacan, Lyotard, José Antonio Maravall, and Nietzsche.

HUMAN BIOLOGY PROGRAM

J. Haas (nutritional sciences), director, 127 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. L. Pelletier (nutritional sciences), W. Provine (ecology and systematics/history), S. Robertson (human development), R. Savin-Williams (human development), 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 curriculum 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 evolutionary biology, psychology, physiology, genetics, and the health-related sciences. It serves to bring together students who have 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 on the student's academic background and affiliation with colleges and schools within the university.

The basic requirements are one year of introductory biology (BIO S 101-103 plus 102-104 or 105-106 or BIO S 107-108 offered during the eight-week Cornell Summer Session); one year of general chemistry (CHEM 207-208 or 215-216); one year of college mathematics (MATH 111-112 or 105-106 or 111-105); one course in genetics (BIO S 281 or 282); one course in biochemistry (BIO S 330, 331, 332, or 333 or NS 320). 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

- BIOAP 214 Biological Basis of Sex Differences (also B&SOC 214 and FGSS 214)**
Spring. 3 credits.
- BIOAP 311 Introductory Animal Physiology, Lectures**
Fall. 3 credits.
- BIOAP 319 Animal Physiology Experimentation**
Fall. 4 credits.
- BIOAP 458 Mammalian Physiology**
Spring. 3 credits.
- BIOBM 434 Applications of Molecular Biology to Medicine, Agriculture, and Industry**
Fall. 3 credits.
- BIOBM 439 Molecular Basis of Human Disease (also BIOGD 439)**
Fall. 3 credits.
- BIOEE 274 The Vertebrates: Structure, Function, and Evolution**
Spring. 4 credits.
- BIOEE 474 Forensic Anthropology and Human Biology (also ANTHR 474)**
Spring. 5 credits.
- BIOMI 431 Medical Parasitology (also VETMI 431)**
Fall. 2 credits.
- NS 115 Nutrition, Health, and Society**
Fall. 3 credits.
- NS 222 Maternal and Child Nutrition**
Fall. 3 credits.
- NS 262 Nutrients and Cells**
Spring. 3 credits.
- NS 315 Obesity and the Regulation of Body Weight (also PSYCH 613)**
Spring. 3 credits.
- NS 331 Physiological and Biochemical Bases of Human Nutrition**
Spring. 4 credits.
- NS 341 Human Anatomy and Physiology**
Spring. 4 credits.
- NS 361 Biology of Normal and Abnormal Behavior (also PSYCH 361)**
Fall. 3 credits.
- NS 421 Nutrition and Exercise**
Spring. 3 credits.
- NS 431 Mineral Nutrition and Chronic Disease**
Fall. 3 credits.
- NS 441 Nutrition and Disease**
Fall. 4 credits.
- NS 475 Mechanisms Underlying Mammalian Developmental Defects (also BIOAP 475)**
Spring. 3 credits.
- PSYCH 322 Hormones and Behavior (also BIONB 322)**
Fall. 3 or 4 credits.
- PSYCH 425 Cognitive Neuroscience**
Fall. 4 credits.

PSYCH 460 Human Neuroanatomy (also BIONB 420, sec 02)
Spring. 3 or 4 credits.

Human Behavior

ANTHR 390 Primate Behavior and Ecology
Spring. 4 credits.

ANTHR 490 Topics in Biological Anthropology
Spring. 4 credits.

B&SOC 301 Biology and Society I: The Social Construction of Life (also S&TS 401)
Fall. 4 credits.

BIO NB 327 Evolutionary Perspectives on Human Behavior
Fall. 3 credits.

BIO NB 392 Drugs and the Brain
Spring. 4 credits.

BIO NB 421 Effects of Aging on Sensory and Perceptual Systems (also PSYCH 431 and 631)
Fall. 3 or 4 credits.

BIONB 422 Modeling Behavioral Evolution
Spring. 4 credits.

BIONB 427 Animal Social Behavior
Fall. 4 credits.

BIOPL 348 The Healing Forest
Spring. 2 credits.

DEA 325 Human Factors: Ergonomics—Anthropometrics
Fall. 3 credits.

HD 266 Emotional Functions of the Brain
Spring. 3 credits.

HD 344 Infant Behavior and Development
Fall. 3 credits.

HD 366 Psychobiology of Temperament and Personality
Fall. 3 credits.

NS 245 Social Science Perspectives on Food and Nutrition
Fall. 3 credits.

NS 347 Human Growth and Development: Biological and Behavioral Interactions (also HD 347 and B&SOC 347)
Spring. 3 credits.

NS 361 Biology of Normal and Abnormal Behavior (also PSYCH 361)
Fall. 3 credits.

PAM 380 Human Sexuality
Spring. 3 credits.

PSYCH 223 Introduction to Biopsychology
Fall. 3 credits.

PSYCH 326 Evolution of Human Behavior
Spring. 4 credits.

PSYCH 422 Developmental Biopsychology
Fall. 4 credits.

PSYCH 425 Cognitive Neuroscience
Fall. 4 credits.

Human Evolution and Ecology

ANTHR 101 Introduction to Anthropology: Biological Perspectives on the Evolution of Humankind
Fall. 3 credits.

ANTHR 203 Early People: The Archaeological and Fossil Record (also ARKEO 203)
Spring. 3 credits.

ANTHR 375 Evolutionary Theory and Human Behavior (also ANTHR 675)
Spring. 4 credits.

ANTHR 390 Primate Behavior and Ecology
Spring. 4 credits.

ANTHR 490 Topics in Biological Anthropology
Spring. 4 credits.

BIOEE 261 Ecology and the Environment
Fall or summer. 4 credits.

BIOEE 275 Human Biology and Evolution (also ANTHR 275 and NS 275)
Fall. 3 credits.

BIOEE 278 Evolutionary Biology
Fall or spring. 3 or 4 credits.

BIOEE 371 Human Paleontology (also ANTHR 371)
Fall. 4 credits.

BIOEE 464 Macroevolution
Spring. 4 credits.

BIOEE 469 Food, Agriculture, and Society (also B&SOC 469 and S&TS 469)
Spring. 3 credits.

BIOEE 673 Human Evolution: Concepts, History, and Theory (also ANTHR 673)
Fall. 3 credits.

BIOGD 481 Population Genetics
Fall. 4 credits.

BIOGD 482 Human Genetics and Society
Fall. 4 credits.

BIOGD 484 Molecular Evolution
Spring. 3 credits.

B&SOC 447 Seminar in the History of Biology (also HIST 415, BIO G 467, and S&TS 447)
Summer. 4 credits.

NS 306 Nutritional Problems of Developing Nations
Spring. 3 credits.

NS 450 Public Health Nutrition
Spring. 3 credits.

NS 451 Epidemiology and Health of Human Communities
Fall. 3 credits.

NS 452 Molecular Epidemiology and Dietary Markers of Chronic Disease
Spring. 3 credits.

PAM 303 Ecology and Epidemiology of Health
Spring. 3 credits.

PSYCH 326 Evolution of Human Behavior
Spring. 4 credits.

D SOC 201 Population Dynamics (also SOC 202)
Spring. 3 credits.

VETMI 431 Medical Parasitology (also BIOMI 417)
Fall. 2 credits.

VTPMD 664 Introduction to Epidemiology
Fall. 3 credits.

HUNGARIAN

See Departments of Linguistics and Russian.

INDEPENDENT MAJOR PROGRAM

S. Friedfeld, director, 172 Goldwin Smith Hall, 255-5792.

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.

INDONESIAN

See Department of Asian Studies.

INEQUALITY CONCENTRATION

Office: 363 Uris Hall
Web: www.inequality.cornell.edu
Telephone: 254-8674

The study of inequality lies at the heart of current debates about welfare reform, affirmative action, the "glass ceiling," globalization, and any number of other contemporary policy issues. In recent years, public and scholarly interest in issues of inequality has intensified, not merely because of historic increases in income inequality in the United States and other advanced industrial countries, but also because inequalities of race, ethnicity, and gender are evolving in equally dramatic and complicated ways.

The Inequality Concentration allows undergraduate students to supplement their studies for their major with a coherent program of courses oriented toward the study of inequality. Although Cornell University is a leading center of scholarship on poverty and inequality, this strength is necessarily distributed across many departments and colleges; an interdisciplinary concentration thus allows students to combine these resources into an integrated program of study. The institutional home for the Inequality Concentration is the Center for the Study of Inequality (located at 363 Uris Hall and at www.inequality.cornell.edu).

The Inequality Concentration is appropriate for students interested in government service, policy work, and related jobs in non-governmental organizations (NGOs) as well as students who wish to pursue post-graduate education in such fields as public policy, economics, government, law, history, psychology, sociology, anthropology, literature, and philosophy. In many of these fields, the study of inequality is becoming increasingly central and fundamental, and the Inequality Concentration can therefore provide students with a valuable and unique foundation for further study.

The Inequality Concentration is not a major but rather is an interdisciplinary program that should be completed in conjunction with a major. The concentration is open to students enrolled in any of the seven Cornell undergraduate colleges. If the requirements of the concentration are met, a special notation to this effect will be recorded on the transcript.

Concentration Requirements

The Inequality Concentration exposes students to the breadth of approaches, methods, and topic areas on offer while also allowing them to tailor a program to their particular interests. The requirements are as follows:

A. Overview Course

The required overview course may be selected from any of the eight courses listed below. When possible, the overview course should be completed early in the program, as it serves to define the field and to expose students to areas and topics that might be explored in future course work.

- Income Distribution (ILRLE 441)
- Inequality, Diversity, and Justice (PHIL 193, CRP 293, GOVT 293, and SOC 293)
- Power and Poverty in America (GOVT 310)
- Social Inequality (SOC 208 and D SOC 209)
- Comparative Social Stratification (D SOC 370 and SOC 371)
- Social Inequality: Contemporary Theories, Debates, and Models (SOC 518)
- Introduction to Social Inequality (SOC 108)
- Inequality and Social Science (SOC 221)

B. Controversies About Inequality

(SOC 222, PAM 222, ILROB 222, PHIL 195, D SOC 222, and GOVT 222)

This seminar (taken for 2-3 credits) introduces students to other concentrators and to faculty at Cornell University carrying out relevant research. In weekly meetings, students are exposed to research on inequality under way at Cornell, and they also participate in debates staged between faculty who take opposing positions on pressing inequality-relevant issues (e.g., welfare reform, school vouchers, immigration policy, affirmative action). Because it introduces concentrators to potential advisers and lines of study, this course is best taken early in the program.

C. Electives

In addition to the overview course and seminar, students must select four electives from the list of qualified courses. This list is available from Liz Heitner (363 Uris Hall) or can be viewed on the web site for the Center for the Study of Inequality, see www.inequality.cornell.edu. Although students may tailor their programs to match their interests, the electives and overview course must be distributed across at least three departments (thereby ensuring breadth in the analytic approaches that are represented).

D. Lectures and Seminars

The Center for the Study of Inequality (CSI) hosts occasional lectures and symposia, and concentrators are expected to attend them when possible. These events will be announced via email and are also listed on the center web site, www.inequality.cornell.edu.

Enrolling in the Concentration

The web site for the Center for the Study of Inequality, www.inequality.cornell.edu, provides current information on the Inequality Concentration (see listing under the heading "Academic Training"). For students considering the Concentration, it may be useful to schedule a meeting with the executive administrator of CSI, Liz Heitner (inequality@cornell.edu). Once a decision is made to enroll, a faculty adviser should be chosen to help design a program of study that combines effectively with the major, that is intellectually coherent, and that serves future career and professional interests well.

Research and Internship Opportunities

The Center for the Study of Inequality serves as a clearinghouse for internship opportunities in the areas of poverty and inequality (see CSI web site under "Finding an Internship"). Additionally, the CSI can assist students who wish to become involved in research by matching them to faculty projects of interest, and by providing small research grants for student-initiated research (see CSI web site under "Student Research Grants").

Advisers

The Inequality Concentration is governed by a director and executive board. Although all members of the board (including the director) may serve as student advisers, some members are not currently taking on new advisees. The listing of available advisers can be obtained from Liz Heitner at inequality@cornell.edu.

Director: Stephen Morgan, Associate Professor, Sociology

Executive Board: N'Dri Assié-Lumumba, Associate Professor, Dept. of Education and Africana Studies; Kaushik Basu, C. Marks Professor of International Studies and Professor, Dept. of Economics; David Dunning, Professor, Dept. of Psychology; Gary Fields, Professor, School of Industrial and Labor Relations; Maria Cristina Garcia, Director, Latino Studies Program and Associate Professor, Dept. of History; Davydd Greenwood, Goldwin Smith Professor of Anthropology and Director, Institute for European Studies; Douglas Gurak, Director, Population and Development Program and Professor, Rural Sociology; Michael Jones-Correa, Associate Professor, Dept. of Government; Ravi Kanbur, T. H. Lee Professor

of World Affairs, Dept. of Applied Economics and Management; Mary Katzenstein, Professor, Dept. of Government; Richard Miller, Professor, Dept. of Philosophy; Satya Mohanty, Professor, Dept. of English; Elizabeth Peters, Professor and Director of Graduate Studies, Dept. of Policy Analysis and Management; Jonas Pontusson, Professor, Dept. of Government; Szonja Szelényi, Associate Professor, Sociology.

Sample Programs

The Inequality Concentration allows students considerable flexibility in devising programs that reflect their interests. As examples of possible programs, we have listed below ten sample tracks, each comprising a different set of possible electives. The first program listed below is a general track that provides an overview of the field, while the remaining nine programs are more specialized and focus on particular issues within the field. This sampling of programs is obviously illustrative and does not cover the entire wide range of interests that may be addressed within the concentration. It is important for students and advisers to work together to formulate an individualized program of study that may draw only partially, if at all, from the programs listed below.

General Track

The objective of the general track is to provide a broad foundation that addresses both the many forms of inequality (e.g., class, gender, ethnic) as well as the various approaches and perspectives (e.g., economic, sociological, historical) that have been brought to bear on these forms. The sample schedule outlined below is just one of many possible programs that meets this generalist objective.

I. Overview Course (choose any one)

II. *Controversies About Inequality* (SOC 222, PAM 222, ECON 222, ILRLE 222, PHIL 195, and GOVT 222)

III. Possible Electives:

Economics of Hunger and Malnutrition (ECON 474 and NS 457)

Race, Power, and Privilege in the United States (AS&RC 280)

Gender Inequality (SOC 316)

Social Welfare as a Social Institution (PAM 383)

Globalization and Inequality

As a global economy takes hold, there has been increasing concern that economic inequalities will grow apace, especially North-South inequalities between rich and poor countries. The countervailing "optimistic view" is that between-country disparities will in the long run wither away and render inequality an entirely internal, within-country affair. These and related lines of argumentation can be explored in courses that address such topics as trends in income inequality, theories of economic development, emerging patterns of international migration, and globalization and gender.

I. Overview Course (choose any one)

II. *Controversies About Inequality* (SOC 222, PAM 222, ECON 222, ILRLE 222, PHIL 195, and GOVT 222)

III. *Possible Electives (choose any four):*

- International Development (D SOC 205 and SOC 206)
- Economic Development (ECON 371)
- Labor Markets and Income Distribution in Developing Countries (ILRIC 635)
- Globalization and Inequality (SOC 320)
- Indigenous Peoples and Globalization (D SOC 325)
- Comparative Ethnic Stratification: Demographic Perspectives (D SOC 431 and D SOC 631)
- Global Perspectives on Gender (AS&RC 362)
- Sex and Gender in Cross-Cultural Perspective (ANTHR 321/621 and FGSS 321/631)
- Human Migration: Internal and International (D SOC 430)
- Gender and International Development (FGSS 614 and CRP 614)
- Politics of Transnationalism (GOVT 681)

Social Policy and Inequality

In the modern period, inequalities generated in the market and through other social institutions are typically regarded as excessive, and the state is seen as the main tool for redistribution, discrimination abatement, equalization of life chances, and related forms of amelioration. The social policy and inequality track explores the role of the state in generating and reducing inequalities of various kinds.

I. *Overview Course (choose any one)*

- II. *Controversies About Inequality* (SOC 222, PAM 222, ILROB 222, PHIL 195, and GOVT 222)

III. *Possible Electives (choose any four):*

- Organizations and Social Inequality (SOC 322 and ILROB 626)
- The Sociology of Markets (SOC 217)
- Sociology of Markets (ILROB 622 and SOC 622)
- Economic Security (ILRLE 340 and ECON 451)
- Employment Discrimination and the Law (ILRCB 684)
- Human Resource Economics and Public Policy (ILRIIR 360)
- Employee Relations and Diversity (ILRHR 463)
- Social Welfare as a Social Institution (PAM 383)
- Applied Public Finance (PAM 204)
- Introduction to Policy Analysis (PAM 230)
- Critical Perspectives (PAM 240)
- Introduction to Policy Management (PAM 320)
- Intermediate Policy Analysis (PAM 330)
- Demography and Family Policy (PAM 371)
- Social Policy (SOC 326 and SOC 526)
- Social Policy (PAM 473)

Social Policy and Social Welfare (CRP 448 and CRP 548)

Policy Analysis: Welfare Theory, Agriculture, and Trade (ECON 430 and AEM 630)

Economic Analysis of the Welfare State (ILRLE 642 and ECON 460)

Families and Social Policy (HD 456)

Health and Social Behavior (HD 457 and SOC 457)

Public Policy and the African-American Urban Community (AS&RC 420)

Seminar: Beliefs, Attitudes, and Ideologies (PSYCH 489 and FGSS 488)

Feminist Jurisprudence (LAW 646)

Political Economy of Education (EDUC 378)

Research on Education Reform and Human Resource Policy (ILRHR 653)

The Ethics of Inequality

Charges of social injustice are often charges of excessive inequality. What are the political, philosophical, and legal debates that are relevant to such judgements? Under what conditions should rich countries assist poor ones? At what point should governments step in and redistribute income? When should parents pass on their wealth to their children? The ethics of inequality track examines the conditions under which inequalities might be deemed legitimate or illegitimate, evaluates prevailing inequalities and social policy as against this yardstick, and explores the larger role of values in popular and scholarly judgements about inequality.

- I. *Overview Course: Inequality, Diversity, and Justice* (PHIL 193, SOC 293, CRP 293, and GOVT 293)

- II. *Controversies About Inequality* (SOC 222, PAM 222, ILROB 222, PHIL 195, and GOVT 222)

III. *Possible Electives:*

A. Ethics Courses (choose two)

Values in Law, Economics, and Industrial Relations (ILRCB 607)

Appropriation and Alienation (PHIL 142)

Global Thinking (PHIL 194 and GOVT 294)

Modern Political Philosophy (PHIL 346 and GOVT 462)

Contemporary Political Philosophy (PHIL 447 and GOVT 465)

International Justice (PHIL 448 and GOVT 492)

Feminism and Philosophy (PHIL 249 and FGSS 249)

Marx (PHIL 219)

Marx: An Overview of His Thought (ANTHR 368)

B. Social Science Classes (choose two)

Select courses in consultation with adviser (see list of electives below).

Literature, Postmodernism, and Inequality

This program juxtaposes literary and social scientific approaches to the understanding of inequality. Although considerations of power and inequality have long been

fundamental to social scientific analysis and are increasingly central to literary analysis, these two traditions of scholarly inquiry have not always adequately informed one another. This program of study allows students to combine these two traditions in potentially creative ways.

I. *Overview Course (choose any one)*

- II. *Controversies About Inequality* (SOC 222, PAM 222, ILROB 222, PHIL 195, and GOVT 222)

III. *Possible Electives:*

A. Literature Classes (choose two)

Introduction to Cultural Studies (ENGL 209)

Poetry and Poetics of Difference (COM L 225 and ENGL 225)

Rewriting the Classics: Stories of Travels and Encounters (ENGL 235)

Twentieth-Century Women Novelists (ENGL 251, FGSS 251, and AM ST 252)

Politics and Culture in the 1960s (ENGL 268 and AM ST 268)

Shakespeare: Gender and Power (ENGL 327 and FGSS 327)

Introduction to Global Women's Literature (ENGL 396 and FGSS 396)

Global Women's Literature (ENGL 476 and FGSS 476)

Literatures of the Archipelagoes: Caribbean and Pacific "Tidalectics" (ENGL 490)

Europe and Its Others: An Introduction to the Literature of Colonialism (COM L 304)

Feminist Theory/Lesbian Theory (FGSS 465, COM L 465, and GERST 465)

Virtual Orientalisms (ASIAN 415, S HUM 415, and COM L 418)

Language, Religion, and Politics in Modern South Asia (ASIAN 431)

Internationalism, Nationalism, and Modern Japanese Discursive Space (ASIAN 483)

Political Theory and Cinema (GERST 330, COM L 330, GOVT 370, and THETR 329)

Reading Freud: Gender, Race, and Psychoanalysis (GERST 447, COM L 447, FGSS 447)

Minority Literature in the Federal Republic (GERST 392)

The Afro-Europeans (GERST 403)

Women Around Freud (GERST 413, COM L 412, and FGSS 413)

Marx, Nietzsche, Freud (GERST 415, COM L 425, and GOVT 473)

The Cultural Theory of the Frankfurt School (GERST 495, COM L 495, and GOVT 471)

Gender and Society in the Muslim Middle East (NES 281, RELST 281, and FGSS 212)

May '68 and Its Consequences (FRLIT 326)

Contemporary Narratives by Latina Writers (SPANL 246, LSP 246, and FGSS 246)

Hispanic Caribbean Culture and Literature (SPANL 346)

B. Social Science Classes (choose two)

Select courses in consultation with adviser (see list of electives following).

Poverty and Economic Development

Over the last century, rich countries have of course become yet richer, while less developed countries remain burdened with massive poverty. The courses listed below examine the sources and causes of world poverty, the rise of global anti-inequality social movements, and the types of policy interventions that might stimulate economic development and reduce poverty.

- I. *Overview Course (choose any one)*
- II. *Controversies About Inequality* (SOC 222, PAM 222, ILROB 222, PHIL 195, and GOVT 222)
- III. *Possible Electives (choose any four):*
 - Economic Development (ECON 371)
 - Population and Development (D SOC 438 and SOC 437)
 - International Justice (PHIL 448 and GOVT 492)
 - Economics of Development (ECON 466 and AEM 666)
 - Land Reform Old and New (D SOC 643)
 - Issues in African Development (CRP 477 and CRP 677)
 - Labor Markets and Income Distribution in Developing Countries (ILRIC 635)
 - Global Perspectives on Gender (AS&RC 362)
 - Population, Environment, and Development in Sub-Saharan Africa (D SOC 495)
 - Gender and International Development (FGSS 614 and CRP 614)
 - Politics of Transnationalism (GOVT 681)
 - Economics of Malnutrition and Hunger (NS 457 and ECON 474)

Social Movements and Inequality

The history of modern society may be seen in large part as a history of anti-inequality social movements (e.g., the Enlightenment, socialism, the union movement, the civil rights movement, feminism) interspersed with occasional inequality-inducing reactions (e.g., the post-socialist transition). The social movements track examines the causes, effects, and likely future of such social movements and the reactions they spawn.

- I. *Overview Course (choose any one)*
- II. *Controversies About Inequality* (SOC 222, PAM 222, ILROB 222, PHIL 195, and GOVT 222)
- III. *Possible Electives (choose any four):*
 - Utopia in Theory and Practice (SOC 115)
 - Social Movements (D SOC 311)
 - Social Movements in American Politics (GOVT 302 and AM ST 302)
 - Poor People's Movements (GOVT 456)
 - Group Conflict and the Nation-State (SOC 531)
 - Social Movements (SOC 660 and GOVT 660)
 - Politics of Transnationalism (GOVT 681)
 - Feminism Movements and the State (GOVT 353 and FGSS 353)

- Comparative Labor Movements in Latin America (ILRIC 631)
- Union Organizing (ILRCB 400)
- Theories of Industrial Relations Systems (ILRCB 606)
- Revitalizing the Labor Movement: A Comparative Perspective (ILRIC 632)
- Women and Unions (ILRCB 384 and FGSS 384)
- History of Resistance Movements in Africa and the Diaspora (AS&RC 283)
- Latina Activism Feminist Theory (LSP 300)
- Prisons (GOVT 314)

Education and the Reproduction of Inequality

In the contemporary period, the study of inequality has increasingly turned on the study of formal education, as schools have become the main institutional locus for training and credentialing workers and for signaling potential employers about (putative) worker quality. The inequality and education track examines educational institutions and how they are organized, how they generate equality and inequality, and how possible institutional changes (e.g., vouchers, required testing) might affect the reproduction of inequalities.

- I. *Overview Course (choose any one)*
- II. *Controversies About Inequality* (SOC 222, PAM 222, ILROB 222, PHIL 195, and GOVT 222)
- III. *Possible Electives (choose any four):*
 - Introduction to Education (EDUC 101)
 - Sociology of Education (EDUC 271)
 - Education, Inequality, and Development (D SOC 305)
 - Schooling and Society (SOC 357)
 - Issues in Educational Policy (EDUC 370)
 - Political Economy of Education (EDUC 378)
 - The Politics of Education (GOVT 406)
 - Research on Education Reform and Human Resource Policy (ILRHR 653)
 - Education, Technology, and Productivity (ILRHR 695)
 - Educational Finance (EDUC 664)
 - Education in Africa and the Diaspora (AS&RC 459 and EDUC 459)
 - Education and Development in Africa (AS&RC 502)

Race and Ethnicity in Comparative Perspective

This program of study examines the many forms of racial and ethnic inequality as revealed across different times and places. When race and ethnicity are examined from an explicitly comparative perspective, it becomes possible to identify regularities and better understand the forces of competition, conflict, and subordination among ethnic and racial groups. The courses listed below address such issues as the causes of discrimination, the implications of residential segregation for inequality, the sources of ethnic and racial differences in income, the effects of anti-inequality reform efforts (e.g., affirmative action), and the possible futures of ethnic and racial stratification.

- I. *Overview Course (choose any one)*
- II. *Controversies About Inequality* (SOC 222, PAM 222, ILROB 222, PHIL 195, and GOVT 222)
- III. *Possible Electives (choose any four):*
 - A. General Courses**
 - Introduction to American Studies: New Approaches to Understanding American Diversity, the Twentieth-Century (AM ST 110 and LSP 110)
 - Race and Ethnic Relations (SOC 204)
 - Race, Power, and Privilege in the United States (AS&RC 280)
 - History and Politics of Racialisation: A Comparative Study (AS&RC 204)
 - Sociology of Health and Ethnic Minorities (LSP 220 and D SOC 220)
 - Prisons (GOVT 314)
 - Minority Politics in the U.S. (GOVT 319 and LSP 319)
 - Concepts of Race and Racism (GOVT 377)
 - Comparative Ethnic Stratification: Demographic Perspectives (D SOC 431 and D SOC 631)
 - Race, Gender, and Organization (GOVT 415 and FGSS 415)
 - Employee Relations and Diversity (ILRHR 463)
 - Ethnicity and Identity Politics: An Anthropological Perspective (ANTHR 479)
 - Political Identity: Race, Ethnicity, and Nationalism (GOVT 610 and LSP 610)
 - B. Immigration and Ethnicity**
 - Comparative Migration to the Americas (LSP 203, HIST 202, and AM ST 204)
 - Strangers and Citizens: Immigration and Labor in U.S. History (ILRCB 302)
 - Immigration and Ethnic Identity (SOC 438 and AAS 438)
 - Human Migration: Internal and International (D SOC 430)
 - The Immigrant City: 1900-2000 (LSP 406, S HUM 406, AM ST 406, and HIST 412)
 - Immigration and the American Labor Force (ILRHR 469)
 - Immigration and Ethnicity in Twentieth-Century U.S. (HIST 201)
 - Immigration and Refugee Law (LAW 731)
 - C. Case Studies**
 - African-American Social and Political Thought (AS&RC 231)
 - African-American Women in the Twentieth Century (HIST 212, AM ST 212, and FGSS 212)
 - African-American History from Slavery to Freedom (HIST 335)
 - The African-American Workers, 1865-1910: The Rural and Urban Experience (HIST 375 and ILRCB 385)
 - The African-American Workers, 1910-The Present: Race, Work, and the City (HIST 376 and ILRCB 386)
 - African-American Women in Slavery and Freedom (HIST 303, FGSS 307, and AM ST 303)

Public Policy and the African-American Urban Community (AS&RC 420)

Politics and Social Change in Southern Africa (AS&RC 484)

Global Africa: Comparative Black Experience (AS&RC 501)

Afro-American Historiography (HIST 610)

African-American Women (HIST 608)

Latinos in the United States (SOC 265, D SOC 265, and LSP 201)

Introduction to U.S. Latino History, Part I (LSP 260, HIST 260, and AM ST 259)

Introduction to U.S. Latino History, Part II (LSP 261, HIST 261, and AM ST 261)

Latina Activism Feminist Theory (LSP 300)

Latino Politics in the United States (LSP 306 and GOVT 306)

Introduction to Asian American Studies (AAS 110)

Asian American History (AAS 213 and HIST 213)

Asians in the Americas: A Comparative Perspective (AAS 303 and ANTHR 303)

Introduction to American Indian Studies (AIS 100 and D SOC 100)

Indian America in the Twentieth Century (AIS 175 and D SOC 175)

Indians, Settlers, and Slaves in the Early South (AIS 329 and HIST 329)

Antisemitism and the Crisis of Modernity: From the Enlightenment to the Holocaust (HIST 459 and JWST 459)

The Family and Inequality

Although workers in modern labor markets are often analytically treated as independent individuals, they of course typically belong to families that pool the labor supply of their members, consume goods jointly, and serve in some circumstances as units of collective production. It might therefore be asked how the modern labor market has adapted to and evolved in the context of the family (and, obversely, how the family has responded to the market). The courses within this track explore such issues as the causes and consequences of the intrafamilial division of labor, the effects of marriage and family structure on careers, and the transmission of socioeconomic advantage from one generation to the next.

I. Overview Course (choose any one)

II. *Controversies About Inequality* (SOC 222, PAM 222, ILROB 222, PHIL 195, and GOVT 222)

III. Possible Electives (choose any four):

Work and Family (SOC 203 and FGSS 203)

Demography and Family Policy (PAM 371)

Families and Social Policy (HD 456)

Families and the Life Course (SOC 251 and HD 250)

Parent-Child Development in African-American Families (HD 458)

The Sociology of Marriage (SOC 309 and FGSS 309)

Seminar in Family Studies and the Life Course (HD 655)

Contemporary Family Theory and Research (HD 650)

Economics of Household Behavior (PAM 605)

INFORMATION SCIENCE

W. Y. Arms and C. Cardie, co-directors; J. Abowd, G. Bailey, M. Barazangi, L. Blume, R. Caruana, R. Constable, D. Easley, S. Edelman, E. Friedman, G. Gay, J. Gehrke, T. Gillespie, P. Ginsparg, C. P. Gomes, J. Halpern, J. Hancock, A. Hedge, D. P. Huttenlocher, R. Jarow, T. Joachims, J. Kleinberg, L. Lee, A. E. Leiponen, M. Macy, P. Martin, A. Moore, L. O'Neill, M. Rooth, D. Seber, B. Selman, P. Sengers, J. Shanmugasundaram, D. Shmoys, M. Spivey, D. Strang, E. Tardos, E. Wagner, J. Walther, S. Wicker, D. Williamson.

The Major

Information Science (IS) is an interdisciplinary field that explores the design and use of information systems in a social context: faculty members study the creation, representation, organization, application, and analysis of information in digital form. The focus of Information Science is on systems and their use rather than on the computing and communication technologies that underlie and sustain them. Information scientists examine the social, cultural, economic, historical, legal, and political contexts in which information systems are employed, both to inform the design of such systems and to understand their impact on individuals, social groups, and institutions.

Courses in the Information Science (IS) major are assigned to three area-based tracks:

Human-Centered Systems This area examines the relationship between humans and information, drawing from human-computer interaction and cognitive science.

Information Systems This area examines the computer science problems of representing, organizing, storing, manipulating, and accessing digital information.

Social Systems This area studies the cultural, economic, historical, legal, political, and social contexts in which digital information is a major factor.

Students must complete a set of eleven core courses: one introductory course, four courses in mathematics and statistics, and two courses from each of the three IS area-based tracks. Students must also obtain depth in two tracks—a primary and a secondary track—that together best represent their interests. In particular, completion of the major requires four advanced courses from the selected primary track and three advanced courses from the secondary track.

Requirements

Core (eleven courses)

1. Introductory (one course):

INFO 130 Introductory Design and Programming for the Web

2. Math and Statistics (four courses):

INFO 295 Mathematical Models for Information Science

MATH 111 Calculus I

either MATH 231 Linear Algebra or MATH 221 Linear Algebra and Differential Equations

either PSYCH 350 Statistics and Research Design or ENGRD 270 Basic Engineering Probability and Statistics (or equivalent)

3. Human-Centered Systems (two courses):

INFO 214 Cognitive Psychology

INFO 245 Psychology of Social Computing

4. Information Systems (two courses):

COM S 211 Computers and Programming

INFO 230 Intermediate Design and Programming for the Web

5. Social Systems (two courses):

either ECON 301 Microeconomics or ECON 313 Intermediate Microeconomic Theory

either INFO 292 Inventing an Information Society or INFO 355 Computers: From Babbage to Gates

Where options in the core courses exist, the choice will depend on the student's interests and planned advanced courses for the selected primary and secondary tracks.

Tracks

Students must complete four advanced courses in their primary track and three advanced courses in their secondary track, selected from those listed below. Human-Centered Systems and Information Systems can be used as primary or secondary tracks. Social Systems can be used only as a secondary track.

Courses taken to satisfy the core course requirements may not be used to fulfill the track requirements.

Additional information on Information Science courses can be found below and in the Computing and Information Science (CIS) section of *Courses of Study*. Course information for all other courses in the major can be found in the relevant departments (e.g., AEM, COM S, S&TS, etc.).

Human-Centered Systems

PSYCH 342 Human Perception: Applications to Computer Graphics, Art, and Visual Display

INFO 345 Human-Computer Interaction Design

PSYCH 347 Psychology of Visual Communications

PSYCH 380 Social Cognition*

PSYCH 413 Information Processing: Conscious and Unconscious

PSYCH 416 Modeling Perception and Cognition

INFO 440 Advanced Human-Computer Interaction Design

INFO 450 Language and Technology

DEA 470 Applied Ergonomic Methods

* Students who take PSYCH 342 may also count its prerequisite, PSYCH 205, toward the Human-Centered Systems primary or secondary track requirements. Similarly, students who take PSYCH 380 may also count PSYCH 280 toward the Human-Centered Systems primary or secondary track requirements. At most, one of PSYCH 205 or PSYCH 280 can be counted toward the primary or secondary track requirements.

Information Systems

INFO 330 Applied Database Systems

LING 424 Computational Linguistics

INFO 430 Information Retrieval

INFO 431 Web Information Systems

COM S 432 Introduction to Database Systems

COM S 465 Computer Graphics I

COM S 472 Foundations of Artificial Intelligence

LING 474 Introduction to Natural Language Processing

OR&IE 474 Statistical Data Mining

COM S 478 Machine Learning

OR&IE 480 Information Technology

INFO 530 Architecture of Large-Scale Information Systems

Social Systems

SOC 304 Social Networks and Social Processes

AEM 322 Technology, Information, and Business Strategy

INFO 349 Media Technologies

INFO 355 Computers: From Babbage to Gates

ECON 368 Game Theory (formerly ECON 467)*

INFO 387 The Automatic Lifestyle: Consumer Culture and Technology

LAW 410 Limits on and Protection of Creative Expression—Copyright Law and Its Close Neighbors

S&TS 411 Knowledge, Technology, and Property

ECON 419 Economic Decisions under Uncertainty

COMM 428 Communication Law

INFO 435 Seminar on Applications of Information Science

OR&IE 435 Introduction to Game Theory*

S&TS 438 Minds, Machines, and Intelligence

INFO 447 Social and Economic Data

ECON 476/477 Decision Theory I and II

INFO 515 Culture, Law, and Politics of the Internet

*Only one of OR&IE 435 and ECON 368 can be taken for IS credit.

Admission

All potential affiliates are reviewed on a case-by-case basis relative to the following criteria:

- Completion of four core courses, one in each of the core course areas listed above (i.e., Math and Statistics, Human-Centered systems, Information Systems, and Social Systems). Courses must be taken for a letter grade.
- A grade of C or better in each of the completed core courses with an overall GPA for these courses of 2.7 or more.

Courses used in the affiliation GPA computations may be repeated if the original course grade was below a C. The most recent grade will be used for all repeated courses. Qualifying courses must be taken at Cornell.

Honors

To qualify for departmental honors, a student must have:

- maintained a cumulative GPA greater than or equal to 3.5;
- completed INFO 435, Seminar on Applications of Information Science;
- completed 6 additional credits of IS course work at or above the 500 level (graded courses only; no seminars or 2-credit project courses; these courses are in addition to the primary and secondary track requirements);
- completed 6 credits of INFO 490, Independent Study and Research, with an IS faculty member, spread over at least two semesters and with grades of A- or better. It is expected that the research pursued in INFO 490 will result in a project report.

The Concentration

A concentration in Information Science is also available to students in the College of Arts and Sciences. The concentration has been designed to ensure that students have substantial grounding in all three tracks: Human-Centered Systems, Information Systems, and Social Systems. Detailed information about the concentration can be found in the CIS section of Courses of Study. Students are also referred to www.infosci.cornell.edu/ugrad/concentrations.html for the most up-to-date description of the concentration and its requirements.

Courses

For complete course descriptions, see the Information Science listings under Computing and Information Science (CIS).

INFO 130 Introductory Design and Programming for the Web (also COM S 130)

Fall. 3 credits.

INFO 214 Cognitive Psychology (also COGST 214, PSYCH 214)

Fall. 3 credits. Sophomore standing required. Limited to 175 students. Graduate students: see COGST 501, INFO 614, or PSYCH 614.

INFO 230 Intermediate Design and Programming for the Web (also COM S 230)

Spring. 3 credits. Prerequisite: COM S 130, INFO 130, or equivalent.

INFO 245 Psychology and Social Computing (also COMM 245)

Fall. 3 credits.

INFO 292 Inventing an Information Society (also ECE 298, ENGRG 298, HIST 292, S&TS 292)

Spring. 3 credits.

INFO 295 Mathematical Models for Information Science

Fall. 4 credits. Corequisite: MATH 231 or equivalent.

INFO 330 Applied Database Systems (also COM S 330)

Fall. 3 credits. Prerequisites: COM S 211 or ENGRD 211.

INFO 345 Human-Computer Interaction Design (also COMM 345)

Spring. 3 credits.

INFO 349 Media Technologies (also COMM 349 and S&TS 349)

Spring. 3 credits.

INFO 355 Computers: From Babbage to Gates (also S&TS 355)

Spring. 4 credits.

[INFO 387 The Automatic Lifestyle: Consumer Culture and Technology (also S&TS 387)]

Spring. 4 credits. Not offered spring 2005.]

INFO 430 Information Retrieval (also COM S 430)

Fall. 3 credits. Prerequisite: COM S 211, ENGRD 211, or equivalent.

INFO 431 Web Information Systems (also COM S 431)

Spring. 3 credits. Prerequisites: COM S 211 and some familiarity with the technology of Web sites.

INFO 435 Seminar on Applications of Information Science (also INFO 635)

Spring. 3 credits. Prerequisites: background in computing, data structures, and programming at the level of COM S 211 or equivalent, and experience in using information systems.

INFO 440 Advanced Human-Computer Interaction Design (also COMM 440)

Fall. 3 credits.

INFO 447 Social and Economic Data (also ILR 447)

Spring. 4 credits. Prerequisites: one semester of calculus, the IS statistics requirement, at least one upper-level social-science course, or permission of the instructor.

INFO 450 Language and Technology (also COMM 450)

Spring. 3 credits.

INFO 490 Independent Reading and Research

Fall, spring. 1-4 credits.

INFO 491 Teaching in Information Science, Systems, and Technology

Fall, spring. Variable credit.

INFO 515 Culture, Law, and Politics of the Internet

Fall. 4 credits.

INFO 530 The Architecture of Large-Scale Information Systems (also COM S 530)

Spring. 4 credits. Prerequisites: COM S/INFO 330 or COM S 432.

INFO 614 Cognitive Psychology (also PSYCH 614)

Fall. 5 credits. S. Edelman.

This course consists of two components: PSYCH 214 (3 credits) and COGST 501 (2 credits). It is intended for graduate students; undergraduates opting for 5 credits should enroll simultaneously in PSYCH 214 and COGST 501.

INFO 630 Representing and Accessing Digital Information (also COM S 630)

Fall. 4 credits. Prerequisites: COM S 472 or 478 or 578 or the equivalent.

INFO 634 Information Technology in Sociocultural Context (also S&TS 634)

Fall. 4 credits. Prerequisite: permission of instructor.

INFO 635 Seminar on Applications of Information Science (also INFO 435)

Spring. 3 credits. Prerequisites: background in computing, data structures, and programming at the level of COM S 211 or equivalent, and experience in using information systems. Undergraduates and masters students should register for INFO 435. Ph.D. students should register for INFO 635.

INFO 640 Human-Computer Interaction Design (also COMM 640)

Fall. 3 credits. Prerequisite: graduate standing or permission of instructor.

INFO 685 The Structure of Information Networks (also COM S 685)

Spring. 4 credits. Prerequisite: COM S 482.

INTERNATIONAL RELATIONS CONCENTRATION

Office: 156 Uris Hall, 254-5004, www.einaudi.cornell.edu/irc/

D. R. Lee (AEM), director; Faculty Advisory Board: M. Cook (ILR); M. Evangelista (Government); S. Feldman (Rural Sociology); J. Reppy (S&TS); B. Strauss (History); K. Grace (Associate Director, Cornell Abroad)

Objective

The International Relations Concentration is an interdisciplinary program for undergraduate students enrolled in any of the seven Cornell undergraduate colleges. The International Relations Concentration provides a structured yet flexible program for undergraduates to take advantage of the vast resources available at the university for studying the politics, economics, history, languages, and cultures of the countries and regions of the world.

Graduates of the program have gone on to pursue further education in fields such as political science and anthropology and to successful careers in international law, economics, agriculture, trade, finance, international development, and government service, among others. They have gone on to work in international and nongovernmental organizations, in cross-cultural affairs, in journalism, and in education.

The International Relations Concentration is not a major or a department, but rather a program offering a selection of courses reaching across colleges and departments. Students pursue the International Relations Concentration in addition to their regular degree. Students concentrating in International Relations have majored in fields ranging from anthropology, city and regional planning, communications, economics, government, and history to natural resources, industrial and labor relations, and computer science. International course work and language study add a global and cross-cultural dimension to those majors. Some students even design an independent major in some aspect of international relations or comparative social or cultural studies. Spending a semester or year of study abroad can contribute to meeting the course requirements of the IR Concentration, including the language requirement.

Course Requirements

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, including:

- 1) International Economics and Development;
- 2) World Politics and Foreign Policy;
- 3) Transnational Processes and Policies;
- 4) Cultural Studies.

Within these four subject areas, courses are also identified as "core" or "elective." Students must complete altogether eight courses from the four groups according to one of two options. 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. All courses used to fulfill the concentration requirements must be taken for a letter grade. Courses can count both toward a major and the International Relations Concentration.

Option A:—One core course from each of Groups 1, 2, 3, and 4—One elective from each of Groups 1, 2, 3, and 4

Option B:—One core course from each of Groups 1, 2, 3, and 4—One elective from either Group 1 or Group 2—One elective from Group 3 and 4, and one additional elective from either Group 3 and Group 4

Prior to pre-registration a course list for the following semester (as well as lists for the current and previous semesters) can be obtained from the administrative coordinator in 156 Uris Hall, as well as from the web site. Students should take note that these lists are not necessarily complete. Other courses throughout the university qualify for the International Relations Concentration by prior arrangement.

Language Requirement

Students in the IR concentration are expected to complete additional language study beyond the College of Arts and Sciences' degree requirement (for those in Arts and Sciences). 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.

Study Abroad

Students in the IR concentration are 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 courses taken abroad. Students are encouraged to contact the administrative coordinator prior to departure.

Completion

Transcripts will reflect successful completion of the requirements for the concentration. In addition, students will receive a special certificate and a letter of confirmation signed by the director of the International Relations Concentration and the director of the Mario Einaudi Center for International Studies.

Enrollment

To obtain course lists, to enroll and for all further information, please contact the IR administrative coordinator, Mario Einaudi Center for International Studies, 156 Uris Hall, 254-5004.

Course List for 2004-2005

Course options are listed below. Most courses offered one semester only. Course offerings may change, so see the administrative coordinator, course roster, and IR web site for further details.

Group 1: International Economics and Development**Core:**

ECON 230/AEM 230 International Trade and Finance

AEM 429 International Finance

AEM 430 International Trade Policy

ECON 361 International Trade Theory

ECON 362 International Monetary Theory and Policy

Electives:

ECON 371 Economic Development

ECON 450/AEM 450 Resource Economics

ECON 471 Economics of the Former USSR and Central Europe

ECON 472 Comparative Economic System: East and West

ECON 475 Economy of India

AEM 432 Business and Governments in Global Marketplace

AEM 433/CRP 412 Development, Privatization, and New Public Management

CRP 477 Issues in African Development

GOVT 330/ILRIC 333 Politics of the Global North

GOVT 354 Capitalism, Competition, and Conflict

Group 2: World Politics and Foreign Policy**Core:**

GOVT 181 Introduction to International Relations

Electives:

GOVT 326 Building a Better Democracy

- GOVT 329 Comparative Politics of Latin America
- GOVT 341/NES 294/JWST 294 Modern European Society and Politics
- GOVT 343 Politics of European Integration
- GOVT 353 Recent East Asian Politics
- GOVT 358 History of Modern Middle East
- GOVT 363 Politics and Culture
- GOVT 400 Democracies in the International System
- GOVT 400 Conflict and Cooperation in Transnational Relations
- GOVT 426 Colonialism and Post-Colonialism
- AS&RC 451 Political and Social Change in Caribbean
- HIST 214/AM ST 214 American Foreign Policy
- HIST 308 Post-War Germany
- HIST 371 World War II in Europe
- HIST 414 Motivations of U.S. Foreign Policy

Group 3: Transnational Processes and Policies

Core:

- GOVT 294/PHIL 294 Global Thinking
- GOVT 393 Introduction to Peace Studies

Electives:

- AEM 432 Business and Governments in Global Marketplace
- COMM 424 Communications in Developing Nations
- CRP 380 Environmental Politics
- CRP 384 Green Cities
- CRP 395 Gender and Globalization
- CRP 451 Environmental Law
- CRP 453 Environmental Aspect of International Planning
- GOVT 400 Development and Environment
- GOVT 403 International Environmental Politics and Law
- GOVT 460 Just Toward Indigenous Peoples
- HD 483 Early Care and Education in Global Perspective
- ILRCB 302 Immigration and Labor in U.S. History
- ILRHR 456 International Human Resource Management
- ILRHR 465 Globalization of Services
- INTAG 300 Perspectives in International Agricultural and Rural Development
- NTRES 407 Religion, Ethics, and the Environment
- NTRES 411 Seminar in Environment Ethics
- SOC 324/D SOC 324 Environment and Society
- SOC 437/D SOC 438 Population and Development
- S&TS 442/SOC 442/CRP 442 The Sociology of Science

Group 4: Cultural Studies

Core:

- ANTHR 102 Introduction to Anthropology: The Comparison of Cultures

- ANTHR 200 Cultural Diversity and Contemporary Issues

Electives:

- ANTHR 230/AIS 230 Cultures of Native North America
- ANTHR 260 Japanese Popular Culture
- ANTHR 303 Asians in the Americas
- ANTHR 321/FGSS 321 Sex and Gender in Cross-Cultural Perspective
- ANTHR 384 Africa in the Global Economy
- ANTHR 387 Comparative Islamic Movements
- ANTHR 388 Masks of Power/Strategies of Resistance
- ANTHR 441 Himalayan Ethnographies
- ART H 245 Renaissance and Baroque
- ART H 368/LSP 368 Modern and Contemporary Latin American Art
- ART H 378/AS&RC 310 Art in African Culture and Society
- ART H 384/ASIAN 381 Introduction to the Arts of Japan
- ART H 408 Tuscany as a New Jerusalem
- ART H 450 Women in Renaissance
- AS&RC 290 The Sociology of African-American Experience
- AS&RC 404 Afrocentricity: Paradigms and Critical Readings
- AS&RC 459 Education in Africa and Diaspora
- AS&RC 463 Islam in Global Africa
- ASIAN 191 Introduction to Modern Asian History
- ASIAN 211 Introduction to Japan
- ASIAN 215 Introduction to South Asian Civilization
- ASIAN 245/MUSIC 245 Gamelan in Indo Culture
- ASIAN 293 History of China Up to Modern Times
- ASIAN 312 Intellectuals of Early Modern Korea
- ASIAN 357 Chinese Religions
- ASIAN 373 Twentieth-Century Chinese Literature
- ASIAN 385 History of Vietnam
- ASIAN 388 Race and Gender-Asian History and Literature
- ASIAN 406 The Sacred in Secular India
- ASIAN 444 Youth in Japanese Literature and Culture
- COM L 234 Muslims and Jews
- COM L 279/RUSSL 279 Russian Connection 1830-1867
- COM L 304 Europe and Its Others
- COM L 348 Shakespeare and Europe
- COM L 363 The European Novel
- COM L 368 Visual Culture and Social Theory
- ENGL 209 Introduction to Cultural Studies

- ENGL 274 Scottish Literature
- FGSS 246/SPANL 246 Cotemporary Narratives by Latina Writers
- FILM 393 International Film of the 70s
- FILM 450/COM L 453 Rescreening the Holocaust
- FRLIT 220 French and Francophone Culture
- FRLIT 221 Modern French Literature
- FRLIT 224/HIST 270 The French Experience
- HIST 151 Introduction to Western Civilization
- HIST 191/ASIAN 191 Introduction to Modern Asian History
- HIST 195 Colonial Latin America
- HIST 241 Rio and Revolution in Nineteenth-Century Africa
- HIST 253/NES 255/RELST 255 Introduction to Islamic Civilization
- HIST 281/S&TS 281 Sciences in Western Civilization
- HIST 288/NES 294 History of the Modern Middle East
- HIST 308 Post-War Germany
- HIST 371 World War II in Europe
- HIST 462 Popular Culture in European History
- HIST 486/AM ST 486 Seminar on the 1960s
- HIST 487 Seminar on Thailand
- HIST 492/ASIAN 492 Medieval Chinese History
- HIST 493 Problems in Modern Chinese History
- ITALL 216 Introduction to Italian Literature
- ITALL 389 Modern Italian Novel
- KRLIT 405 Readings in Korean Literature
- NES 234/RELST 234/JWST 234 Muslims and Jews
- NES 293/JWST 291 Middle Eastern Cinema
- NES 298/RELST 201 Issues in Catholic Thought
- NES 393/RELST 393/JWST 393 Jews and Christians in Modern Middle East
- NES 395/JWST 395 Israeli Society
- RUSSL 335 Gogol
- RUSSL 369 Dostoevsky
- SPANL 218 Introduction to Hispanic Literature
- SPANL 301 Hispanic Theater Production
- SPANL 319 Renaissance Hispanism
- SPANL 323 Approaches to Spanish Culture
- THETR 240 Introduction to World Theatre I

ITALIAN

See Department of Romance Studies.

JAPANESE

See Department of Asian Studies.

JAVANESE

See Department of Asian Studies.

PROGRAM OF JEWISH STUDIES

D. I. Owen, director (Ancient Near Eastern History and Archaeology; Assyriology; Biblical History and Archaeology), L. Adelson (German-Jewish Literature and Culture), E. Alfonso (Hebrew and Semitic Studies), D. Bathrick (Holocaust Film Studies), R. Brann (Judeo-Islamic Studies), N. Brisch (Akkadian), M. Campos (Modern Middle Eastern History), V. Caron (Modern French and European-Jewish History), M. Diesing (Yiddish Language and Linguistics), N. Furman (French Holocaust Literature), K. Haines-Eitzen (Early Judaism and Early Christianity), E. Hamori (Biblical Studies), M. Hnaraki (Modern Greek Language), P. Hohendahl (German Literature), R. Hoffmann (Holocaust Studies), P. Hyams (Medieval Jewish History), G. Kadish (Ancient History, Egypt), D. LaCapra (Holocaust Studies), M. Migiel (Italian Literature), R. Polenberg (American-Jewish History), J. Porte (American-Jewish Writers), D. Powers (Islamic History and Law), E. Rosenberg (Emeritus), N. Scharf (Hebrew Language), J. Schuld (Catholic Studies), D. Schwarz (Anglo-Jewish Literature), G. Shapiro (Russian-Jewish Literature), S. Shoer (Hebrew Language), T. Sorek (Sociology and Anthropology), D. Starr (Modern Hebrew and Arabic Literature; Critical Theory; Middle Eastern Film), M. Steinberg (German-Jewish History and Culture), P. Stevens (curator), Y. Szekely (Emeritus), S. M. Toorawa (Arabic Literature and Islamic Studies), C. Yildizhan (Turkish), J. Zorn (Biblical Archaeology)

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 Jewish languages and literatures have been considerably expanded, and courses in ancient, medieval, and especially modern Jewish history and culture have been added to the program.

It is a broadly based, interdisciplinary program, bringing together faculty from various Cornell departments and colleges.

The Program of Jewish Studies supports teaching and research in the many areas of Jewish Studies. It is a secular, academic program, whose interests are diverse and cross-cultural. The program recognizes its special relationship to teaching and research in classical Judaica and Hebraica pursued by the members of the Department of Near Eastern Studies, with particular emphasis on the interrelationship between Judaism, Christianity, and Islam.

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 European and

Middle Eastern Jewish history; and Holocaust studies. In some of these fields students may take courses on both graduate and undergraduate levels. Faculty throughout the university provide breadth to the program by offering courses in related areas of study.

Courses Offered

JWST 101-102 Elementary Modern Hebrew I and II (also NES 101-102)

101 fall; 102 spring. 4 credits. S. Shoer.
For description, see NES 101-102.

JWST 103-200 Intermediate Modern Hebrew I and II (also NES 103-200)

103, fall; 200, spring. 4 credits. N. Scharf.
For description, see NES 103-200.

[JWST 123-124 Introduction to Biblical Hebrew I and II (also NES 123-124, RELST 123-124)]

123, fall; 124, spring. 3 credits each term.
JWST 124 provides language qualification.
Enrollment limited to 17 students. Not offered 2004-2005. Staff.
For description, see NES 123 and NES 124.]

JWST 223 Introduction to the Bible (also NES 223 and RELST 223)

Spring. 3 credits. E. Hamori.
For description, see NES 223.

[JWST 227 The Bible and Ancient Near Eastern Civilization (also NES 227 and RELST 227)]

Spring. 3 credits. Not offered 2004-2005.
J. Zorn.
For description, see NES 227.]

[JWST 229 Introduction to the New Testament (also RELST 229, NES 229)]

Fall. 3 credits. Not offered 2004-2005.
K. Haines-Eitzen.
For description, see NES 229.]

[JWST 234 Muslims and Jews in Confluence and Conflict (also NES 234 and RELST 234)]

Fall. 3 credits. Not offered 2004-2005.
R. Brann.
For description, see NES 234.]

[JWST 235 Jews and Arabs in Contact and Conflict: The Modern Period (also COM L 245 and NES 235)]

Spring. 3 credits. Not offered 2004-2005.
D. Starr.
For description, see NES 235.]

JWST 239 Cultural History of the Jews of Spain (also COM L 239, NES 239, and RELST 239)

Spring. 3 credits. E. Alfonso.
For description, see NES 239.

[JWST 251 Judaism, Christianity, and Islam (also NES 251, RELST 251)]

Spring. 3 credits. Not offered 2004-2005.
K. Haines-Eitzen and R. Brann.
For description, see NES 251.]

[JWST 252 Modern European Jewish History, 1789-1948 (also HIST 291)]

Fall. 4 credits. Not offered 2004-2005.
V. Caron.
For description, see HIST 291.]

[JWST 253 From Medievalism to Modernity: The History of Jews in E. Modern Europe, 1492-1789 (also NES 245, HIST 285)]

Fall. 4 credits. Not offered 2004-2005.
V. Caron.
For description, see HIST 285.]

[JWST 254 Anti-Semitism and the Crisis of Modernity: From the Enlightenment to the Holocaust (also HIST 235)]

Spring. 4 credits. Not offered 2004-2005.
V. Caron.
For description, see HIST 235.]

[JWST 256 Introduction to the Quran (also NES 256/656, RELST 213/656, COM L 256)]

Spring. 3 credits. Not offered 2004-2005.
S. M. Toorawa.
For description, see NES 256.]

[JWST 257 Ethics of Imagining Holocaust (also GERST 221, ENGL 221)]

Fall. 4 credits. Not offered 2004-2005.
D. Schwartz.
For description, see ENGL 221.]

JWST 262 Daily Life in the Biblical World (also ARKEO 260, NES 262, and RELST 261)

Spring. 3 credits. J. Zorn.
For description, see NES 262.

[JWST 263 Introduction to Biblical History and Archaeology (also RELST 264, ARKEO 263, and NES 263)]

Spring. 3 credits. Not offered 2004-2005.
J. Zorn.
For description, see NES 263.]

JWST 266 Jerusalem Through the Ages (also RELST 266, NES 266, and ARKEO 266)

Fall. 3 credits. J. Zorn.
For description, see NES 266.

JWST 268 Ancient Egyptian Civilization (also ARKEO 268 and NES 268)

Fall. 3 credits. G. Kadish.
For description, see NES 268.

JWST 273 History of the Middle East: Thirteenth through Eighteenth Centuries (also HIST 275 and NES 273)

Fall. 3 credits. M. Campos.
For description, see NES 273.

JWST 274 History of the Modern Middle East: Nineteenth and Twentieth Centuries (also HIST 276 and NES 274)

Spring. 3 credits. M. Campos.
For description, see NES 274.

[JWST 290 History of Zionism and the Birth of Israel (also NES 290, HIST 267)]

Spring. 4 credits. Not offered 2004-2005.
V. Caron.
For description, see HIST 267.]

[JWST 291 Sophomore Seminar: Middle Eastern Cinema (also NES 293, FILM 293, COM L 293, and VISST 293)]

Fall. 3 credits. Limited to 15 students. Not offered 2004-2005. D. Starr.

This is a special seminar sponsored by the John S. Knight Institutes Sophomore Seminars Program. Seminars offer discipline-specific study within an interdisciplinary context. While not restricted to sophomores, the seminars aim at initiating students into the disciplines outlook, discourse community, modes of knowledge, and ways of articulating that knowledge. Enrollment is limited to 15. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors. For description, see NES 293.]

[JWST 294 History of the Modern Middle East, Eighteenth to Twentieth Centuries (also NES 294 and GOVT 358)]

Fall. 3 credits. Not offered 2004-2005.
M. Campos.

For description, see NES 294.]

[JWST 295 Introduction to Christian History (also RELST 295, NES 295, HIST 299)]

Spring. 3 credits. Not offered 2004-2005.
K. Haines-Eitzen.

For description, see NES 295.]

[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 305 Conversational Hebrew (also NES 305)]

Fall. 2 credits. Limited to 15 students.
Prerequisite: NES 302 or permission of instructor; for non-native speakers only.
N. Scharf.

For description, see NES 305.

[JWST 339 Islamic Spain: Culture and Society (also JWST 639, RELST 334/639, SPANL 339/639, COM L 334/639, NES 339)]

Spring. 4 credits. R. Brann.

For description, see NES 339.

[JWST 353 History of the Holocaust (also HIST 370)]

Fall. 4 credits. Not offered 2004-2005.
V. Caron.

For description, see HIST 370.]

[JWST 360 Ancient Iraq I: Origins of Mesopotamian Civilization (also NES 360, ARKEO 360)]

Fall. 4 credits. Not offered 2004-2005.
D. I. Owen.

For description, see NES 360.]

[JWST 361 Sumerian Language and Culture I (also NES 361, ARKEO 361)]

Spring. 4 credits. Not offered 2004-2005.
D. I. Owen.

For description, see NES 361.]

[JWST 362 Sumerian Language and Culture II (also NES 362)]

Fall. 4 credits. D. I. Owen.

For description, see NES 362.

[JWST 363 Sumerian III (also NES 363 and ARKEO 363)]

Spring. 4 credits. Prerequisite: NES 362.
D. I. Owen.

For description, see NES 363.

[JWST 365 Ancient Iraq II: From the Beginning of the Second Millennium to the Conquest of Alexander the Great (also ARKEO 363 and NES 363)]

Spring. 4 credits. D. I. Owen.

For description, see NES 363.

[JWST 385 Middle Eastern Cities: History, Society, and Culture (also HIST 382 and NES 385)]

Fall. 4 credits. M. Campos.

For description, see NES 385.

[JWST 388 The Jews in and out of Egypt (also NES 388 and COM L 388)]

Spring. 4 credits. Not offered 2004-2005.
D. Starr.

For description, see NES 388.]

[JWST 389 Sociology of Sport (also NES 389 and SOC 330)]

Fall. 4 credits. T. Sorek.

For description, see SOC 330.

[JWST 393 History of Jews and Christians in the Modern Middle East (also NES 393)]

Fall. 4 credits. Not offered 2004-2005.

M. Campos.

For description, see NES 393.]

[JWST 394 Gender, Sexuality, and the Body in Early Christianity (also NES 394, FGSS 394, RELST 394)]

Spring. 3 credits. Not offered 2004-2005.

K. Haines-Eitzen.

For description, see NES 394.]

[JWST 395 Israeli Society (also NES 395 and SOC 390)]

Spring. 4 credits. T. Sorek.

For description, see NES 395.

[JWST 397 History of the Israeli-Palestinian Conflict (also NES 397 and GOVT 397)]

Fall. 4 credits. T. Sorek.

For description, see NES 397.

[JWST 400 Seminar in Advanced Hebrew (also NES 400)]

Fall. 4 credits. Enrollment limited to 15 students. Not offered 2004-2005. N. Scharf.

For description, see NES 400.]

[JWST 401 Topics in Modern Hebrew Literature (also NES 401)]

Spring. 4 credits. Not offered 2004-2005.
D. Starr.

For description, see NES 401.]

[JWST 409 Season of Migration (also NES 409, RELST 409)]

Fall. 4 credits. Not offered 2004-2005.

S. Toorawa.]

[JWST 420 Readings in Biblical Hebrew Prose (also NES 420, RELST 420)]

Fall. 4 credits. Not offered 2004-2005.

E. Hamori.

For description, see NES 420.]

[JWST 423 Sacred Fictions (also NES 423, RELST 411, COM L 411, CLASS 461 and SOC H 411)]

Fall. 4 credits. Not offered 2004-2005.

K. Haines-Eitzen.

For description, see NES 423.]

[JWST 424 Hebrew Bible in the Middle Ages (also NES 424 and RELST 424)]

Spring. 4 credits. E. Alfonso.

For description, see NES 424.

[JWST 446 History of Jews in Modern France (also HIST 417, FRLIT 413)]

Fall. 4 credits. Not offered 2004-2005.

V. Caron.

For description, see HIST 417.]

[JWST 453 History of Modern German Jewry: From the Enlightenment to the Post-1945 Era (also HIST 433, GERST 433)]

Spring. 4 credits. Not offered 2004-2005.

V. Caron.

For description, see HIST 433.]

[JWST 456 History of Women and Gender in the Modern Middle East (also NES 456, GOVT 484, and FGSS 456)]

Spring. 4 credits. Not offered 2004-2005.

M. Campos.

For description, see NES 456.]

[JWST 458 Imagining the Holocaust (also JWST 658, ENGL 458/658, GERST 457/657)]

Spring. 4 credits. Not offered 2004-2005.

D. Schwarz.

For description, see ENGL 458.]

[JWST 474 Topics in Modern Europe: Intellectual and Cultural History (also JWST 674, HIST 474/673, COM L 474/672)]

Fall. 4 credits. D. LaCapra.

For description, see HIST 474.

[JWST 478 Jewish-American Writing (also AM ST 473, ENGL 479)]

Fall. 4 credits. Not offered 2004-2005.

J. Porte.

For description, see ENGL 479.]

[JWST 491-492 Independent Study—Undergraduate]

Fall and spring. Variable credit. Staff.

[JWST 493 Cosmopolitan Alexandria (also S HUM 411, NES 493, COM L 406)]

Fall. 4 credits. Not offered 2004-2005.

D. Starr.

For description, see NES 493.]

[JWST 499 Independent Study—Honors]

Fall and spring. 8 credits. Staff.

[JWST 658 Imagining the Holocaust (also JWST 458, ENGL 458/658)]

Spring. 4 credits. Not offered 2004-2005.

D. Schwarz.

For description, see ENGL 458/658.]

Courses not offered 2004-2005

JWST 197 Introduction to the Near Eastern Civilization (also NES 197 and RELST 197)

JWST 236 Israel: Literature and Society (also NES 236)

JWST 248 Introduction to Classical Jewish History (also RELST 248 and NES 248)

JWST 255 Women and the Holocaust (also ENGL 252, FGSS 252)

JWST 261 Ancient Seafaring (also NES 261, ARKEO 275)

JWST 271 Yiddish Linguistics (also LING 241)

JWST 299 The Hebrew Bible and the Arabic Qur'an in Comparative Perspective (also NES 299, RELST 299, COM L 299)

JWST 323 Reinventing Biblical Narrative Apocrypha and Pseudepigrapha (also NES 323, RELST 323)

JWST 328 Gnosticism and Early Christianity (also NES 328, RELST 330)

JWST 344 The History of Early Christianity (also NES 324, CLASS 344 and RELST 325)

JWST 366 The History and Archaeology of the Ancient Near East (also NES 366, ARKEO 366)

JWST 371 A Mediterranean Society and Its Culture: The Jews under Classical Islam (also NES 371, RELST 371, COM L 371)

JWST 435 Aramaic (also NES 435)

JWST 449 Rescreening the Holocaust (also GERST 449, COM L 453, THETR 450)

- JWST 454 Anti-Semitism and the Crisis of Modernity: From the Enlightenment to the Holocaust (also HIST 435)
- JWST 474 Topics in Modern European Intellectual and Cultural History (also HIST 474)
- JWST 494 Studies in the Novel: Reading Joyce's *Ulysses* (also ENGL 470)
- JWST 639 Islamic Spain: Culture and Society (also NES 339/639, JWST 339, RELST 334, SPAN L 339/699, COM L 334)
- JWST 694 Joyce's *Ulysses* and the Modern Tradition (also ENGL 670)

JOHN S. KNIGHT INSTITUTE FOR WRITING IN THE DISCIPLINES

The director of the John S. Knight Institute is Jonathan Monroe, associate dean of the College of Arts and Sciences, 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 First-Year Writing Seminars. The institute's offices are in 101 McGraw Hall, 255-4061.

S. Donatelli (Sophomore Seminars Program), M. Gilliland (Writing Workshop), K. Hjortshoj (Writing in the Majors), J. Kuszi (Study of Student Writing), B. LeGendre (Writing Workshop), J. Martin (Writing Workshop), J. Pierpont (Writing Workshop), E. Shapiro, (Writing Workshop).

The John S. Knight Institute helps to coordinate the teaching of writing in all undergraduate schools and colleges (the School of Industrial and Labor Relations; the School of Hotel Administration; 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 first-year and upperclass students, discipline-based seminars in its Sophomore Seminars Program, tutorial writing classes, and seminars in the teaching of writing. More than thirty academic departments and programs participate in the program.

First-Year Writing Seminars

For first-year students the institute offers the first-year writing seminars—more than 125 different courses in the humanities, social sciences, expressive arts, and sciences. Through introductory work in a particular field of study, seminars help students write good English expository prose—prose that, at its best, is characterized by clarity, coherence, intellectual force, and stylistic control. All seminars pursue this common aim through small classes, with a maximum of 17 students, and adherence to a program-wide set of guidelines:

- Seminars require at least six—and at most nine—formal essays on new topics. (While these assignments should total about 30 pages, some of the 30-page total may include major drafts that receive commentary from the instructor and are later significantly revised.) Assignments form a logical sequence.

- At least three of the 6–9 required essays are developed through several stages of revised drafts under the instructor's guidance. Guidance may include, in addition to written commentary on drafts, individual conferences, in-class group work, peer commentary, reading responses, journals, and so on.
- Ample classroom time is spent on work directly related to writing.
- Reading assignments in the course subject are kept under 75 pages per week to permit regular, concentrated work on writing.
- All students meet in at least two individual conferences with the instructor.

Offerings change from semester to semester. Each term's first-year writing seminars are described in a brochure available from college registrars in the fall and on the web in the spring.

To ensure that students will enjoy the benefits of small writing classes, first-year writing seminars are limited to no more than 17 students. Instead of pre-enrolling in their writing courses, students request placement in one of five writing seminars by filling out an electronic ballot in August (details TBA). Over 90 percent receive one of their top three choices. After placement by ballot, students may change their writing seminars via electronic add and drop. Writing seminars may be added only during the first two weeks of each semester.

The colleges and the schools served by the institute accept First-Year Writing Seminars in fulfillment of their individual graduation requirements in categories referred to variously as "first-year writing," "oral and written expression," and the like. The institute 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 First-Year Writing Seminars. Architecture majors, however, need only one. Hotel students fulfill their requirement in one semester through H ADM 165 in one semester plus one First-Year Writing Seminar in the other. Agriculture and Life Sciences students can take First-Year 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 Institute or the Department of English is necessary. How these credits may be applied to first-year writing or other distribution requirements depends on the student's college and score. All students who score "5," except Architecture majors, may apply their three credits toward 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 First-Year 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 first-year writing seminars: ENGL 270, 271, or 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 First-Year 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 30-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 First-Year Writing Seminar to satisfy part of their writing requirement. The John S. Knight Institute must approve all such petitions in advance.

For information about the requirements for First-Year Writing Seminars and descriptions of seminar offerings, see the John S. Knight Institute web site at http://arts.cornell.edu/knight_institute.

English 288–289: Expository Writing

English 288–289, "Expository Writing," helps students write with more confidence and skill in all disciplines. Open to Cornell sophomores, juniors, and seniors, ENGL 288–289 courses explore themes shaped by a genre or use of expository writing, by the common concerns of several disciplines, or by an interdisciplinary topic intimately related to the written medium. Although English department instructors make up roughly half the staff, the Knight Institute's involvement enables the course to extend and diversify its offerings in separately defined, 16-member sections that appeal to the varied interests and needs of students in many areas of study. Students may choose among a variety of sections focusing on such themes as "Gangsters, Hippies, Punks, and Rovers: American Subcultures," "Making the News," "The Reflective Essay," "Finding Justice in the Law," and "The Media: Crisis and Critique." All staff are selected because their special interests and their training and experience in First-Year Writing Seminars promise original course design and superior performance.

Sophomore Seminars

Since 2001, the John S. Knight Institute has been sponsoring a distinctive tier of electives through its Sophomore Seminars Program. The program involves a range of disciplines across the College of Arts and Sciences and the university. Building on an introductory exposure to discipline-specific approaches to writing gained by students in their two required First-Year Writing Seminars, the Sophomore Seminars provide interested students with an early mentoring experience in a small forum with leading university professors. Seminar enrollment is limited to 15 students. The program is intended to prepare sophomores for the more advanced

and increasingly specialized work they will undertake in their chosen fields as juniors and seniors. Each Sophomore Seminar is presented in an interdisciplinary context, and each may serve as a gateway to a particular major. The institute projects a full roster of 30 Sophomore Seminars by academic year 2005-2006. By the end of the present academic year, the Knight Institute already will have sponsored the following 41 seminars from 25 disciplines:

**Knight Institute Sophomore Seminars
2001-2005**

AAS 210	South Asian Diasporic Locations
AAS 211*	Race and the American City: Reading New York and San Francisco
AEM 200*	Contemporary Controversies in the Global Economy
ANTHR 211*	Nature and Culture
ART 372*	Contemporary Art: Making and Looking
ASTRO 233	From Planets to Galaxies: The Origin of Cosmic Structures
BIOEE 467*	Why Is Evolutionary Biology So Controversial?
CLASS 244*	Psyche, Ego, and Self
COM L 215	Comparative American Literatures
COM L 225*	Poetry and Poetics of Difference
COM L 227	Multilingualism
CSS 200	Soils and Civilizations
DANCE 204	Seminar in Dance Studies: Movement in Time and Space
ENGL 204*	Introduction to American Literatures: Narrating the Nation
ENGL 209*	Introduction to Cultural Studies
ENGL 220*	The Idea of the Pet in Literature
ENGL 221*	Imagining the Holocaust
ENGL 244	Studies in Irish Culture
ENGL 252	Late Twentieth-Century Women Writers and Visual Culture
FD SC 230	Functional Foods: Where Food Science and Nutrition Meet
GOVT 215	Gender, Nationalism, and War
GOVT 226	Empires
HIST 207	The Occidental Tourist: Travel Writing and Orientalism in Southeast Asia
HIST 211	Black Religious Traditions: Sacred and Secular
HIST 225*	U.S./Mexico Border: History, Culture, and Representation
HIST 232*	Eyewitness to War in the Ancient World
HIST 241*	Riot and Revolution in Nineteenth-Century Africa
HORT 215	Non-Fiction Adventure Writing: Reclaiming the Scientist's Voice
ITALL 250*	The Uses of Learning
LA 215	Engaging Places
LING 212	Language and Culture
MUSIC 270	Music in American Cultures
MUSIC 300*	Proseminar in Musicology

NES 293*	Middle Eastern Cinema
NES 296*	Jesus in History, Tradition, and the Cultural Imagination
PHIL 216*	Self, Ego, Psyche
PSYCH 231	Topics in Cognitive Science: Mind and Reality in Science Fiction
S&TS 212	Sound Studies
SPANL 230*	Viewing Modern Barcelona
THETR 202*	Film Style and Cinema Experience: Fritz Lang and Martin Scorsese
THETR 203	Shakespeare in (Con)text

*Not offered in 2004-2005.

Writing in the Majors

Spanning the humanities, social sciences, and sciences, the Knight Institute's upper-level, Writing in the Majors courses do not satisfy formal writing requirements, and faculty participation is entirely voluntary. While all Writing in the Majors courses include extensive writing, usually with guided revision, they also emphasize other forms of active, interactive learning essential to scholarship and careers in the disciplines. Writing in the Majors initiatives have included individual and collaborative research projects, collaborative writing, oral presentations, group oral exams, field studies, authentic student-designed laboratory experiments, debates, analytical and critical reading exercises, topical symposia, conversation groups, student-led discussions, poster sessions, and many kinds of informal writing, including on-line exchanges. Varying radically in design and size, from enrollments of fewer than 10 students to more than 300, Writing in the Majors courses over the past seventeen years have involved collaboration with 120 faculty members and more than 200 graduate teaching assistants to enrich learning in 75 upper-level courses offered in 22 departments.

WRIT 701 Writing in the Majors Seminar

Fall and spring. 1 credit. S-U grade only. Teaching assistants assigned to Writing in the Majors projects enroll in a six-week course on teaching strategies in advanced instruction.

Teaching Writing

Each summer and fall, the institute offers instruction in the teaching of writing to new staff members in the First-Year Writing Seminars and other interested instructors. Teaching Writing, offered in the summer or fall, is primarily a course for graduate students. 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.

WRIT 700 Teaching Writing

Summer and fall. 1 credit. S-U grade only. Teaching Writing introduces new instructors of Cornell's First-Year Writing Seminars to the challenges of teaching writing in courses that both introduce students to particular fields of study and develop the sophisticated writing skills students will need throughout their undergraduate careers and beyond. An overview of methodologies involved in the teaching of writing within a disciplinary context is provided by readings representing a range of pedagogical theories and practices,

seminar discussions, and presentations of faculty, visiting scholars in the field, and experienced TAs. Participants in the course prepare written assignments designed to prepare them for the actual work of their First-Year Writing Seminars. In addition, written critiques and explanatory rationales of those assignments provide an opportunity for reflection on the methods chosen and on the principles underlying them.

Writing Workshop

The John S. Knight Institute offers "An Introduction to Writing in the University" for first-year students (or transfer students needing writing credit) through the Writing Workshop. This course is designed for students who have had little training in composition or who have serious difficulty with writing assignments.

WRIT 137 and 138 are graded S-U only, and students receiving a grade of S are 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 work on writing assignments. 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, 134 An Introduction to Writing in the University

137, fall; 138, spring; 134, summer. 3 credits each term. Each section limited to 12 students in the fall and spring, 6 students in the summer. S-U grades only. Prerequisite: permission of instructor.

This writing seminar is designed for students who need more focused attention to master the expectations of academic writing. The course emphasizes the analytic and argumentative writing and critical reading essential for university-level work. With small classes and weekly student/teacher conferences, each section is shaped to respond to the needs of students in that particular class.

WRIT 139 Special Topics in Writing

Fall and spring. 3 credits. S-U grades only. Undergraduate students only. Cannot fulfill any writing or distribution requirements. Prerequisite: permission of instructor.

These courses allow students the opportunity to resolve significant writing challenges that have interfered with their academic progress. Students must have ongoing writing projects on which to work. Instruction is in weekly tutorials. Interested students should go to 174 Rockefeller for more information.

WRIT 702 Graduate Writing Workshop

Fall and spring, 3 credits. Graduate students only. Each section is limited to ten students. S-U grade only. Prerequisite: permission of the instructor.

This course gives graduate students the opportunity to resolve significant writing challenges that have interfered with their academic progress. Students must have ongoing writing projects to work on. Instruction is in weekly tutorials. Interested students should come to 174 Rockefeller for further information.

WRIT 703 Work in Progress

Fall and spring [not offered in spring 2005], 3 credits. Graduate students only. Each section is limited to ten students. S-U grade only. Prerequisite: permission of the instructor.

A writing seminar for graduate students who have substantial work in progress, such as professional articles, theses, or dissertations. In the first two weeks we will discuss rhetorical and stylistic features of scholarly writing and methods of composing and revising, with relevant readings. Remaining weeks will emphasize exchange and discussion of drafts, supplemented by individual conferences. The course goal is the improvement and completion of student writing projects.

KHMER (CAMBODIAN)

See Department of Asian Studies.

KOREAN

See Department of Asian Studies.

LATIN AMERICAN STUDIES

190 Uris Hall

M. Roldan, director; M. J. Dudley, associate director; L. Benería, R. Blake, D. Block, D. Castillo, C. Castillo-Chávez, M. L. Cook, R. Craib, T. Davis, E. Dozier, B. Deutsch-Lynch, M. Fernandez, G. Fields, M. A. Garcés, M.C. García, W. Goldsmith, K. Graubart, J. Haas, J.-P. Habicht, J. Henderson, Z. Igúina, S. Jackson, T. Jordan, S. Kyle, D. R. Lee, L. Morató, J. Oliveira, K. O'Neill, J. E. Paz-Soldán, G. Pelto, J. Piedra, A. Power, E. Rodríguez, J. Routier-Pucci, V. Santiago, R. Sierra, M. Stycos, M. Suñer, T. Turner, H. Vélez.

Emeritus: B. J. Isbell, J. Murra, D. Sola, J. M. Stycos, D. Thurston.

The Latin American Studies Program encourages and coordinates faculty and student interests in Latin America and the Caribbean. A variety of special lectures, films, and seminars supplement the regular course offerings. Graduate students may pursue a minor in Latin American Studies, while majoring in the field of their choice.

Undergraduate Concentration

Undergraduate students may fulfill a Latin American Studies Concentration by completing a minimum of 15 credits in Latin American Studies courses combined with language proficiency in Quechua, Spanish, or Portuguese. Latin American courses are

offered in the College of Agriculture and Life Sciences; the College of Architecture, Art, and Planning; the College of Arts and Sciences; the College of Human Ecology; the School of Hotel Administration; 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 visit 190 Uris Hall.

Latin American Studies Core Courses

It is strongly recommended that undergraduate concentrators take the interdisciplinary core course, SPANL 320/LASP 301/HIST 301 Perspectives on Latin America.

Particular attention is drawn to the following courses that students have taken in the past to complete requirements for the undergraduate concentration or the graduate minor. Other courses may be substituted with the approval of the adviser.

AM ST

219 Mexican Immigration to the U.S. (LASP 215)

226 Migrations, Cultures and Nation (LASP 226)

ANTHR

204 Ancient Civilizations (LASP 201)

221 Ethnographies of Latino Culture (LASP 221)

255 Great Empires of the Andes (LASP 255)

333 Ethnology of the Andean Region (LASP 333)

340 Perspectives on Latin America (LASP 301)

346/646 The Kayapo of Brazil (LASP 344/644)

355 Archaeology of Mexico and Central America (LASP 355)

356 Archaeology of the Andes (LASP 356)

382 Latin America: An Anthropological Perspective (LASP 382)

456 Mesoamerican Religion, Science, and History (LASP 456)

487 Field Research Abroad—Cornell-Honduras Program (LASP 487)

499 The Amazonian Imagination: Reflections on the Savage State (LASP 499)

656 Maya History (LASP 656)

ARKEO

355 Archaeology of Mexico and Central America (LASP 355)

356 Archaeology of the Andes (LASP 356)

ART H

368 Modern and Contemporary Latin American Art (LASP 368)

AS&RC

451 Politics and Social Change in the Caribbean (LASP 451)

455 Caribbean Literature (LASP 455)

530 Womanist Writing Africa and Caribbean (LASP 530)

COM L

482 Latin American Woman Writers (LASP 482)

674 Contemporary Poetry and Poetics (ENGL 697, SPANL 674)

CRP

371 Alternatives (LASP 371)

376/676 Latin American Cities (LASP 376/676)

395 Gender and Globalization (LASP 672 and FGSS 672)

616 Globalization and Development (LASP 616)

670 Regional Planning and Development in Developing Nations (LASP 670)

671 Seminar in International Studies and Planning (LASP 671)

ECON

425 Economic History of Latin America (LASP 425)

468 Economic Problems of Latin America (LASP 468)

748 Issues in Latin American Development (LASP 748)

772 Economics of Development (LASP 772)

ENGL

243 Poetry and Politics in the Americas (LASP 243)

418 Racial Democracy in the Americas (LASP 418)

676 Testimonio (Testimonial Narrative) in the Americas (LASP 678)

GOVT

329 The Comparative Politics of Latin America (LASP 329)

340 Latin American Politics (LASP 340)

430 Democracy, Power, and Economic Reform: Cross-Regional Perspectives (LASP 430)

433 Politics of Economic Liberalization in the Developing World (LASP 433)

448 The Quality of Democracy in Latin America (LASP 448)

630 The Political Economy of Market Reform (LASP 630)

631 Comparative Labor Movements in Latin America (LASP 631)

638 Latin American Political Economy (LASP 638)

H ADM

452 Sustainability Issues in the Yucatan and Belize (LASP 452)

455 Ecotourism and Sustainable Development (LASP 457)

496 Latin American Hotel Development Seminar (LASP 496)

498 Sustainability Field Trip in Mexico (LASP 498)

HIST

195 Colonial Latin America (LASP 195)

196 Modern Latin America (LASP 196)

202 Comparative Migration in the Americas (LASP 202)

206 Modern Mexico (LASP 206)

216 Gender and Colonization in Latin America (LASP 216)

- 219 Mexican Immigration to the U.S. (LASP 215)
- 224 Art and Politics—20th-Century Latin History (LASP 224)
- 225 The U.S.-Mexico Border: History, Culture, Representation (LASP 225)
- 226 Migration, Cultures and Nation (LASP 226)
- 245 Drugs: People, Policies, Politics (LASP 245)
- 249 Race and Class in Latin American History (LASP 249)
- 296 Modern Latin America (LASP 296)
- 301 Perspectives on Latin America (LASP 301, SPANL 320)
- 306 Modern Mexico: Independence to Zapatistas (LASP 306)
- 309 History and Geographical Imagination (LASP 309)
- 323 Mexico: From Empire to Nation (LASP 323)
- 347 Agrarian Societies in Latin American History (LASP 347)
- 348 Contemporary Brazil (LASP 348)
- 404 Ethnicity, Race, and Indigeneity in Latin America (LASP 404)
- 418 Agrarian History (LASP 416)
- 423 Chronicles of the Conquest of Latin America (LASP 423)
- 424 Art and Politics in Twentieth-Century Latin America (LASP 424)
- 438 History's Margin: Frontiers and Borders in Comparative Perspective (LASP 438)
- 445/645 Prostitutes and Patriots: The Urban Construction of Citizenship in Latin American History (LASP 445/645)
- 449 Race and Class in Latin American History (LASP 449)
- 459/659 Radicals and Revolutionaries in Modern Latin American (LASP 459/659)
- 470 Violence, Nation, Myth: The Americas 1790-1940 (LASP 470)
- 475 Bandits, Deviants and Rebels (LASP 475)
- 649 Topics in Latin American History (LASP 649)
- ILR**
- 304 Comparative North American Labor History: Mexico, Canada, and the U.S. in the 20th Century (LASP 304)
- 332 Labor in Developing Economies (LASP 332)
- 339/739 The Political Economy of Mexico (LASP 339/739)
- 631 Comparative Labor Movements in Latin America (LASP 631)
- 638 Labor, Free Trade, and Economic Integration in the Americas (LASP 640)
- 731 The Transformation of Industrial Relations in Latin America (LASP 731)
- 737 Labor, Democracy, and Globalization in the South (LASP 737)
- INTAG**
- 402 Agriculture in Developing Nations (LASP 402)
- 403 Traditional Agriculture in Developing Countries (LASP 403)
- LING**
- 407 Grammatical Structure of Spanish I (LASP 409)
- MUSIC**
- 103 Introduction to World Music: Africa and the Americas (LASP 103)
- NBA**
- 590 Business in Latin America (LASP 590)
- PORT**
- 121-122 Elementary Portuguese (LASP 125-126)
- 209-219 Intermediate Composition (LASP 208-228)
- 319-320 Readings in Luso-Brazilian Literature (LASP 305-308)
- QUECH**
- 121-122 Elementary Quechua (LASP 127-128)
- 131-132 Elementary Quechua (LASP 131-132)
- 133-134 Continuing Quechua (LASP 133-134)
- 136 Quechua Writing Lab (LASP 136)
- 209-219 Continuing Quechua (LASP 210-220)
- 300 Independent Quechua (Directed Studies) (LASP 307)
- S HUM**
- 419 Spatial Histories of Latin America (LASP 417)
- SPANL**
- 218 Introduction to Hispanic Literature (LASP 218)
- 232 Hispanic Storytelling Workshop (LASP 232)
- 245 Cinematic Images of Change (LASP 247)
- 246 Contemporary Narratives by Latina Writers (LASP 246)
- 300 Gender and Sexuality in Latin America (LASP 302)
- 301 Hispanic Theater Production (LASP 303)
- 313 Creative Writing in Spanish (LASP 313)
- 315 Renaissance Hispanism: Spain and the Americas (LASP 315)
- 317 Readings in Colonial Spanish-American Literature (LASP 317)
- 318 Readings in Modern Spanish-American Literature (LASP 318)
- 319 Renaissance Hispanisms (LASP 319)
- 320 Perspectives on Latin America (LASP 301)
- 323 Readings on Latin American Civilizations (LASP 325)
- 332 Modern Drama in Spanish America (LASP 334)
- 333 Spanish-American Short Story (LASP 336)
- 335/645 Spanish American Mystery Fiction (LASP 335/645)
- 343/643 Caribbean Women Writers (LASP 343/643)
- 345 Contemporary Spanish-American Novel (LASP 345)
- 346 Hispanic Caribbean Culture and Literature (LASP 346)
- 348 Cuban Literature (LASP 358)
- 350 Literature of Conquest (LASP 350)
- 352 Race and Literature in Hispanic Caribbean (LASP 352)
- 364/664 Culture and Civilization of the Andean World (LASP 364/664)
- 365/665 Contemporary Sociopolitical Issues in the Andes (LASP 365/665)
- 370 Fictions of Wonder: Variations of the Marvelous in Hispanic Literatures (LASP 370)
- 373 Poetry and History of the Americas: Transatlantic Readings (LASP 373)
- 374 Caribbean Popular Culture (LASP 374)
- 381 Fin de Siglo (LASP 381)
- 390 Latin American Films (LASP 390)
- 392 Latin American Theater (LASP 392)
- 395 Modern/Contemporary Andean Literature (LASP 395)
- 401 Navigations: Theoretical Examinations, Hispanic Textualities (LASP 401)
- 403 After Immigration (LASP 405)
- 413 Colonialism and Modernity (S HUM 414)
- 419/420 Special Topics in Hispanic Literature (LASP 419/420)
- 423 Translating Tradition (LASP 422)
- 427/627 Cultural Politics of 1968 in Paris and Mexico City (LASP 427/627)
- 428 Vargas Llosa (LASP 428)
- 429/430 Honors Work in Hispanic Literature (LASP 429/432)
- 449/649 Writing in the First Person: Transatlantic Readings (LASP 447/647)
- 450/650 Literature of Conquest (LASP 450/650)
- 453 The Construction of Memory (LASP 453)
- 454 The Anthropological Imagination in Caribbean Literature (LASP 454)
- 471 Spanish and Latin American Narrative of the 1990s (LASP 471)
- 474 Translation and Comparative Poetics (LASP 474)
- 483 Macondo/McOndo: Our Fin de Siglo? (LASP 483)
- 492 Latin American Women Writers (LASP 492)
- 605 Caribbean Urban Imaginaries (LASP 605)
- 625 Latin American Literature and Mass Media (LASP 625)

- 639/640 Special Topics in Latin American Literature (LASP 639/642)
- 647 Theory of the Novel
- 655 Mexican Revolution in Novel and Film (LASP 655)
- 661 Sin, Crime, and Scandal (LASP 661)
- 674 Contemporary Poetry and Politics (ENGL 697, COM L 674)
- 698 The Latin American "Boom" (LASP 698)

SPANR

- 101 Basic Course in Spanish (LASP 101)
- 112 Elementary Spanish (LASP 112)
- 121-122 Elementary Spanish (LASP 121-122)
- 123 Continuing Spanish (LASP 123)
- 200 Spanish for English/Spanish Bilinguals (LASP 200)
- 207 Intermediate Spanish for the Medical and Health Professions (LASP 207)
- 209-219 Intermediate Spanish Composition and Conversation I and II (LASP 209-219)
- 300 Directed Studies. Extra credit for ANTHR 333 and CRP 371 (LASP 300)
- 310 Advanced Spanish Conversation and Pronunciation (LASP 310)
- 311-312 Advanced Composition and Conversation I and II (LASP 311-312)
- 315 Spanish/French Translation
- 366 Spanish in the United States (LASP 366)
- 407 Applied Linguistics: Spanish (LASP 407)
- 408 The Grammatical Structure of Spanish (LASP 408)
- 620 Spanish for Reading (LASP 632)

LATINO STUDIES PROGRAM

434 Rockefeller Hall

Undergraduate Concentration

The Latino Studies Program offers an interdisciplinary undergraduate concentration in Latino Studies, with courses mostly drawn from history, sociology, anthropology, literature, and language, but the program will also cross-list courses from other colleges.

- To complete the concentration, students must take at least five courses (a minimum of 15 credits) in Latino Studies, including "Latinos in the United States" (D SOC 265, LSP 201, and SOC 265), which is offered each spring semester.
- Students are required to include at least three courses from Groups I and II (one from each group, and another from either group). Of the three courses two must be at the 300 or 400 level.

One elective course (see list below) can count toward the concentration. Courses must be completed with a letter grade of "C" or above. Independent studies and freshman writing seminars do not count toward concentration requirements. The list varies each semester in accordance with faculty schedules and visiting appointments.

Group I: Humanities

- LSP 203 Comparative Migration in the Americas (also AM ST 204 and HIST 202)
- LSP 225 The U.S.-Mexico Border: History, Culture, Representation (also AM ST 225 and HIST 225)
- LSP 240 Survey in U.S. Latina/o Literature (also AM ST 240 and ENGL 240)
- LSP 246 Contemporary Narratives by Latina Writers (also FGSS 246 and SPANL 246)
- LSP 248 Poetry of the Latina/o Experience (also SPANL 248)
- LSP 260 Latinos in the U.S.: Colonial Period to 1898 (also AM ST 259 and HIST 260)
- LSP 261 Latinos in the U.S.: 1898 to the Present (also AM ST 261 and HIST 261)
- LSP 303 After Immigration (also SPANL 303)
- LSP 366 Spanish in the United States (also LING 366 and SPANR 366)
- LSP 398 Latina/o Cultural Practices (also AM ST 396 and ENGL 398)
- LSP 430.5 The Rabinor Seminar: Exile, Immigrants, and Transnationals: Shaping U.S.-Cuba Relations (also AM ST 430.5 and HIST 448)
- LSP 462 Senior Seminar in Latina/o Studies: Chicana Feminism in a Globalizing World (also ENGL 462)
- LSP 693 Gender, Globalization, and Latina/o Literature (also ENGL 693)

Group II: Social Sciences

- LSP 201 Latinos in the United States (also D SOC 265 and SOC 265)
- LSP 220 Sociology of Health of Latinos and Ethnic Minorities (also D SOC 220)
- LSP 221 Anthropological Representation: Ethnographies of Latino Culture (also AM ST 221 and ANTHR 221)
- LSP 311 Social Movements (also AIS 311 and D SOC 311)
- LSP 319 Minority Politics in the United States (also GOVT 319)
- LSP 355 Latinos, Law, and Identity (also AM ST 357 and D SOC 355)
- LSP 375 Comparative U.S. Racial and Ethnic Relations (also AM ST 375 and D SOC 375)
- LSP 377 The United States (also AM ST 377 and ANTHR 377)
- LSP 430 Immigrants, Membership, and Citizenship (also AM ST 430.4 and GOVT 427)
- LSP 431/631 Farmworkers (also HIST 431 and HIST 631)
- LSP 486 Dominican Identity Formations (also AM ST 486 and HIST 486)
- LSP 610 Political Identity: Race, Ethnicity, and Nationalism (also GOVT 610)
- LSP 624 Ethnoracial Identity in Anthropology, Language, and Law (also ANTHR 624 and LAW 723)
- LSP 660 Language, Ideologies and Practices (also ANTHR 660)

Electives:

- LSP 100 Introduction to World Music I: Africa and the Americas (also MUSIC 103)
- LSP 101 Information Literacy in Latino Studies
- LSP 111 Introduction to American Studies: New Approaches to Understanding American Diversity, The Twentieth Century (also AM ST 110 and HIST 111)
- LSP 202 Spanish for English/Spanish Bilinguals (also SPANR 200)
- LSP 241 Immigration and Ethnicity in Twentieth-Century U.S. (also HIST 240)
- LSP 368 Modern and Contemporary Latin American Art (also ART H 368)
- LSP 386 Third Cinema (also FILM 386)
- ART 214 Art and the Multicultural Experience
- Other elective courses will be determined each semester.

Graduate Minor

Students wishing to complete a graduate minor in Latino Studies need to formally register with the Latino Studies Program office, take an upper-level seminar (400/600) tentatively titled Introduction to Latino Studies: History and Methodologies, and work intensively with a faculty member outside of their major field. Over the course of their study they will be expected to take two other Latino Studies graduate or advanced undergraduate courses outside of their major field. In lieu of available courses, the student and his or her minor field adviser may design a special project that culminates in a paper given at a conference or presented for publication. Each special project requires the approval of the director of graduate studies for the minor field. In addition, graduate students will participate in the annual Latino Studies Colloquium. Upon completion of the minor, students receive a certificate from the program. Students wishing to pursue the Graduate Minor Field in Latino Studies must file an application at the Latino Studies Program, 434 Rockefeller Hall.

Library

The Latino Studies Program Library in 432 Rockefeller Hall serves Cornell students, faculty, staff, and the wider local community. The library maintains print and media material pertinent to U.S. Latino issues including an extensive collection of books, periodicals, and films. The library and conference room also provide meeting space for more than 20 Latino student organizations.

Courses**LSP 100 Introduction to World Music: Africa and the Americas (also MUSIC 103)**

Spring. 3 credits. 1 hour discussion.
S. Pond.

Exploration of folk, popular, and traditional genres of the Western Hemisphere, particularly the African diaspora. The course examines both the elements of musical styles and the features of society that influence music. Listening assignments are major components of the course.

LSP 101 Information Literacy in Latino Studies

Fall. 1 credit. I. Martinez.

The digital revolution has made an enormous amount of information available to research scholars, but discovering resources and using them effectively can be challenging. This course will introduce students with research interests in Latino Studies to search strategies and methods for finding materials in various formats (e.g., digital, film, and print) using information databases such as the library catalog, print and electronic indexes, and the World Wide Web. Instructors will provide equal time for lecture and hands-on learning. Topics will include government documents, statistics, subject-specific online databases, social sciences, the humanities, and electronic citation management.

LSP 111 Introduction to American Studies: New Approaches to Understanding American Diversity: The Twentieth Century (also AM ST 110 and HIST 111)

Fall. 4 credits. M. C. Garcia.

This course examines American national life in the twentieth century and asks questions about the changing meaning of national identity. What does it mean to be an American in the twentieth century? What does it mean to assimilate? Can one assimilate structurally and yet maintain a distinct cultural identity? In what ways do racial and ethnic perceptions structure political, economic, and cultural life? This is a team-taught interdisciplinary course in which students analyze historical, literary, and cultural evidence in exploring these and other issues.

LSP 201 Latinos in the United States (also SOC 265 and D SOC 265)

Spring. 4 credits variable. H. Velez.

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 Latino group identity in the United States. Perspectives are suggested and developed for understanding Hispanic migrations, the plight of Latinos in urban and rural areas, and the unique problems faced by the diverse Latino groups. Groups studied include Mexican Americans, Dominicans, Cubans, and Puerto Ricans.

LSP 202 Spanish for English/Spanish Bilinguals (also SPANR 200)

Fall and spring. 3 credits. Staff.

A course designed to expand bilingual student's knowledge of Spanish providing them with ample opportunities to develop and improve each of the basic language skills.

[LSP 203 Comparative Migration to the Americas (also HIST 202 and AM ST 204)

4 credits. Not offered 2004-2005.

M. C. Garcia.

This seminar examines migration both within and to the Americas in the nineteenth and twentieth centuries. Topics discussed include the reasons for population movements; immigration policies; social, economic, and political accommodation; nativist and restrictionist responses; and women and migration, remittances, and transnationalism. Among the immigrant-receiving nations studied are Argentina, Brazil, Canada, Cuba, Mexico, and the United States.]

LSP 220 Sociology of Health and Ethnic Minorities (also D SOC 220)

Fall. 3 credits. P. Parra.

Discusses the health status of minorities in the United States. Specifically, we explore intragroup diversity such as migration, economic status, and the influence of culture and the environment on health status and access to health care. Although special attention is given to Latino populations, discussion encompasses other minorities who face similar problems.

LSP 221 Anthropological Representation: Ethnographies on Latino Culture (also AM ST 221 and ANTHR 221)

Fall. 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 examine with a critical eye, the production of representations about U.S. Latino cultures, as they are embodied in anthropological texts. Issues explored include the relation between the ethnographer and the people he or she is studying, the contexts in which ethnographic texts are produced, and the way they may position different cultural groups within the larger national context.

[LSP 225 The U.S.-Mexico Border: History, Culture, Representation (also HIST 225 and AM ST 225)

4 credits. Not offered 2004-2005. R. Craib, M. C. Garcia.

A writing-intensive, interdisciplinary sophomore seminar on the U.S.-Mexico border. The study of borders, and specifically of the U.S.-Mexico border, requires us to cross the disciplinary and methodological borders of academe itself. The proliferation of provocative writings on the border in recent years bears this assumption out: in no other field of study has the literature been so remarkably interdisciplinary, so methodologically eclectic, nor so theoretically provocative. This seminar intends to tap that literature to help students analyze and understand the histories, cultures and representations of the border that are so important to contemporary self-fashioning and policy-making in the United States and Mexico. Readings include works of fiction, literary and cultural theory, history, science studies, and postcolonial criticism. Students can expect to write several papers of varying lengths that develop their skills in historical research and textual criticism.]

[LSP 240 Survey in U.S. Latino Literature (also ENGL 240 and AM ST 240)

4 credits. Not offered 2004-2005.

M. P. Brady.

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, by the various U.S. Latino/a communities. Of particular interest are the manner and degree to which Latino/a literature's converge and diverge as they explore issues of "race," ethnicity, sexuality, class, nationality, and identity in general, at a time when the American profile is increasingly becoming "latinized." Authors examined include Juan Seguin, Alurista, Gloria Anzaldúa, Cherríe Moraga, Bernardo Vega, Miguel Piñero, Nicolosa Mohr, Cristina García, Oscar Hijuelos, Julia Alvarez, Rubén Martínez, and several others.]

LSP 241 Immigration and Ethnicity in Twentieth-Century U.S. (also HIST 240 and AM ST 239)

Fall. 4 credits. M. C. Garcia.

This seminar will look at immigration to the United States in the twentieth century, highlighting the experiences of several groups as case studies. We will analyze the "push/pull" factors that compelled people to come to the United States; the nature of cultural and structural assimilation; nativist movements; the evolution of U.S. immigration policy; and the formation of ethnic identity in U.S. society. Attention will be given to current issues, such as immigration reform, bilingual education, and the multiculturalism debate.

LSP 246 Contemporary Narratives by Latina Writers (also SPANL 246 and FGSS 246)

Fall. 3 credits. L. Carrillo.

This course offers a survey of narratives by representative Latina writers of various Latino ethnic groups in the United States including Chicana, Chilean, Cuban, Dominican, and Puerto Rican. We investigate the parallel development of a Latina perspective on personal, social and cultural issues alongside that of the U.S. ethnic liberation/revitalization movements of the 1960s through to contemporary feminist activism and women of color movements. We investigate these works as artistic attempts to deal with such issues as culture, language and bilingualism, family, gender, sexuality, and domesticity. We account for regional distinctions and contributions. Readings include works by Julia Alvarez, Gloria Anzaldúa, Elena Castedo, Ana Castillo, Denise Chávez, Sandra Cisneros, Judith Ortiz Cofer, Cristina García, Nora Glickman, Nicholasa Mohr, Cherríe Moraga, Archy Obejas, Esmeralda Santiago, Ana Lydia Vega, and Helena María Viramontes.

LSP 248 Poetry of the Latina/o Experience (also SPANL 248)

Spring. 3 credits. L. Carrillo.

A survey of the central importance of poetry in the modern and contemporary Latina/o experience. Readings will chart and critique developments beginning with the Civil Rights struggles during the 1960s among Chicanas/os in the western and southwestern United States and among Nuyorican writers on the East Coast; to the 1980s development of feminist, lesbian, and gay poetry; to the Cuban poets emerging as the "American" generation; and concluding with recent poetry produced in the atmosphere of immigration, labor issues, globalization, and the institutional academy.

[LSP 260 Latinos in the United States: Colonial to 1898 (also HIST 260 and AM ST 259)

4 credits. Not offered 2004-2005.

M. C. Garcia.]

[LSP 261 Latinos in the United States: 1898 to the present (also HIST and AM ST 261)

4 credits. Not offered 2004-2005.

M. C. Garcia.

This course examines the history of various Latino populations in the United States since 1898. Some of the topics we will discuss include: immigration as the product of U.S. hemispheric policies; the civil rights struggles of the twentieth century and the evolution of a distinct "Latino" identity; the "new" migration from Latin America; the transnational influence of immigrant communities on their homelands.]

LSP 303 After Immigration (also SPANL 303)

Spring. 4 credits. D. Castillo
Beginning with a close reading of Michael Jones-Correa's seminal study of Latinos in New York, *Between Two Nations*, we focus class discussion on recent Latin American immigration to the United States through two complementary perspectives and meditations on the immigrant experience: that of the individuals who have arrived in the United States, and that of individuals who have chosen to remain in their countries of origin. The course studies films like *Nueva Yol* and *Jardín de Edén*; Latin American authors like Carlos Fuentes, Ana Lydia Vega and Ariel Dorfman; and U.S. Latinos like Julia Alvarez, Francisco Goldman, and Cristina Garcia. Students are encouraged to do individually tailored research projects that may include autobiographical or ethnographic elements as well as literary analysis and theoretical inquiries.

LSP 311 Social Movements (also D SOC and AIS 311)

Spring. 3 credits. A. Gonzales.
Social movements are collective efforts by relatively powerless groups of people to change society. Typically conceptualized as non- (or extra-) institutional political activity, social movements are "politics by other means." In this course we will examine the transnational dimensions of social movements to assess the implications of globalization for political mobilization and the ways that social movement actors engage global political process to effect social change. Under what circumstances do movements emerge? How do global processes shape both domestic and transnational political mobilization? How do movements internally organize and choose political tactics and strategies to achieve their goals? How have social movements changed history, identities, society and politics? This course addresses these and related questions through an examination of indigenous peoples movements in the United States, Canada, and Latin America.

LSP 319 Racial and Ethnic Politics in the United States (also GOVT 319 and AM ST 313)

Spring. 4 credits. M. Jones-Correa.
In 1965 the landscape of American politics changed dramatically with the passage of the Voting Rights Act. That same year, Congress passed the Immigration Reform Act, which though little heralded at the time, arguably has had equally profound effects. This course provides a general survey of minority politics in the United States, focusing on the effects of these two key pieces of legislation. The course highlights the relationships between immigrants and minorities, electoral politics and protest politics, and between cooperation and competition within and among minority groups. The purpose of the course is not only to pinpoint the similarities and differences in the agendas and strategies adopted by minority groups, but to indicate the interaction between "minority" politics and American politics as a whole.

LSP 355 Latinos, Law, and Identity (also AM ST 357 and D SOC 355)

Spring. 3 credits. R. Mize.
A critical exploration of the critical legal-justice movement and its relationship to Latina/o identities. Though the course will emphasize specific legal cases, federal and state laws,

and constitutional issues that impact Latina/os residing in the United States, the sociological implications of the relationship between law and society will be highlighted. The first successful school-desegregation cases were a result of Mexican American parents challenging separate schools in cases such as the 1939 *Alvarez v. Lemon Grove School District of California* and the 1947 *Mendez v. Westminster, California* decisions. Specific topics will include jurisprudence over Puerto Rican commonwealth and citizenship status, Cuban refugee status and foreign-policy decisions in Miami politics, and the sanctuary movement on behalf of Central Americans. Students will receive a thorough introduction to specific theoretical contributions of law and society, critical race theory, LatCrit, and outsider jurisprudence perspectives that will be applied to historical precedent as well as current attempts at marginalizing/empowering Latina/o communities. The relationship between the legal sphere and social movements will be discussed, as well as how laws work to both impose and shape Latina/o identities, while they provide spaces for identity formation from within and Pan-Latina/o coalitions. Specific current examples will look at immigrant rights, challenges to colonialism, legal support for cross-border unionization, and redress for historical wrongs such as the U.S.-Mexico Bracero Program (1942-1964).

[LSP 366 Spanish in the United States (also LING 366 and SPANR 366)]

4 credits. Prerequisite: some knowledge of Spanish. Not offered 2004-2005. M. Suner.
This course provides an examination of major Spanish dialects in the United States from a linguistic perspective. Contrast is made to the standard language. Topics include borrowing, interference, and code switching. Special emphasis is on syntactic, morphological, and phonological characteristics.]

[LSP 368 Modern and Contemporary Latino/Latin American Art (also ART H 368)]

4 credits. Not offered 2004-2005. M. Fernandez.
This course is designed as a thematic survey of Latin American Latino art from the early twentieth century to the present. Attention is given to issues such as the effect of colonialism on Latin American Latino visual arts, the creation of national artistic styles, the relation of Latin American arts and artists to European and American cultural centers, the interaction of high art and popular culture, the role of art criticism on popular perceptions of Latin American art, and the contributions of Latin American Latino women to various aspects of artistic practice.]

LSP 375 Comparative U.S. Racial and Ethnic Relations (also AM ST 375 and D SOC 375)

Fall. 3 credits. R. Mize.
This course introduces and evaluates theories of race and ethnicity through a comparative-historical study of the social construction of race. Within the context of the formation of the United States, the course materials examine structures of racism as they influence Latina/o, African American, Native American, and Asian American experiences. The purpose is to examine the sociohistorical construction of 'race' through the attendant institutions of racism such as slavery, Jim Crow, land loss and violence, genocide,

war, ideology (from Manifest Destiny to free labor), second-class citizenship, immigration restriction, colonialism, internment, and temporary-worker programs. Differences and commonalities among the historically racialized groups will be the main source for comparative analysis. In addition, the course will include a survey of the sociological theories of race and ethnicity as well as a critical interrogation of whiteness and ethnic identities. The course will map the origins of 'race' thinking in the era of scientific racism (biological determinism, Social Darwinism, and eugenics) and critically interrogate their link to sociological theories of race as culture, ethnicity, nation, and class. Contemporary theories of race and racism are highlighted, especially the U.S. racialization of Latina/os and African Americans. The heterogeneity of Latina/o lived experiences in the United States will be compared/contrasted with Afro-Caribbean and African immigrant lived experiences within the category of 'being Black in America.' The course will focus on the historical legacy of institutional and interpersonal racism and its contemporary relevance in terms of political, economic, residential, legal, educational, cultural, health, and social-psychological inequalities.

[LSP 377 The United States (also ANTHR 377 and AM ST 377)]

4 credits. Not offered 2004-2005. V. Santiago-Irizarry.

The anthropological inquiry into one's culture is never a neutral exercise. This course explores issues in the cultural construction of the United States as a "pluralistic" society. We look at the ideological context for the production of a cultural profile predicated upon ideas that are intrinsic to American images of identity such as individualism, freedom, and equality and the way these are applied in practice. The course readings include historic documents and accounts, popular writings, and recent ethnographies on the United States.]

LSP 386 Cinema and Social Change (also FILM 386)

Spring. 4 credits. Prerequisite: previous course in film history or analysis helpful, though not mandatory. A. Villarejo.
This course explores postcolonial film and video through the rubric of "third cinema." We investigate the diverse historical, national, political, and generic commitments of films from Africa, South Asia, U.S. Latino, Latin America, and the United Kingdom. Readings in film and postcolonial theory guide our critical analyses of the film.

[LSP 398 Latino/a Cultural Practices (also ENGL 398 and AM ST 396)]

4 credits. U.S. Latino/a history is strongly recommended as a prerequisite but not required. Not offered 2004-2005. M. P. Brady.]

[LSP 406 The Immigrant City: 1900-2000 (also S HUM 406, AM ST 406, HIST 412)]

4 credits. Not offered 2004-2005. M. C. Garcia.]

LSP 420/421 Undergraduate Independent Study

Fall and spring. 2-4 credits. Permission of instructor.
Guided independent study.

[LSP 430 Immigrants, Membership and Citizenship (also GOVT 427 and AM ST 430.4)]

4 credits. Not offered 2004-2005.
M. Jones-Correa.

Immigrants are increasingly important players in the politics and economies of industrialized societies. However, in many cases, despite their residence in these societies, their membership and citizenship status are often in question. At times migrants are undocumented, living and working at the fringes of the protections and regulations afforded by the legal system. Or they may petition to enter as refugees, having to prove their right to stay. Even if residing permanently, immigrants may still not be citizens of their receiving country, or if they are, they may have dual nationality. This course explores the complications of membership and citizenship among migrants, refugees and immigrants, focusing largely on immigration to the United States.]

[LSP 430 Exile, Immigrants, and Transnationals—Shaping U.S.-Cuba Relations (also AM ST 430.5 and HIST 448)]

4 credits. Not offered 2004-2005.
M. C. Garcia.

This upper-level seminar examines the role of political exiles and immigrants in shaping U.S. policy toward the country of origin. As a case study we will examine the economic and cultural relations between the United States and Cuba over the past two centuries, emphasizing the role of exiles and immigrants in shaping policy.]

[LSP 431/631 Farmworkers (also CRP 395.72, CRP 679.72, HIST 431, HIST 631, and ILRCB 402)]

Spring. 4 credits. Team taught. Faculty supervisor: M. P. Brady.

An interdisciplinary, team-taught course on the world of rural migrant labor. Weekly sessions taught by faculty members from across campus will combine short lectures and discussion of assigned readings. Emphasis is on migrant farmworkers in the United States, mostly from the Caribbean and mainland Latin America, with an increasing focus as the semester progresses on farmworkers in central and upstate New York. Course requirements include analytical essays, a final paper, and participation in a service-learning project that will be arranged in conjunction with the instructors.

[LSP 462 Senior Seminar in Latina/o Literature: Chicana Feminism in a Globalizing World (also ENGL 462 and AM ST 452)]

Spring. 4 credits. M. P. Brady.

This course will examine the efforts of Mexican and Mexican American women to articulate and theorize the effects of nation-building, language production, and border formations. We will examine how Chicana and Mexicana racial and gender consciousness have emerged as activists, artists, scholars, writers, and intellectuals have worked to forge new visions of feminism through current transnational initiatives. We will pay particular attention to the significant impact of African American and Latin(a) American feminist theories and histories on Chicana feminist expressive culture and critical discourse. We will also look at the significant role postcolonial feminist work has played in recent Chicana feminist discussions

of globalization and transnational feminist practices.

[LSP 610 Political Identity: Race, Ethnicity, and Nationalism (also GOVT 610)]

4 credits. Not offered 2004-2005.
M. Jones-Correa.

The social sciences generally treat ethnicity, nationalism and race as descriptive categories or variables, while avoiding actually defining these categories, or thinking about how they should be used. How should we go about describing ethnicity, nationalism, and race? Should we treat them as primordial or as social constructions? Much of the recent literature suggests the latter. If constructed, by whom are they constructed (or by what)? What constrains/structures these constructions? What purposes do these constructions serve? Whom do they serve? Are some constructions better representations of identity than others, and what does this mean? How should we go about applying these categories in political analysis?]

[LSP 620/621 Graduate Independent Study]

Fall, spring. 2 to 4 credits. Permission of instructor.

Guided independent study.

[LSP 624 Ethnoracial Identity in Anthropology, Language, and Law (also ANTHR 624 and LAW 723)]

Spring. 4 credits. V. Santiago-Ilizarry.

This course will examine the role that both law and language, as mutually constitutive mediating systems, occupy in constructing ethnoracial identity in the United States. We will approach the law from a critical anthropological perspective, as a signifying and significant sociocultural system rather than as an abstract collection of rules, norms, and cultural production and reproduction that contribute to the creation and maintenance of differential power relations. Course material will draw on anthropological, linguistic, and critical race theory as well as ethnographic and legal material to guide and document our analyses.

[LSP 660 Latino Languages, Ideology, and Practice (also ANTHR 660)]

4 credits. Not offered 2004-2005.
V. Santiago-Ilizarry.

Cultural identity and citizenship in the United States have often been organized around linguistic difference and the issues this raises in an English-dominant society. Drawing from anthropological theories on language, this course looks at the place of language as a signifying practice in the United States by focusing on the experience of Latino communities. Topics explored include linguistic diversity and change, accommodation and resistance, language maintenance and shift, linguistic ideologies, the production of language hierarchies, and institutional applications of language.]

[LSP 693 Gender, Globalization and Latino/a Literature (also ENGL 693)]

4 credits. Not offered 2004-2005.
M. P. Brady.]

LAW AND SOCIETY

Co-Directors: M. Lynch (science and technology studies), 302 Rockefeller Hall, 255-7294, mel27@cornell.edu; and R. Lieberwitz (ILR), 287A Ives Hall, 255-3289, rl15@cornell.edu.

Advisers: G. Alexander (law), D. Dunning (psychology), G. Hay (law), B. Hendrix (government), P. Hyams (history), M. Katzenstein (government), R. Miller (philosophy), M. Moody-Adams (philosophy), M. B. Norton (history), R. Polenberg (history), D. Powers (Near East studies), J. Rabkin (government), A. Riles (law), V. Santiago-Ilizarry (anthropology), P. Sawyer (English), S. Shiffrin (law).

The Law and Society concentration provides an opportunity for focused study of the interaction between law and society from an interdisciplinary perspective predominantly rooted in the social sciences and humanities: anthropology, comparative literature, economics, government, history, philosophy, psychology, science and technology studies, and sociology.

The concentration is open to all undergraduates, but interested students with majors outside the College of Arts and Sciences are advised to check their college's policy and procedures regarding external concentrations, including whether the concentration will be included on their college transcript. All students completing the concentration will receive a certificate and can include their participation in the Law and Society concentration on a resumé or law school application.

To allow sufficient time for a coherent program of study to be developed and completed, students who have an interest in this concentration are required to register before the start of the second semester of their junior year. Under extenuating circumstances, late registrations may be accepted at the discretion of the directors, but only if the registrant has a plan already formulated for completing the concentration's requirements. Special late registration forms that include the student's plan outline are available in the Ethics and Public Life (EPL) office, 240 Goldwin Smith Hall.

The standard Law and Society registration form is available online at www.arts.cornell.edu/epl and in the EPL office. As part of the registration process, each student is assigned a Law and Society adviser who is available to provide guidance with course selection and help with other questions or concerns related to the student's participation in the concentration. The name and contact information of the assigned advisor are included in a welcome e-mail that is sent shortly after a student's registration form is received.

Four-Event Requirement

Many students find access to and participation in Law and Society events a particularly beneficial component of the concentration. Officially registered Law and Society students are notified of "qualifying" events (usually at least 10 per semester) and other information related to the concentration through an e-mail listserve and postings outside the Ethics and Public Life office. Attendance at a minimum of four events (tracked with sign-in sheets) is required during the time period between

registration and graduation, but students seeking a broader perspective are encouraged to attend as many events as they can.

Four-Course Requirement

Law and Society is an interdisciplinary concentration requiring students to successfully complete four courses (at least 12 credits) from the approved course list, earning a letter grade no lower than C- in each. Of the four qualifying courses, at least two must be outside the student's major, and no more than two can be in the same subject area. (NOTE: students who have a double major are permitted to select one major as the dominant and use applicable courses from the second major toward the four-course requirement.) Appropriate courses taken before registering for the Law and Society concentration can be counted toward the four-course requirement. There are no required courses, but past students have found GOVT 313 and PSYCH 265 particularly relevant.

At the discretion of the Law and Society directors, permission may be granted to substitute an appropriate course that has been:

- 1) accepted from another educational institution toward the student's degree program (one course maximum)
- 2) taken as part of a semester abroad program
- 3) recently added to the Cornell curriculum

The best evidence of a course's appropriateness is the syllabus, which is often available online and can be submitted electronically to one of the directors for their determination. Petitions for course substitutions should be submitted prior to the student's final semester.

To facilitate tracking of courses taken and/or events attended, a printable **Student Progress Record** can be accessed electronically or obtained as a preprinted form from the EPL office.

The Law and Society concentration is administered by the Ethics and Public Life (EPL) office. For more information, contact the EPL administrative assistant at 240 Goldwin Smith Hall, epl@cornell.edu, or 607-255-8515.

Approved Law and Society Courses

Arts and Sciences

- AM ST 268/ENGL 268 Politics and Culture in the 1960s
- AM ST 302/GOVT 302 Social Movements in American Politics
- AM ST 310/GOVT 327 Civil Liberties in the United States
- AM ST 312/HIST 312 Structure of American Political History
- AM ST 324/HIST 324 Varieties of American Dissent, 1880-1990
- AM ST 336/HIST 336 Capitalism and Society in Developing America, 1607-1877
- AM ST 395/ENGL 397 Policing and Prisons in American Culture
- AM ST 430.4/GOVT 427/LSP 430 Immigrants, Membership and Citizenship
- ANTHR 323 Kinship and Social Organization

- ANTHR 328 Conflict, Dispute Resolution, and Law in Cultural Context
- ANTHR 377 The United States
- ANTHR 624/LSP 624 Ethnoracial Identity in Anthropology, Language, and Law
- ASIAN 476/HIST 476 Comparative Colonial Law and Society
- AS&RC 204 History and Politics of Racialisation: A Comparative Study
- AS&RC 231 African-American Social Political Thought
- AS&RC 280/PAM 280 Race, Power, and Privilege in the United States
- AS&RC 420 Public Policy and African-American Urban Community
- B&SOC 205/S&TS 205 Ethical Issues in Health and Medicine
- B&SOC 406/S&TS 406 Biotechnology and the Law
- B&SOC 407/S&TS 407 Law, Science, and Public Values
- B&SOC 427/S&TS 427 The Politics of Environmental Protection in America
- B&SOC 446/S&TS 446 Biomedical Ethics
- COM L 326/RELST 326 Christianity and Judaism
- COM L 328/RELST 328 Literature of the Old Testament
- COM L 370 Literature and Ethics
- ECON 335 Public Finance: The Microeconomics of Government
- ECON 336 Public Finance: Resource Allocation and Fiscal Policy
- ECON 404 Economics and the Law
- ECON 420 Economics of Family Policy: Adults
- ECON 421 Economics of Family Policy: Children
- ENGL 268 Politics and Culture in the 1960s
- ENGL 397/AM ST 395 Policing and Prisons in American Culture
- ENGL 402 Literature as Moral Inquiry
- FGSS 206/D SOC 206 Gender and Society
- FGSS 273/HIST 273 Women in American Society, Past and Present
- FGSS 281/NES 281 Gender and Society in the Muslim Middle East
- FGSS 316/SOC 316 Gender Inequality
- FGSS 368/RELST 368/HIST 368 Marriage and Sexuality in Medieval Europe
- FGSS 415/GOVT 415 Race, Gender, and Organization
- GOVT 111 Introduction to American Government and Politics
- GOVT 210 Race in the U.S. and at Cornell
- GOVT 260/PHIL 242 Social and Political Philosophy
- GOVT 293/PHIL 193/CRP 293/SOC 293 Inequality, Diversity, and Justice
- GOVT 294/PHIL 194 Global Thinking
- GOVT 302/AM ST 302 Social Movements in American Politics
- GOVT 313 The Nature, Functions, and Limits of Law

- GOVT 314 Prisons
- GOVT 315 American Legal System
- GOVT 316 The American Presidency
- GOVT 318 U.S. Congress
- GOVT 319/LSP 319 Minority Politics in the United States
- GOVT 324 Legal Reasoning and Legal Adaptation: A Comparison of American and Talmudic Law
- GOVT 327/AM ST 310 Civil Liberties in the United States
- GOVT 328 U.S. Supreme Court
- GOVT 364 The Selfish Individual in the Modern World
- GOVT 389 International Law
- GOVT 393 Introduction to Peace Studies
- GOVT 403 International Environmental Politics and the Law
- GOVT 404 American Political Development in the 20th Century
- GOVT 412 Voting and Political Participation
- GOVT 415/FGSS 415 Race, Gender, and Organization
- GOVT 427/LSP 430/AM ST 430.4 Immigrants, Membership and Citizenship
- GOVT 428 Government and Public Policy: An Introduction to Analysis and Criticism
- GOVT 429 Government and Public Policy: An Introduction to Analysis and Criticism (cont.)
- GOVT 462/PHIL 346 Modern Political Philosophy
- GOVT 468 Radical Democratic Feminisms
- GOVT 469 Limiting War
- GOVT 474/PHIL 446 Community, Nation, and Morality
- GOVT 491 Conflict, Cooperation, and Norm: Ethical Issues in International Affairs
- GOVT 492/PHIL 448 International Justice
- HIST 273/FGSS 273 Women in American Society, Past and Present
- HIST 312/AM ST 312 Structure of American Political History
- HIST 318 American Constitutional Development
- HIST 324/AM ST 324 Varieties of American Dissent, 1880-1990
- HIST 336/AM ST 336 Capitalism and Society in Developing America, 1607-1877
- HIST 368/RELST 368/FGSS 368 Marriage and Sexuality in Medieval Europe
- HIST 372/652/NES 351/651/RELST 350 Law, Society, and Culture in the Middle East, 1200-1500
- HIST 436 Conflict Resolution in Medieval Europe
- HIST 440 Undergraduate Tradition in Recent American History (Topic: freedom of speech, censorship, and the Supreme Court)
- HIST 446 Law, Crime, and Society in Europe, 1350-1800
- HIST 459 Radicals and Revolutionaries in Latin America

HIST 476/ASIAN 476 Comparative Colonial Law and Society

JWST 224/NES 224/RELST 224 Introduction to the Hebrew Bible

JWST 363/NES 363 Society and Law in the Ancient Near East

LSP 319/GOVT 319 Minority Politics in the United States

LSP 430/AM ST 430.4/GOVT 427 Immigrants, Membership and Citizenship

LSP 624/ANTHR 624 Ethnoracial Identity in Anthropology, Language and Law

NES 224/JWST 224/RELST 224 Introduction to the Hebrew Bible

NES 281/FGSS 281 Gender and Society in the Muslim Middle East

NES 351/651/RELST 350/HIST 372/652 Law, Society, and Culture in the Middle East, 1200-1500

NES 357/RELST 356 Islamic Law and Society

NES 363/JWST 363 Society and Law in the Ancient Near East

PHIL 145 Contemporary Moral Issues

PHIL 193/GOVT 293/CRP 293/SOC 293 Inequality, Diversity, and Justice

PHIL 194 Global Thinking

PHIL 241 Ethics

PHIL 242/GOVT 260 Social and Political Philosophy

PHIL 245 Ethics and Health Care

PHIL 246/S&TS 206 Ethics and the Environment

PHIL 247 Ethics and Public Life

PHIL 341 Ethical Theory

PHIL 342 Law, Society, and Morality

PHIL 343 Civil Disobedience

PHIL 344 History of Ethics: Ancient and Medieval

PHIL 345 History of Ethics: Modern

PHIL 346/GOVT 462 Modern Political Philosophy

PHIL 446/GOVT 474 Community, Nation, and Morality

PHIL 448/GOVT 492 International Justice

PSYCH 265 Psychology and Law

RELST 224/NES 224/JWST 224 Introduction to the Hebrew Bible

RELST 326/COM L 326 Christianity and Judaism

RELST 328/COM L 328 Literature of the Old Testament

RELST 350/NES 351/651/HIST 372/652 Law, Society, and Culture in the Middle East, 1200-1500

RELST 356/NES 357 Islamic Law and Society

RELST 368/HIST 368/FGSS 368 Marriage and Sexuality in Medieval Europe

S&TS 205/B&SOC 205 Ethical Issues In Health and Medicine

S&TS 206/PHIL 246 Ethics and the Environment

S&TS 406/B&SOC 406 Biotechnology and the Law

S&TS 407/B&SOC 407 Law, Science, and Public Values

S&TS 411 Knowledge, Technology, and Property

S&TS 427/B&SOC 427 The Politics of Environmental Protection in America

S&TS 446/B&SOC 446 Biomedical Ethics

SOC 200/D SOC 200 Social Problems

SOC 207/D SOC 207 Problems in Contemporary Society

SOC 208 Social Inequality

SOC 246 Drugs and Society

SOC 248 Politics and Culture

SOC 293/GOVT 293/PHIL 193/CRP 293 Inequality, Diversity, and Justice

SOC 316/FGSS 316 Gender Inequality

SOC 326 Social Policy

SOC 340 Health, Behavior, and Health Policy

SOC 352 The Sociology of Contemporary Culture

SOC 356 Law and Society

SOC 357 Schooling and Society

SOC 375/D SOC 301 Theories of Society

College of Art, Architecture, and Planning

CRP 293/GOVT 293/PHIL 193/SOC 293 Inequality, Diversity, and Justice

CRP 380 Environmental Politics

CRP 444/544/NTRES 444 Resource Management and Environmental Law

CRP 451 Environmental Law

CRP 474 Third World Urbanization

College of Human Ecology

HD 456 Families and Social Policy

HD 233 Children and the Law

PAM 204 Applied Public Finance

PAM 230 Introduction to Policy Analysis

PAM 280/AS&RC 280 Race, Power, and Privilege in the United States

PAM 310 Evaluation of Public Policies

PAM 334 Corporations, Shareholders, and Policy

PAM 341 Economics of Consumer Law and Protection

PAM 383 Social Welfare as a Social Institution

PAM 473 Social Policy

PAM 552 Health Care Services: Consumer and Ethical Perspectives

College of Agriculture and Life Sciences

AIS 311/D SOC 311 Social Movements

AIS 367/D SOC 367 American Indian Politics and Policy

D SOC 200/SOC 200 Social Problems

D SOC 206/FGSS 206 Gender and Society

D SOC 207/SOC 207 Problems of Contemporary Society

D SOC 301/SOC 375 Theories of Society

D SOC 311/AIS 311 Social Movements

D SOC 367/AIS 367 American Indian Politics and Policy

EDUC 471 Social and Political Context for American Education

EDUC 477 Law and Education Policy

NTRES 212 People, Values, and Natural Resources

NTRES 306 Coastal and Oceanic Law and Policy

NTRES 407 Religion, Ethics, and the Environment

NTRES 444/CRP 444/544 Resources Management and Environmental Law

School of Industrial and Labor Relations

ILRCB 201 Labor and Employment Law

ILRCB 401 My Brother's Keeper: Volunteerism/Philanthropy

ILRCB 488 Liberty and Justice for All

ILRCB 604 Theories of Equality and Their Application in the Workplace

ILRCB 607 Values in Law, Economics, and Industrial Relations

ILRCB 608 Special Topics: Sex Discrimination and the Law

ILRCB 609 Special Topics: Labor Law and Policy Seminar

ILRCB 681 International Labor Law

ILRCB 684 Employment Discrimination and the Law

ILRCB 689 Constitutional Aspects of Labor Law

LESBIAN, BISEXUAL, AND GAY STUDIES

D. Bem, S. Bem, A. Berger, M. P. Brady, B. Correll, J. Culler, I. DeVault, N. Furman, J. E. Gainor, E. Hanson, C. Howie, I. V. Hull, M. Katzenstein, T. Loos, K. March, D. Mao, S. McConnell-Ginet, K. McCullough, T. Murray, M. B. Norton, J. Peraino, J. Piedra, R. Savin-Williams, R. Schneider, A. M. Smith, A. Villarejo, R. Weil

The field of Lesbian, Bisexual, and Gay Studies is devoted to the interdisciplinary study of the social construction of sexuality. LBG Studies is founded on the premise that the social organization of sexuality is best studied from the perspectives offered by those positions that have been excluded from established cultural norms.

In addition to offering a graduate minor, the field of LBG Studies offers an undergraduate concentration, which is administered under the auspices of Feminist, Gender, and Sexuality Studies and which consists of four courses from the list below. Although most of the courses in LBG Studies (including those on men) generally fall under the aegis of FGSS and are hence crosslisted with it, not all of the courses in FGSS are sufficiently focused enough on the social construction of sexuality per se to be part of the LBG Studies concentration. In order to qualify for the concentration, courses must devote a significant portion of their time to sexuality and to questioning the cultural and historical institution of exclusive heterosexuality.

Students selecting their four courses from the LBG Studies subset must identify their concentration as either LBG Studies or FGSS; they cannot double-count their credits and thereby use the same courses for both concentrations.

Students interested in the LBG Studies concentration should contact the Lesbian, Bisexual, and Gay Studies Office in 386 Uris Hall.

Courses

ANTHR 200 Cultural Diversity and Contemporary Issues

Fall. 3 credits. A. Willford.
For description, see ANTHR 200.

ANTHR 321/621 Sex and Gender in Cross-Cultural Perspective (also FGSS 321/631)

Fall. 4 credits. K. March.
For description, see ANTHR 321/621.

ENGL 276 Desire (also FGSS 276 and COM L 276)

Spring. 4 credits. E. Hanson.
For description, see ENGL 276.

[ENGL 278 Queer Fiction (also FGSS 279)]

Not offered 2004–2005. E. Hanson.]

[ENGL 327 Shakespeare: Gender and Society (also FGSS 327)]

Not offered 2004–2005. B. Correll.]

ENGL 355 Decadence (also FGSS 355)

Fall. 4 credits. E. Hanson.
For description, see ENGL 355.

[ENGL 395 Video: Art, Theory, Politics (also THETR 395)]

Not offered 2004–2005. T. Murray.]

[ENGL 424 Studies in Renaissance Lyric]

Not offered 2004–2005. B. Correll.]

ENGL 478 Intersections in Lesbian Fiction (also FGSS 477, AM ST 478)

Spring. 4 credits. K. McCullough.
For description, see ENGL 478.

[ENGL 608 Seminar in Cultural Studies: Race, Drugs and Gender]

Not offered 2004–2005. M. P. Brady.]

[ENGL 651 The Sexual Child (also FGSS 651)]

Not offered 2004–2005. E. Hanson.]

[ENGL 654 Queer Theory (also FGSS 654 and COM L 654)]

Not offered 2004–2005. E. Hanson.]

ENGL 655 Aestheticism (also FGSS 656 and COM L 655)

Fall. 4 credits. E. Hanson.
For description, see ENGL 655.

[ENGL 660 Cinematic Desire (also AM ST 662 and FGSS 661)]

4 credits. Not offered 2004–2005.
E. Hanson.]

[ENGL 703 Theorizing Film: Race, Nation, and Psychoanalysis (also FRLIT 695)]

Not offered 2004–2005. T. Murray.]

FGSS 201 Introduction to Feminist, Gender, & Sexuality Studies

Fall. 4 credits. K. McCullough.
For description, see FGSS 201.

FGSS 400 Senior Seminar in Feminist, Gender, and Sexuality Studies

Fall. 4 credits. A. Villarejo.
For description, see FGSS 400.

[FGSS 405/605 Domestic Television]

Not offered 2004–2005. A. Villarejo.]

FGSS 610 Sexuality and the Politics of Representation (also THETR 610)

Spring. 4 credits. A. Villarejo.
For description, see FGSS 610.

FRLIT 442/642 Sex in French (also FGSS 432/632)

Spring. 4 credits. C. Howie.
For description, see FRLIT 442.

[FRLIT 493 French Feminisms (also FGSS 493)]

Not offered 2004–2005. N. Furman.]

[GERST 413 The Women around Freud]

Not offered 2004–2005. B. Martin.]

[GERST 614 Gender at the Fin-de-siècle]

Not offered 2004–2005. B. Martin.]

[GOVT 467 Radical Democratic Feminisms (also FGSS 468)]

Not offered 2004–2005. A. M. Smith.]

[GOVT 762 Sexuality and the Law (also FGSS 762)]

Not offered 2004–2005. A. M. Smith.]

HD 284 Gender and Sexual Minorities (also FGSS 285)

Fall. 3 credits. K. Cohen.
For description, see HD 284.

[HD 464 Sexual Minorities and Human Development (also FGSS 467)]

Not offered 2004–2005. R. Savin-Williams.]

[HIST 209 Seminar in Early America (also FGSS 209)]

Not offered 2004–2005. M. B. Norton.]

[HIST 273 Women in American Society, Past and Present (also FGSS 273)]

Not offered 2004–2005. M. B. Norton.]

HIST 368 Marriage and Sexuality in Medieval Europe (also FGSS 368 and RELST 368)

Fall. 4 credits. P. Hyams.
For description, see HIST 368.

[HIST 416 Gender and Sex in Southeast Asia (also FGSS 416)]

Not offered 2004–2005. T. Loos.]

[HIST 626 American Women's History (also FGSS 626)]

Not offered 2004–2005. M. B. Norton.]

[LING 244 Language and Gender (also FGSS 244)]

Not offered 2004–2005. S. McConnell-Ginet.]

[MUSIC 492 Music and Queer Identity (also FGSS 494)]

4 credits. Not offered 2004–2005.
J. Peraino.]

[PSYCH 450/650 Gender and Clinical Psychology (also FGSS 450/650)]

4 credits. Not offered 2004–2005. S. Bem.]

[SPAN L 384 Literature and Revolution]

Not offered 2004–2005. J. Piedra.]

[SPAN L 400 Maricoteor'a/Queer Theory]

Not offered 2004–2005. J. Piedra.]

LINGUISTICS

<http://ling.cornell.edu>

J. Bowers, chair (214 Morrill Hall); D. Zec, director of graduate studies (219 Morrill Hall); W. Harbert, director of undergraduate studies, fall (210 Morrill Hall); M. Weiss, director of undergraduate studies, spring (213 Morrill Hall); D. Abusch, W. Browne, A. Cohn, C. Collins, M. Diesing, S. Hertz, S. McConnell-Ginet, A. Miller-Ockhuizen, A. Nussbaum, M. Rooth, C. Rosen, J. Whitman.

Visiting: R. Hastings, M. Przedziecki.

Linguistics, the systematic study of human language, 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 Linguistics and linguistic colleagues in other departments span most of the major subfields of linguistics: phonetics and phonology, the study of speech sounds; syntax, the study of how words are combined; semantics, the study of meaning; historical linguistics, the study of language change over time; and sociolinguistics, the study of language's role in social and cultural interactions.

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 LING 101, a general overview, which is a prerequisite for most other courses in the field, or one of the first-year writing seminars offered in linguistics (on topics such as metaphor and the science of language). LING 101 and other introductory courses fulfill the social science distribution requirement. Most 100- and 200-level courses have no prerequisites and cover various topics in linguistics (e.g., LING 170, Introduction to Cognitive Science; LING 285, Linguistic Theory and Poetic Structure) or focus on the linguistics of a particular geographic region or historical development of particular languages (e.g., LING 217, History of the English Language to 1300; LING 239, The Celtic Languages). Some of these courses also fulfill the breadth requirements.

Talks and discussions about linguistics are offered through the Undergraduate Linguistics Forum and the Linguistics Colloquium (sponsored by the department and the Cornell Linguistic Circle). 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, in the fall, contact Professor Wayne Harbert (210 Morrill Hall, 255-8441, weh2@cornell.edu); for spring, see Professor Michael Weiss (213 Morrill Hall, 255-3073, mlw36@cornell.edu).

The prerequisite for a major in linguistics is the completion of LING 101 and either LING 301, 302, 303, or 304. The major has its own language requirement, different from that of the College of Arts and Sciences, which should be completed as early as possible: majors must complete the equivalent of two semesters of college-level study of a language that is either non-European or non-Indo-European (language study undertaken to satisfy the college requirement can also count toward the major requirement if the language meets these conditions). With approval of the department's director of undergraduate studies, this requirement may be waived for students taking the cognitive studies concentration or a double major.

The other standard requirements for the linguistics major are as follows:

- 1) LING 301 (Introduction to Phonetics), LING 302 (Introduction to Phonology), LING 303 (Introduction to Syntax), and LING 304 (Introduction to Semantics and Pragmatics) [one of which will already have been taken as a prerequisite to the major].
- 2) LING 314 (Historical Linguistics)
- 3) Two additional courses in general linguistics (as opposed to courses devoted to a single language or family) at the 300 or 400 level.
- 4) A course at or beyond the 300 level in the structure of a language, or LING 400 (Language Typology) or 600 (Field Methods).

Some substitutions to these standard requirements are possible after consultation with your adviser and approval by the DUS.

Honors

Applications for honors should be made during the junior year or by the start of fall term of the senior year. For further information, please contact the DUS. 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 started 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. LING 493 and 494 may be taken in conjunction with thesis research and writing but are not required.

First-Year Writing Seminars

For descriptions, consult the John S. Knight brochure for times, instructors, and descriptions.

Courses

LING 101 Introduction to Linguistics (III) (KCM)

Fall or spring. 4 credits each term. Fall, C. Rosen; spring, M. Dising.

An overview of the science of language, especially its theoretical underpinnings, methods, and major findings. Among the areas covered are: the relation between sound and meaning in human languages, social variation in language, language change over time, universals of language, and the mental representation of linguistic knowledge. Students are introduced to a wide variety of language phenomena, drawn not only from languages resembling English, but also from many that appear to be quite unlike English, such as those native to the Americas, Africa, Asia, Australia, and the South Pacific.

LING 109 English Words: Histories and Mysteries (also CLASS 171) # (III) (HA)

Spring. 3 credits. M. Weiss.

Where do the words we use come from? This course examines the history and structure of the English vocabulary from its distant Indo-European roots to the latest in technical jargon and slang. Topics to be discussed include formal and semantic change, taboo and euphemism, borrowing, new words from old, "learned" English loans from Greek and Latin, slang, and society.

LING 111 American Sign Language I

Summer only. 4 credits. T. Galloway.

Students with no previous background in American Sign Language (ASL) are introduced to the nature of a signed language and develop expressive and receptive skills in ASL. Basic grammar and vocabulary are covered, including explanations of the fundamental parts of a sign, proper use of fingerspelling, and the significance of nonmanual features. Instruction is supplemented with videotexts allowing students to begin to explore the visual literature of the Deaf community in the United States—stories, poems, and jokes that are unique to Deaf culture. Readings and class discussions acquaint students with the causes of deafness, the historical development of ASL and its linguistic status, and characteristics of deaf education both throughout history and in the present day.

LING 112 American Sign Language II

Summer only. 4 credits. Prerequisites: LING 111 or permission of instructor. T. Galloway.

In this intermediate course, students continue to develop expressive and receptive fluency in ASL. Focus is on greater descriptive skill, developing intermediate-level narratives, and enhancing conversational ability. Advanced grammar and vocabulary is supplemented with further instruction in the linguistic structure of ASL. Readings, class discussions, and videotexts containing samples of the visual literature of the U.S. Deaf community continues students' investigation into American Deaf history and the shaping of modern Deaf culture.

[LING 131-132 Elementary Sanskrit (also CLASS 191-192 and SANSK 131-132)

Not offered 2004-2005.

For description, see SANSK 131-132.]

LING 170 Introduction to Cognitive Science (also COGST 101, COM S 101, PHIL 191, and PSYCH 102) (III) (KCM)

For description, see COGST 101.

LING 212 Sophomore Seminar: Language and Culture (III) (KCM)

Spring. 4 credits. J. Whitman.

We often assume that there is a close relationship between differences in language and cultural variation. The issues in this seminar draw on linguistics, anthropology, philosophy, and psychology, and focuses on that relationship, beginning with an examination of the linguistic relativity hypothesis, which posits a link between basic properties of languages and crosscultural differences in worldview. We also examine potential cultural determinants of variation in language: pronouns and honorific systems, systems of ritual and taboo in language, and the impact of narrative organization on grammar. Special attention is paid to "extreme" forms of language: invented languages from Esperanto to Klingon; glossolalia and trance languages; language games and secret languages. There will be weekly writing assignments, building in length and range of independence, including a final paper based on a research project chosen by the students.

This is a special seminar sponsored by the John S. Knight Institute's Sophomore Seminars Program. Seminars offer discipline-intensive study within an interdisciplinary context. While not restricted to sophomores, the seminars aim at initiating students into the discipline's outlook, discourse community, modes of knowledge, and ways of articulating that knowledge. Enrollment is limited to 15. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

LING 215/715 Psychology of Language (also PSYCH 215 and COGST 215) (III) (KCM)

For description, see PSYCH 215.

[LING 217 History of the English Language to 1300 (also ENGL 217) # (III or IV) (HA)

Fall. 4 credits. Not offered 2004-2005. W. Harbert.

This course explores the development of the English language from its Indo-European beginnings through the period of Early Middle English. Topics covered include linguistic reconstruction, changes in sound, vocabulary and grammatical structure, external influences, and Old and Early Middle English language and literature. This course forms a sequence with LING 218, but the two may be taken independently.]

[LING 218 History of the English Language since 1300 (also ENGL 218) (III or IV) (HA)

Spring. 4 credits. Not offered 2004-2005. W. Harbert.

This course explores the development of the English language from the time of Chaucer to the present. Topics covered include the development of standard English; the rise of English as a world language; the rise of modern concepts of grammar; the development of dictionaries; American and British English; regional and social variation in American English, English, and culture; and English and politics. Guest lecturers will be invited to discuss Middle and Modern English

literature. This course forms a sequence with LING 217, but it may be taken independently.]

[LING 236 Introduction to Gaelic

Spring. 3 credits. Not offered 2004–2005. W. Harbert.

This course is an introduction to the Scottish Gaelic language, with some discussion of its history, structure, and current status.]

[LING 237 The Germanic Languages (also GERST 237) (III) (KCM)

Fall. 4 credits. Not offered 2004–2005. W. Harbert, M. Diesing.

This course surveys the history, structure, and use of the modern Germanic languages (English, German, Dutch, Afrikaans, Swedish, Danish, Icelandic, Norwegian, Faroese, and Yiddish).]

LING 238 Introduction to Welsh

Fall. 3 credits. W. Harbert.

This course is an introduction to the Welsh language, with discussion of its history, structure, and current status, and a brief introduction to Welsh literature.

[LING 239/539 The Celtic Languages (III) (CA)

Fall. 4 credits. Graduate students register under LING 539. Not offered 2004–2005. W. Harbert.

This course surveys the history, structure, and political and social situation of the Celtic languages (Welsh, Scottish Gaelic, Irish Gaelic, Breton, Cornish, and Manx). The course includes a few days of introductory language instruction in some of these languages.]

[LING 241 Yiddish Linguistics (also JWST 271) (III) (SBA)

Fall. 3 credits variable. Not offered 2004–2005; next offered 2005–2006. M. Diesing.

This course covers a wide variety of topics relating to the Yiddish language and Yiddish culture, including the structure of Yiddish, the history of the Yiddish language, Yiddish in America (e.g., the Yiddish revival, the role of the Yiddish press), Yiddish as a minority/dying language, and the influence of Yiddish on present-day American English. No previous knowledge of Yiddish required.]

[LING 242 Diversity in American English (III) (SBA)

Spring. 3 credits. Not offered 2004–2005. C. Collins.

This course is a basic introduction to the regional dialects of English spoken in the United States. It is linguistically oriented, introducing the relevant aspects of phonetics, phonology, morphology, and syntax where appropriate. There is an emphasis on the students discovering what features characterize their own dialects (if they speak American English). The class is also of use as an introduction to American English dialects for nonnative speakers of English.]

[LING 244 Language and Gender (also FGSS 244) (III) (SBA)

Spring. 4 credits. For nonmajors or majors. Not offered 2004–2005. 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 246/546 Minority Languages and Linguistics (III) (SBA)

Fall. 4 credits. Graduate students register under LING 546. Not offered 2004–2005. W. Harbert.

This course examines minority languages from linguistic, social, and political perspectives. Topics discussed include language death (according to some projections, the majority of the world's languages are in danger of becoming extinct by the end of this century), language maintenance efforts and the reasons they succeed or fail, bilingualism, language contact, official languages, linguistic rights, and related issues. A range of specific case studies are introduced, and each student is expected to research and report on aspects of the history, current situation, and future prospects of a minority language of his or her choosing.]

LING 251–252 Intermediate Sanskrit (also CLASS 291–292 and SANSK 251–252) @ # (IV)

Satisfies language proficiency and Option I.

For description, see SANSK 251–252.

[LING 264 Language, Mind, and Brain (also COGST 264) (III) (KCM)

Spring. 4 credits. For nonmajors or majors. Prerequisite: a basic course in linguistics and/or psychology is desirable. Not offered 2004–2005. 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 270 Truth and Interpretation (also COGST 270 and PHIL 270) (III or IV)

Not offered 2004–2005.

For description, see PHIL 270.]

[LING 285/585 Linguistic Theory and Poetic Structure (also ENGL 296/585) (III or IV) (LA)

Spring. 4 credits. Graduate students register under LING 585. Not offered 2004–2005. J. Bowers.

Poems are among the most highly structured linguistic objects that human beings produce. While some of the devices used in poetry are arbitrary and purely conventional, most are natural extensions of structural properties inherent in natural language itself. The aim of this course is to reveal the ways poetry is structured at every level, from rhyme to metaphor, and to show how certain results of modern linguistics can usefully be applied to the analysis and interpretation of poetry. After introducing some of the basic concepts

of modern phonology, syntax, and semantics, it is shown how literary notions such as rhyme, meter, enjambment, and metaphor can be formally defined in linguistic terms. These results are then applied to the analysis of particular poems and shown to yield novel and interesting insights into both their structure and interpretation.]

LING 301 Introduction to Phonetics (III) (KCM)

Fall. 4 credits. Prerequisite: LING 101 or permission of instructor. M. Przedziecki. An introduction to the study of the physical properties of human speech sounds, including production, acoustics, and perception of speech. The course provides in-depth exposure to the breadth of sounds found across human languages. Students will achieve a high level of skill in phonetic transcription and some practice in reading spectrograms. An introduction to speech synthesis and automatic speech recognition is also provided. A small course project to discover the phonemes of an unknown language is undertaken.

LING 302 Introduction to Phonology (III) (KCM)

Spring. 4 credits. Prerequisite: LING 101 or permission of instructor. D. Zec.

This course is an introduction to phonology, which studies the patterning of speech sounds in human language. Emphasis is on formal devices, such as rules and representations, that capture the internal organization of speech sounds as well as their grouping into larger units, syllables, and feet.

LING 303 Introduction to Syntax (III) (KCM)

Fall. 4 credits. Prerequisite: LING 101 or permission of instructor. R. Hastings.

An introduction to syntax, which studies how words are combined to form phrases and sentences. The course aims to give students the ability to address questions regarding the syntactic properties that are shared by natural languages (as well as those that distinguish them) in a precise and informed way. The topics covered include those that lie at the heart of theoretical syntax: phrase structure, transformations, grammatical relations, and anaphora. Emphasis throughout the course is placed on forming and testing hypotheses.

LING 304 Introduction to Semantics and Pragmatics (III) (KCM)

Spring. 4 credits. Prerequisite: LING 303 or permission of instructor. R. Hastings.

This course examines the two major components of sentence meaning: (i) how sentences mean what they mean and (ii) how they can be used to communicate more than what they (literally) mean. We investigate precise ways of describing the possible interpretations of a sentence and the relationship between meaning and syntactic structure. Among the topics considered are the representation of lexical meaning, the meaning of quantifier phrases and analyses of scope ambiguities, and classic puzzles of reference. We also examine possible applications of the theory to linguistically interesting legal cases (torts and criminal law), slips of the tongue, acquisition studies, language disorders, and connections with the philosophy of language.

[LING 305 Foundations of Linguistics (also COGST 305) (III) (KCM)]

Fall. 4 credits. Prerequisites: LING 101 plus one other LING course, or two similar courses in another area of cognitive studies. Not offered 2004-2005. C. Collins.

This course covers foundational issues in linguistic theory, including the nature of linguistic data, poverty of stimulus, autonomy of syntax, different frameworks (including functional linguistics), and the history of linguistics.)

[LING 308 Readings in Celtic Languages]

Fall or spring, depending on demand. 2 credits. S-U grade only. Prerequisite: permission of instructor. W. Harbert.

Reading/discussion groups in Welsh or Scottish Gaelic.

[LING 311 The Structure of English: Demystifying English Grammar (also ENGL 313) (III or IV) (KCM)]

Spring. 4 credits. Not offered 2004-2005. Staff.

Do you suffer from grammatical insecurity? In foreign language classrooms, do you find yourself at a loss because you don't know how grammatical terminology applies to English? This course makes English grammar accessible and comprehensible to native speakers who want to understand how the language they use so easily works. In addition to standard grammatical notions, the course considers dialectal variation, matters of style, how sentence structure conveys viewpoint, and other discourse phenomena.]

[LING 314 Introduction to Historical Linguistics # (III) (HA)]

Fall. 4 credits. Prerequisite: LING 301 or permission of instructor. M. Weiss.

A survey of the basic mechanisms of linguistic change, with examples from a variety of languages.

[LING 315-316 Old Norse]

315, fall; 316, spring. 4 credits each term. E. Johannsson.

Old Norse is a collective term for the earliest North Germanic literary languages: Old Icelandic, Old Norwegian, Old Danish, and Old Swedish. The richly documented Old Icelandic is the center of attention, and the purpose is twofold: the students gain knowledge of an ancient North Germanic language, important from a linguistic point of view, and gain access to the medieval Icelandic (and Scandinavian) literature. 315: The structure of Old Norse (Old Icelandic), phonology, and morphology, with reading of selections from the Prose-Edda, a thirteenth-century narrative based on the Eddaic poetry. 316: Extensive reading of Old Norse texts, among them selections from some of the major Icelandic family sagas: Njals saga, Grettis saga, and Egils saga, as well as the whole Hrafnkels saga.

[LING 321-[322] History of the Romance Languages (also ROM S 321) # (III) (HA)]

321, fall; [322, spring]. 4 credits each term. Prerequisites: LING 101 or equivalent and qualification in any Romance language. Offered alternate years. 322 not offered 2005. C. Rosen.

321: Course covers popular Latin; Pan-Romance trends in phonology, morphology, syntax, and the lexicon; regional divergence; non-Latin influences; and 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 Comparative Romance Syntax (also ROM S 323) (III) (KCM)]

Spring. 4 credits. Prerequisites: LING 101 or equivalent and qualification in any Romance language. Offered alternate years. Not offered 2004-2005. 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 332 Philosophy of Language (also PHIL 332) (IV)]

For description, see PHIL 332.

[LING 333 Problems in Semantics (also PHIL 333 and COGST 333) (III or IV) (KCM)]

Spring. 4 credits. Prerequisite: logic or semantics course or permission of instructor. Not offered 2004-2005. M. Rooth.

This course looks at problems in the semantic analysis of natural languages, critically examining work in linguistics and philosophy on particular topics of current interest. The focus for 2004 was word meaning (lexical semantics). Topics include lexical decomposition (the hypothesis that at the semantic level words are typically syntactically complex), Fodor's arguments for conceptual atomism, natural kinds and the contextual determination of meaning, theta roles, event semantics, Jackendoff's conceptual semantics, the linguistic architecture linking lexical semantics to syntax and morphology, and comprehensive lexical-semantic classifications such as Levin classes and Wordnet.]

[LING 347 Topics in the History of English (III) (HA)]

Spring. 4 credits. Prerequisite: LING 217, 314, a course in Old or Middle English, or permission of instructor. Not offered 2004-2005; next offered 2005-2006. W. Harbert.

The course will treat specific topics in the linguistic history of the English language, selected on the basis of the particular interests of the students and the instructor.]

[LING 366 Spanish in the United States (also SPANR 366 and LSP 366) (III) (CA)]

Spring. 4 credits. Prerequisite: some knowledge of Spanish. Not offered 2004-2005. Staff.

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.]

[LING 390 Independent Study in Linguistics]

Fall or spring. 1-4 credits variable. Prerequisite: LING 101 or permission of instructor. Staff.

Independent study of linguistics topics not covered in regular curriculum for undergrads.

[LING 400 Language Typology (III) (KCM)]

Spring. 4 credits. Prerequisite: LING 101 or equivalent. C. Rosen.

This course studies a basic question of contemporary linguistics: in what ways do

languages differ, and in what ways are they all alike? Efforts are made to formalize universals of syntax and to characterize the total repertoire of constructions available to natural languages. Common morphological devices and their syntactic correlates are covered. Emphasis is on systems of case, agreement, and voice.

[LING 401-402 Phonology I, II (III) (KCM)]

401, fall; 402, spring. 4 credits each term. Prerequisites: for LING 401, LING 302 or equivalent; for LING 402, LING 401 or permission of instructor. Fall, A. Cohn; spring, D. Zec.

401 provides a basic introduction to phonological theory. The first half of the course focuses on basic principles of phonology, patterns of sounds, and their representations. In the second half, the nature of syllable structure and feature representations are explored. 402 provides further refinement of the issues investigated in 401, focusing in particular on metrical theory, lexical phonology, autosegmental phonology, and prosodic morphology.

[LING 403-404 Syntax I, II (III) (KCM)]

403, fall; 404, spring. 4 credits each term. Prerequisites: for LING 403, LING 303; for LING 404, LING 403 or permission of instructor. Fall, J. Bowers; spring, M. Diesing.

403 is an advanced introduction to syntactic theory within the principles and parameters/minimalist frameworks. The topics covered include phrase structure, argument structure (unaccusative verbs, unergative verbs, double object constructions), principles of word order, and the binding theory. 404 is a continuation of 403, focusing on syntactic dependencies, including the theory of control, an examination of locality constraints on movement, covert versus overt movement, and the syntax of quantification. The purpose of the course is to develop the background needed for independent syntactic research.

[LING 405 Sociolinguistics (III) (CA)]

Fall. 4 credits. Prerequisite: LING 101 or permission of instructor. S. McConnell-Ginet.

The principal work of linguistics is to describe, analyze, and understand the regularities of language systems. How, then, are we to deal with irregularities and variability when they are observed in language? This course introduces and discusses the most significant issues in the study of language variation, and it examines some of the methodologies that have been developed to study variation in language use. We consider the observable interactions between linguistic variables and social factors (e.g., age, sex, ethnicity) and review the main generalizations about these factors that sociolinguistics has arrived at in the last three decades. Some of the problems associated with the quantification and measurement of nonlinguistic variables are discussed and we evaluate the various ways researchers have dealt with these problems.

[LING 409 Structure of Italian (III) (KCM)]

Fall. 4 credits. Prerequisites: LING 101 or equivalent and qualification in any Romance language. Offered alternate years. Not offered 2004-2005; next offered 2005-2006. C. Rosen.

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.]

[LING 410 History of the Italian Language (III) (HA)]

Spring. 4 credits. Prerequisites: LING 321 and either ITALA 209, ITALL 216, or equivalent. Offered alternate years. Not offered 2004–2005; next offered 2005–2006. C. Rosen.

Overview of Italian and its dialects from the earliest texts to the present day. Emergence of the standard language. External history and sociolinguistic circumstances.]

[LING 411 History of the Japanese Language (also ASIAN 411 and JAPAN 410) # @ (III) (HA)]

Fall. 4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 2004–2005. 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.]

[LING 412 Linguistic Structure of Japanese (also ASIAN 412) (III) (KCM)]

Spring. 4 credits. Prerequisites: JAPAN 102 or permission of instructor and LING 101. Offered alternate years. Not offered 2004–2005. J. Whitman.

Introduction to the linguistic study of Japanese, with an emphasis on morphology and syntax.]

[LING 413 Applied Linguistics and Second Language Learning (III) (KCM)]

Fall. 4 credits. Prerequisite: at least one course in applied linguistics, linguistics, psychology, anthropology, communication, cognitive studies, education, or literary analysis; or permission of instructor. Not offered 2004–2005; next offered 2005–2006. Y. Shirai.

This course is an introduction to the field of applied linguistics with focus on different domains of language research as they come to bear on the matter of second language learning. Thus, topics include developmental and experimental psychology of language, textual and discourse analysis, literacy, cognitive consequences of bilingualism, corpora and language teaching, and contact between first and second language communities.]

LING 414 Second Language Acquisition I (also ASIAN 414) (III) (KCM)

Fall. 4 credits. Prerequisite: permission of instructor. Y. Shirai.

A survey of the quantitative and qualitative research literature on the acquisition of second and additional languages among the adult population. Research carried out in both experimental and natural settings is considered. Topics include learner errors and errors analysis; contrastive analysis hypothesis; developmental and variability patterns in the acquisition of syntax, phonology and morphology, including the potential effects of typological and formal universals; pragmatics and discourse; the lexicon, social and cognitive factors in acquisition, communication, and learning strategies; theories of second language acquisition.

LING 415 Second Language Acquisition II (also ASIAN 417) (III) (KCM)

Spring. 4 credits. Prerequisite: permission of instructor. Y. Shirai.

This course examines various issues in second language acquisition research that are particularly relevant to foreign language teaching and learning. Topics include the role of input (listening/reading) vs. output (speaking/writing); implicit vs. explicit learning; negative vs. positive evidence (including the role of error correction); affective factors (motivation, anxiety); individual differences; teachability hypothesis and syllabus construction; the structure of second language proficiency.

[LING 416 Structure of the Arabic Language (also NES 416)]

Not offered 2004–2005.

For description, see NES 416.]

[LING 417–418 History of the Russian Language (also RUSSA 401–402) (III) (HA)]

417, fall; 418, spring. 4 credits each term. Prerequisites: for LING 417, permission of instructor; for LING 418, LING 417 or equivalent. Offered alternate years. Not offered 2004–2005. W. Browne.

Phonological, morphological, and syntactic developments from Old Russian to modern Russian.]

LING 419 Phonetics I (III) (KCM)

Fall. 4 credits. Prerequisite: LING 301 or permission of instructor. S. Hertz.

This course provides a basic introduction to the study of phonetics. Topics 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, and stress and intonation.

[LING 420 Phonetics II (III) (KCM)]

Spring. 4 credits. Prerequisite: LING 419. Not offered 2004–2005.

A. Miller-Ockhuizen.

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 are part of the course.]

LING 421 Semantics I (III) (KCM)

Spring. 4 credits. Prerequisite: LING 304. M. Rooth.

This course introduces methods for theorizing about meaning within generative grammar. These techniques allow us to create grammars that pair syntactic structures with meanings. We look at several empirical areas in detail, among them complementation (combining heads with their arguments), modification, conjunction, definite descriptions, relative clauses, traces, bound pronouns, and quantification. An introduction to logical and mathematical concepts used in linguistic semantics (such as set theory, functions and their types, and the lambda notation for naming linguistic meanings) is included in the course.

LING 422 Semantics II (III) (KCM)

Fall. 4 credits. Prerequisite: LING 421 or permission of instructor. D. Abusch.

The course uses the techniques introduced in Semantics I to analyze linguistic phenomena, including quantifier scope, ellipsis, and referential pronouns. Temporal and possible worlds semantics are introduced and used in the analysis of modality, tense, and belief sentences. The phenomena of presupposition, indefinite descriptions, and anaphora are analyzed in a dynamic compositional framework that formalizes the idea that sentence meaning effects a change in an information state.

LING 423 Morphology (III) (KCM)

Spring. 4 credits. Prerequisite: LING 101 or equivalent or permission of instructor.

R. Hastings.

This course addresses the basic issues in the study of words and their structures. It provides an introduction to different types of morphological structures with examples from a wide range of languages. Special emphasis is given to current theoretical approaches to morphological theory.

[LING 424 Computational Linguistics (also COGST 424 and COM S 324) (II) (MQR)]

Fall. 4 credits. Prerequisite: LING 304 or permission of instructor; COM S 114 is also recommended. Not offered 2004–2005; next offered 2005–2006. M. Rooth.

Steady progress in formalisms, algorithms, linguistic knowledge, and computer technology is bringing computational mastery of the syntax, morphology, and phonology of natural languages within reach. The course introduces methods for "doing a language" computationally, with an emphasis on approaches that combine linguistic knowledge with powerful computational formalisms. Topics include computational grammars, parsing, representation of syntactic analyses; finite state morphology; weighted grammars; feature constraint formalisms for syntax; treebank and other markup methodology; robust low-level syntax and semantics; and experimental-modeling methodology using large data samples.]

LING 425 Pragmatics (also PHIL 435) (III or IV) (KCM)

Spring. 4 credits. Prerequisite: LING 304 or PHIL 231, or permission of instructor.

D. Abusch.

An introduction to aspects of linguistic meaning that have to do with context and with the use of language. Topics include context change semantics and pragmatics, presupposition and accommodation, conversational implicature, speech acts, and the pragmatics of definite descriptions and quantifiers.

LING 427 Structure of Hungarian (also HUNGR 427) (III) (KCM)

Fall. 4 credits. Prerequisite: LING 101 or equivalent. Offered alternate years.

W. Browne.

Survey of phonology, morphology, and syntax of this non-Indo-European language. Topics to be stressed include vowel harmony, consonant assimilation; definite and indefinite conjugations, possessives, verb prefixes, causatives; and focus, word order, clause types, movement, intonation.

LING 428/628 Connectionist Psycholinguistics (also COGST 428 and PSYCH 428/628) (III)

For description, see PSYCH 428.

[LING 430 Structure of Korean (also ASIAN 430 and KOREA 430) (III) (KCM)]

Spring. 4 credits. Prerequisite: KOREA 102 or a previous course in linguistics. Offered alternate years. Not offered 2004-2005. 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 (III) (KCM)]

Spring. 4 credits. Prerequisite: LING 101 or permission of the instructor. Offered alternate years. Not offered 2004-2005; next offered 2005-2006. C. Collins.

A survey of the grammar of an African language in light of current linguistic theory.]

[LING 432 Middle Korean (also KRLIT 432) @ # (IV) (LA)]

Spring. 4 credits. Offered alternate years. Prerequisite: KOREA 202 or equivalent. Not offered 2004-2005. J. Whitman.

An introduction to the premodern Korean language. The course focuses on the earliest *hangeul* texts of the fifteenth century, but also introduces materials written in Korean using Chinese characters prior to the fifteenth century, including *hyangga*. No previous background in linguistics is required, but students should have a command of written Korean of at least the third-year level.]

LING 433 The Lesser-Known Romance Languages (also ROM S 433) (III) (KCM)

Spring. 4 credits. Prerequisites: LING 101 or equivalent and qualification in any Romance language. C. Rosen.

The course surveys three or four Romance languages or dialects, examining their sound systems, grammars, and historical evolution from Latin. Includes some native speaker demonstrations. Readings represent both the modern languages and their earliest attested stages.

LING 436 Language Development (also COGST 436, HD 436, and PSYCH 436) (III) (KCM)

Spring. 4 credits. Open to undergraduate and graduate students. Graduate students should also enroll in HD 633/LING 700/PSYCH 600, a supplemental graduate seminar. Prerequisite: at least one course in developmental psychology, cognitive psychology, cognitive development, biology, neurobiology, or linguistics. B. Lust.

This course surveys basic issues, methods, and research in the study of first-language acquisition. Major theoretical positions in the field are considered in light of experimental studies in first-language acquisition of phonology, syntax, and semantics from infancy on. The fundamental issues of relationships between language and thought are discussed, as are the fundamental linguistic issues of Universal Grammar and the biological foundations for language acquisition. The acquisition of communication systems in nonhuman species such as chimpanzees is addressed, but major emphasis

is on the child. An optional lab course supplement is available (see COGST 450/LING 450/HD 437/PSYCH 437).

[LING 437 Celtic Linguistic Structures (III) (KCM)]

Spring. 4 credits. Prerequisite: LING 403. Not offered 2004-2005; next offered 2005-2006. W. Harbert.

This course treats selected topics in the syntax and morphosyntax of the modern Celtic languages.]

[LING 441 Introduction to Germanic Linguistics (also GERST 441) (III) (MA)]

Fall. 4 credits. Prerequisite: LING 101 or permission of instructor. Not offered 2004-2005. W. Harbert.

Survey of major issues in historical Germanic linguistics.]

[LING 443-444 Linguistic Structure of Russian (also RUSSA 403-404) (III) (KCM)]

443, fall; 444, spring. 4 credits each term. Prerequisites: for LING 443, reading knowledge of Russian; for LING 444, LING 443 or equivalent. Offered alternate years; not offered 2004-2005. W. Browne.

A synchronic analysis of the structure of modern Russian. LING 443 deals primarily with phonology and its relation to syntax and 444 with syntax and word order.]

LING 450 Lab Course: Language Development (also COGST 450, HD 437, and PSYCH 437)

Spring. 2 credits. Prerequisite: COGST/HD/LING/PSYCH 436. B. Lust.

This laboratory course provides undergraduates with an introduction to hands-on research experience in the Cognitive Studies research labs and meets once a week in group format. It includes several structured modules dealing with topics covered in the survey course COGST/HD/LING/PSYCH 436, Language Development. They include training in how to study and analyze original child language data, including the use of selected portions of a large database of child language data from many languages in the Cornell Language Acquisition Lab (CLAL), and training necessary to the collection and analysis of new child language data. Emphasis is placed on developing research methods to test hypotheses.

[LING 451 Greek Comparative Grammar (also CLASS 421) (III) (KCM)]

Fall. 4 credits. Prerequisite: thorough familiarity with classical Greek morphology. Not offered 2004-2005. 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 452 Latin Comparative Grammar (also CLASS 422) (III) (KCM)

Fall. 4 credits. Prerequisite: thorough familiarity with classical Latin morphology. M. Weiss.

The prehistory and evolution of the sounds and forms of classical Latin as reconstructed by comparison with the other Indo-European languages.

[LING 454 Italic Dialects (also CLASS 424) (III) (KCM)]

Fall. 4 credits. Prerequisite: thorough familiarity with classical Latin morphology. Not offered 2004-2005; next offered 2005-2006. 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 455 Greek Dialects (also CLASS 425) (III) (KCM)]

Fall. 4 credits. Prerequisite: basic familiarity with classical Greek morphology. Not offered 2004-2005. A. Nussbaum.

A survey of the dialects of ancient Greek through the reading and analysis of representative epigraphical and literary texts.]

LING 456 Archaic Latin (also CLASS 426) (III) (LA)]

Spring. 4 credits. Prerequisite: reading knowledge of Latin. 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 457 Homeric Philology (also CLASS 427) (III) (LA)]

Spring. 4 credits. Prerequisite: ability to read Homeric Greek. Not offered 2004-2005. 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.]

[LING 459 Mycenaean Greek (also CLASS 429) (III) (LA)]

Spring. 4 credits. Prerequisite: thorough familiarity with classical Greek morphology. Not offered 2004-2005. 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 460 Sanskrit Comparative Grammar (III or IV) (KCM)]

Spring. 4 credits. Prerequisite: reasonable familiarity with classical Sanskrit morphology. Not offered 2004-2005; next offered 2005-2006. A. Nussbaum.

A survey of the historical phonology and morphology of Sanskrit in relation to the Indo-Iranian and Indo-European comparative evidence.]

LING 474 Introduction to Natural Language Processing (also COGST 474 and COM S 474) (III)

Fall. 4 credits. Prerequisite: COM S 211 or permission of instructor. M. Rooth.

An introduction for students with computer science background. Relevant material in linguistics is covered. Includes computational phonology and other applications of finite state methods; context-free, probabilistic, and feature constraint syntax; parsing and statistical algorithms; corpus and markup methodologies.

LING 483 Intensional Logic (also MATH 483 and PHIL 436)

For description, see PHIL 436.

[LING 485 Topics in Computational Linguistics (II) (MQR)]

Spring. 4 credits. Prerequisite: LING 424 or LING/COM S 474. Not offered 2004–2005. M. Rooth.

This laboratory course is concerned with broad-coverage computational grammars, computational methodology for addressing linguistic questions, and programming and experimental environments for computational linguistics. Course work includes an experimental project.]

LING 493 Honors Thesis Research

Fall. 4 credits. Staff.
May be taken before or after LING 494, or may be taken independently.

LING 494 Honors Thesis Research

Spring. 4 credits. Staff.
May be taken as a continuation of, or before, LING 493.

LING 501 Cognitive Science (also COGST 501, PHIL 501, and PSYCH 501)

For description, see COGST 501.

[LING 530 Representation of Structure in Vision and Language (also COGST 530 and PSYCH 530)]

Not offered 2004–2005.
For description, see PSYCH 530.]

[LING 531 Topics in Cognitive Studies (also COGST 531 and PSYCH 531)]

Not offered 2004–2005.
For description, see COGST 531.]

LING 600 Field Methods

Fall. 4 credits. Prerequisites: LING 401 and 403 or permission of instructor. A. Cohn, J. Whitman.
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 variable. Prerequisites: LING 401 and one higher-level course in phonology. D. Zec.
Selected topics in current phonological theory.

[LING 602 Topics in Morphology]

Fall. 4 credits. Prerequisites: LING 401 or 403 or permission of instructor. Not offered 2004–2005. D. Zec.
Selected topics in current morphological theory.]

LING 604 Research Workshop

Fall. 2 credits. S-U grade only. Required of third-year linguistics graduate students. A. Cohn.
This course provides a forum for presentation and discussion of ongoing research, and development of professional skills. Participants must enroll in a concurrent independent study with a special committee member, or a relevant workshop.

[LING 606 Historical Syntax]

Fall. 4 credits. Prerequisite: LING 403. Not offered 2004–2005; next offered 2005–2006. C. Rosen.
A course on change in language structure, beginning with an overview of widely attested types of syntactic change and proceeding to an introduction of current theoretical treatments. Topics include grammaticalization, word order change, and the interplay between

morphological and syntactic change. Assumes a basic background in syntax.]

[LING 609 SLA and the Asian Languages (also ASIAN 610)]

Fall. 4 credits. Prerequisite: LING 414–415 or permission of instructor. Not offered 2004–2005. Y. Shirai.

This course surveys the literature on the acquisition of Asian languages both in first and second language. We focus mainly on Japanese, Korean, Chinese (Mandarin/Cantonese), but other languages (e.g., Thai, Malay, Vietnamese, Burmese, Tagalog) may be dealt with, depending on faculty/student interest.]

LING 615 Topics in Semantics

Fall. 4 credits. Prerequisites: LING 421 or permission of instructor. D. Abusch.
Selected topics in semantic theory, focusing on recent literature.

LING 616 Topics in Syntactic Theory

Fall. 4 credits variable. Prerequisite: LING 404 or permission of instructor. R. Hastings.

An examination of recent developments in syntactic theory, including "minimalist" approaches to phrase structure, derivations/representations and the nature of economy conditions, and parametric differences.

LING 617–[618] Hittite

617, spring; [618]. 4 credits each term. Prerequisites: for LING 617, permission of instructor; for LING 618, LING 617 or permission of instructor. 618 not offered 2004–2005. M. Weiss.

An introduction to the cuneiform writing system and the grammar of Hittite, followed by the reading of selected texts.

[LING 619 Rigveda]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2004–2005. C. Minkowski.
Reading and linguistic analysis of selected Vedic hymns.]

[LING 620 Comparative Grammar of Anatolian (also NES 623)]

Spring. 4 credits. Prerequisite: LING 617. Not offered 2004–2005. M. Weiss.
Introduction to the historical phonology and morphology of the Anatolian languages. Knowledge of Hittite and Luwian recommended but not required.]

[LING 621 Avestan and Old Persian (also NES 621)]

Fall. 4 credits. Prerequisite: a basic knowledge of Sanskrit forms and morphology syntax. Not offered 2004–2005. M. Weiss.
Linguistically oriented readings of Old Persian and Avestan.]

[LING 623–624 Old Irish I, II]

623, fall; 624, spring. 4 credits each term. Prerequisite for LING 624: LING 623 or permission of instructor. Not offered 2004–2005. Staff.
An introduction to "classical" Old Irish for students with no previous experience with the language.]

[LING 625 Middle Welsh]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2004–2005. W. Harbert.
Students develop a reading knowledge of Middle Welsh through translating selections

from prose and poetry. Emphasis is on the prose tales, including the Mabinogi. No familiarity with Welsh is assumed.]

[LING 627 Advanced Old Irish]**[LING 629 Old Avestan (also NES 622)]**

Fall. 4 credits. Prerequisite: LING 621. Not offered 2004–2005. M. Weiss.
Linguistically and philologically oriented reading of the Gathas of Zarathustra and the Yasna Haptanhaiti. Some knowledge of Sanskrit required.]

[LING 631 Comparative Indo-European Linguistics]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2004–2005. Staff.
An introduction to the comparative grammar of the Indo-European languages.]

LING 633 Language Acquisition Seminar (also COGST 633 and HD 633)

Fall. 1–4 credits. Prerequisite: LING 436 or equivalent or permission of instructor. B. Lust.

This seminar reviews and critiques current theoretical and experimental studies of first-language acquisition, with a concentration on insights gained by cross-linguistic study of this area. Attention is also given to the development of research proposals.

[LING 635–636 Indo-European Workshop]

635, fall; 636, spring. 4 credits each term. Prerequisite: permission of instructor. Not offered 2004–2005. M. Weiss.

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 Introduction to Tocharian]

Fall. 4 credits. Prerequisite: knowledge of other ancient IE language and historical linguistics methods. Not offered 2004–2005. M. Weiss.
Introduction to the grammar of Tocharian A and B.]

[LING 638 Comparative Grammar of Tocharian]

Spring. 4 credits. Prerequisite: LING 637. Not offered 2004–2005. Staff.
Introduction to the historical phonology and morphology of Tocharian A and B.]

[LING 643 Topics in Historical Germanic Phonology]

Spring. 4 credits. Prerequisite: LING 441. Not offered 2004–2005. W. Harbert.
The development of the sound system from Proto-Germanic to its daughter languages.]

[LING 644 Topics in Historical Germanic Syntax]

Fall. 4 credits. Prerequisite: LING 441. Not offered 2004–2005. W. Harbert.
A diachronic and comparative investigation of syntactic processes in the older Germanic languages.]

[LING 645 Gothic]

Fall. 4 credits. Prerequisite: LING 101. Offered every three years. Not offered 2004–2005. W. Harbert.
Linguistic structure of Gothic, with extensive readings of Gothic texts.]

[LING 646 Old High German, Old Saxon (also GERST 658)]

Spring. 4 credits. Prerequisite: LING 101. Offered every three years. Not offered 2004–2005. W. Harbert.

This course combines a survey of the linguistic history and structure of Old High German and Old Saxon with extensive readings from the major documents in which they are recorded. Reading knowledge of Modern German is highly recommended.)

[LING 648 Speech Synthesis by Rule (also CIS 648)]

Spring. 4 credits. Prerequisite: LING 401, 419, or permission of instructor. Offered alternate years. S. Hertz.

Investigates the nature of the acoustic structure of speech synthesis, using speech as a tool for exploring this structure. A particular acoustic model is 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 649 Structure of Old English (also ENGL 617)]

Fall. 4 credits. Prerequisite: LING 441. Offered every three years. W. Harbert.

The linguistic overview of Old English, with emphasis on phonology, morphology, and syntax.

[LING 659 Seminar in Vedic Philology (also ASIAN 659 and CLASS 659)]

Not offered 2004–2005.

For description, see ASIAN 659.]

[LING 661 Old Church Slavonic (also RUSSA 601)]

Fall. 4 credits. Prerequisite: students must know a Slavic or ancient Indo-European language. This course is prerequisite to LING 662 and LING 671. Offered alternate years. Not offered 2004–2005. W. Browne. Grammar and reading of basic texts.]

[LING 662 Old Russian Texts (also RUSSA 602)]

Spring. 4 credits. Prerequisite: LING 661. Offered alternate years. Not offered 2004–2005. W. Browne.

Grammatical analysis and close reading of Old Russian texts.]

[LING 671–[672] Comparative Slavic Linguistics (also RUSSA 651–652)]

671, spring; [672]. 4 credits each term. Prerequisites: for LING 671, LING 661 taken previously or simultaneously, or permission of instructor; for LING 672, LING 671 or permission of instructor. Offered alternate years. 672 not offered 2004–2005. W. Browne.

Sounds and forms of the Slavic languages and of prehistoric common Slavic; main historical developments leading to the modern 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 topics in Minimalism, diachronic syntax, markedness and phonological theory, the semantics of modification, phonetics vs. phonology: theoretical and experimental approaches, and the morphology–phonology interface.

[LING 701–702 Directed Research]

701, fall; 702, spring. 1–4 credits. Hours to be arranged. Staff.

MATHEMATICS

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K. Brown, chair; A. Back, D. Barbasch, Y. Berest, L. Billera, D. Bock, T. Brendle, N. Broaddus, K. Catta, S. Chase, I. Chatterji, H.-B. Cheng, R. Connelly, B. Csima, S. Day, R. K. Dennis, R. Durrett, E. Dynkin, C. Earle, L. Gross, J. Guckenheimer, A. Hatcher (DUS), D. Henderson, J. Hubbard, J. Hwang, Y. Ilyashenko, P. Jung, P. Kahn, M. Kassabov, G. Lawler, A. Meadows, C. Muscalu, A. Nerode, M. Nussbaum, K. Okoudjou, A. Pantano, I. Peeva, R. Perez, R. Ramakrishna, E. Rassart, L. Rogers, L. Saloff-Coste, A. Schatz, S. Sen, R. A. Shore, R. Sjamaar, J. Smillie, B. Smith, A. Solomon, B. Speh, M. E. Stillman (DGS), R. Strichartz, E. Swartz, M. Terrell, R. Terrell, W. Thurston, A. Vladimirovsky, K. Vogtmann, L. Wahlbin, J. West, K. Wortman, D. Zaffran (Emeritus); J. Bramble, M. Cohen, R. Farrell, H. Kesten, G. R. Livesay, M. Morley, L. E. Payne, A. Rosenberg, M. Sweedler)

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, combinatorics, 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, professional level and mathematics education courses; 6, 7, graduate courses. The subject matter of courses is often indicated by the second digit: 0, general; 1, 2, analysis; 3, 4, algebra and combinatorics; 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 courses with numbers below 700, students will receive letter grades, with the exception of nonmathematics 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. 6–11.

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, and can be broad or narrow. It can also be combined easily with serious study in another subject in the physical, biological, or social sciences by means of a double major and/or concentration. For example, a double major in mathematics and computer science is facilitated by the concentration in computer science (requirement 4, option b) described below. This concentration permits a student to use certain computer science courses to satisfy the requirements of both majors. Questions concerning the major should be brought to a departmental representative.

Prerequisites

The traditional prerequisites are MATH 221–222, 223–224, or 293–294. A unit on infinite series is required. Such a unit is offered in MATH 112, 122, 190/191 (if taken before fall 2004), and 192 (if taken fall 2004 or later). Normally students will be admitted to the major only when they have grades of B– or better in all 200-level mathematics courses taken. Alternative prerequisites are MATH 213 and 231, normally with grades of B+ or better.

Requirements

There are five requirements for the major:

- 1) COM S 100. Students are urged to take this course before the end of their sophomore year.
- 2) Two courses in algebra. Eligible courses are
MATH 431 or 433
MATH 432 or 434
MATH 332 or 336

(Credit for both MATH 332 and MATH 336 will be granted only if both were taken during or before spring 2002.)

- 3) Two courses in analysis. Eligible courses are MATH 311, 321, 323, 413, 414, 418, 420, 422, 424, 425, 428.
- 4) Further high-level mathematical courses. Any one of (a)–(g) below is sufficient. The seven alternatives below do not exhaust the possibilities. A mathematics major interested in a concentration in a subject different from those below may develop a suitable individual program in consultation with his/her major adviser.
- (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 300 or above.
- (c) **Concentration in Economics:** Five additional courses from (iii), (iv), and (v) below, as follows: one course from (iii), three courses from (iv), and a fifth course from any of (iii), (iv), or (v). However, MATH 472 and ECON 319 cannot **both** be used to satisfy these requirements.
- Mathematics courses numbered 300 or above.
 - Economics courses with significant mathematical content. Eligible courses are ECON 319, 320, 325, 368 (formerly 467), 416, 419, 450 (also ARME 450), 609, 610, 613, 614, 619, 620, 717, 756.
 - Courses in operations research with significant mathematical content and dealing with material of interest in economics; e.g., OR&IE 320, 321, 432, 435, 474, and 476. However, the student may, with the adviser's approval, select an OR&IE course that satisfies the basic intent of the requirement but is not in this list.
- (d) **Concentration in Mathematical Biology:** Five additional courses from (vi) and (vii) below, with three courses from (vi) and two courses from (vii). We suggest that the student take a fourth course from (vi) to satisfy the math modeling requirement.
- Biology courses that have mathematical content or provide background necessary for work at the interface between biology and mathematics. Examples include BIOBM/COM S 321, BIOEE/MATH 362, BIOEE 460, BIOGD 481, 484, 487, BIONB 330, 422, BTRY 381, 482.
 - Mathematics courses numbered above 300. Particularly appropriate are MATH 420 and 471.
- (e) **Concentration in Mathematical Physics:** Five additional courses from (viii) and (ix) below, of which at least one is from (viii) and three are from (ix).
- Mathematics courses in analysis, geometry, algebra and combinatorics, probability and statistics, and mathematical logic. Eligible courses are MATH 311, 321, 323, 401, 413, 414, 420, 418 or 422, 424, 425, 428, 431 or 433, 432 or 434, 441, 442, 451, 452, 453, 454, 455, 471, 472, 481, 482, 483, 486.
 - Physics courses that make significant use of advanced mathematics. Eligible courses are PHYS 316, 317, 318, 327, 341, 443, 444, 454, 455, 480.
- (f) **Concentration in Operations Research:** Five additional courses from (x) and (xi) below, of which at least one is from (x) and three are from (xi)
- Mathematics courses numbered 300 or above.
 - Courses in operations research in which the primary focus involves mathematical techniques. Undergraduate courses include OR&IE 320–462, excluding OR&IE 350, 416, and 452. Many operations research graduate courses are also allowed. Students should consult with their advisers.
- (g) **Concentration in Statistics:** Five additional courses from (xii), (xiii), and (xiv) below, which include both from (xiii) and at least two from (xiv). MATH 171 is recommended as an additional course, not counting towards the requirements. It should be taken, or audited, before or simultaneously with MATH 471.
- Mathematics courses numbered 300 or above.
 - MATH 471 and 472.
 - Courses in other departments with significant content in probability and statistics, complementing (xiii). Eligible courses are BTRY 302 and 482; OR&IE 361, 462, 464, 468, 469, 473, 474, and 476 (counted as half a course here); ILRST 312, 410, and 411; and ECON 320. Many graduate courses co-listed in the Department of Statistical Science are also allowed (e.g., BTRY 602, 603, and 604). Students should consult their advisers.
- 5) One course dealing with mathematical models. Any course from outside mathematics with serious mathematical content and dealing with scientific matters. *This course cannot be used to satisfy any of the other requirements for the major.* Serious mathematical content includes, but is not limited to, extensive use of calculus or linear algebra. Even if the Physics concentration has been selected, PHYS 116, 208, 213, or 217 may be used to satisfy the modeling requirement, but no other 100-level Physics course, nor PHYS 207 or 209 may be used. COM S 211 satisfies the modeling requirement provided the Computer Science concentration has **not** been selected. Any course from another department that would satisfy one of the concentrations requirements may be used to fulfill the modeling requirement, provided the course is not also used to fulfill the concentration requirement. Some courses in biology, chemistry and other fields can fulfill the modeling requirement. Students should consult with their advisers.
- A course may be counted toward the mathematics major only if it is taken for a letter grade and a grade of C– or better is received for that course.
- Major advisers can alter these requirements upon request from an advisee, provided the intent of the requirements is met.

Senior Thesis

A senior thesis can form a valuable part of a student's experience in the mathematics major. It is intended to allow students to cover significant areas of mathematics not covered in course work, or not covered there in sufficient depth. The work should be independent and creative. It can involve the solution of a serious mathematics problem, or it can be an expository work, or variants of these. Both the process of doing independent research and mathematics exposition, as well as the finished written product and optional oral presentation, can have a lasting positive impact on a student's educational and professional future.

Double Majors

The Departments of Computer Science, Economics, and Physics all permit double majors with the mathematics major, allowing the courses listed under the corresponding concentrations above to be counted for both majors. Students should consult the appropriate departments for any further conditions.

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. The committee will primarily be looking for excellent performance in mathematics courses, particularly in challenging courses at the 400 level or beyond. Participation in the Honors Seminar (MATH 401) for one semester, or independent study at a high performance level can also contribute to honors. Students interested in honors should consult their major advisors concerning suitable courses.

Outstanding performance in graduate classes or an excellent senior thesis can also contribute to high honors. Students interested in high honors should consult their major advisors and the chair of the department's Mathematics Major Committee during the second semester of their junior year.

Teacher Education in Mathematics

Students at Cornell may pursue teaching credentials in biology, chemistry, earth science, general science, mathematics, and physics. CTE (Cornell Teacher Education) is a program situated in the Department of Education. Most CTE 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 completing the graduate program will earn the master's degree required for permanent certification in New York and most other states.

Mathematics students in CTE must complete all the requirements for a mathematics major (or its equivalent) including MATH 403, 408, 451, 507, and a probability/statistics course. There are a number of education courses required. Some of the required mathematics and education courses will be taken in the graduate fifth year.

For more information, contact the CTE student support specialist at 255-9255 or David Bock (Mathematics, bock@math.cornell.edu) or David Henderson (Mathematics, dwh2@cornell.edu).

Studying Mathematics Outside the Major

The College of Arts and Sciences and the Department of Mathematics offer no minor in mathematics; however, some other scientific departments in the college offer, within their own majors, concentrations in mathematics and mathematics-related fields. A student interested in such a concentration should consult the director of undergraduate studies of his/her major department.

The Engineering College offers a minor in applied mathematics that is open to any undergraduate in that college. The minor is sponsored jointly by the Department of Mathematics and the Department of Theoretical and Applied Mechanics, and is administered by the latter department. Engineering students interested in this minor should contact Professor Richard Rand of the Department of Theoretical and Applied Mechanics (255-7145; rhr2@cornell.edu).

The Mathematics Department welcomes into its upper-level courses students from all colleges, schools, and departments at Cornell. In particular, undergraduates who wish to pursue serious study of mathematics, whether within or to complement their own major fields, are encouraged to consult with the department. The department's director of undergraduate studies and other faculty can provide assistance in selecting appropriate areas of study and individual courses.

Distribution Requirement

The mathematics courses that can be used to satisfy the Group II (Quantitative and Formal Reasoning) part of the Arts College distribution requirements are indicated by the symbol "(II)" next to the title of the course and those that can be used to satisfy the new Mathematics and Quantitative Reasoning Requirement are indicated by the symbol "(MQR)".

Basic Sequences

Precalculus

<i>Description</i>	<i>Courses</i>
1) Algebra and trigonometry to prepare students for calculus	MATH 109* or EDUC 005*
2) Algebra, analytic geometry, elements of calculus	EDUC 115, MATH 100*

*MATH 100, MATH 109, EDUC 005, and EDUC 115 do not carry credit for graduation in the Arts College.

Students who want a second semester of mathematics after EDUC 115 or MATH 100 may take MATH 105 or, if they need calculus, MATH 106 or 111.

Calculus

<i>Description</i>	<i>Mathematics Courses</i>
1) Standard three-semester sequence for students who do not expect to take advanced courses in mathematics	111-112-213
2) Calculus for engineers (also taken by some physical science majors)	190/191-192-293-294
3) Several sequences are possible for prospective mathematics majors and others who expect to take advanced courses in mathematics: 111-112-221-222, 111-122-221-222, 111-122-223-224 or some mix of these courses. Students may also take the engineering sequence 190/191-192-293-294. Students are encouraged to consult with their advisers.	

MATH 190 or 191 may be substituted for 112. The two-year sequences include some linear algebra. Students who take the 3-semester sequence 111-112-213 may learn some linear algebra by taking MATH 231.

Special-Purpose Sequences

<i>Description</i>	<i>Mathematics Courses</i>
1) Finite mathematics and calculus for life and social science majors	105-106
2) Other possible finite mathematics and calculus sequence	105-111
3) Calculus and statistics sequences	106-171 111-171

Students who want to take two semesters of calculus are advised to take the first two semesters of one of the three calculus sequences. Students with excellent performance in MATH 106 may follow that course with MATH 112 or 122. The courses in each of the calculus and statistics sequences may be taken in either order, since no calculus background is required for MATH 171. Each of the sequences listed here satisfies the mathematics requirement for most medical schools.

Switching between calculus sequences is often difficult, especially at the 200 level. Students should not attempt such a switch without consulting the director of undergraduate studies.

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 that have similar content. Students will receive credit for only one of the courses in each group.

106, 111, 121
112, 122, 190, 191
192, 213, 222, 224
221, 231, 294
332, 335, 336*
431 and 433
432 and 434

*Credit for both MATH 332 and MATH 336 will be granted only if both were taken during or before spring 2002.

Note: Courses with overlapping content are not necessarily equivalent courses. Students are encouraged to consult a mathematics faculty member when choosing between them.

Fees

In some courses there may be a small fee for photocopying materials to be handed out to students.

Summer Courses

A list of mathematics courses usually offered every summer can be found in the School of Continuing Education and Summer Sessions section of this catalog. Students interested in taking summer courses in mathematics should consult the Mathematics Department web site (www.math.cornell.edu). A tentative summer listing may be available as early as October.

Undergraduate Course Offerings

Please visit www.math.cornell.edu for further information and up-to-the-minute corrections.

Foundation courses: 105, 106, 111, 112, 121, 122, 190, 191, 192, 213, 221, 222, 223, 224, 231, 293, 294

Mathematics Education: 408, 451

History of Mathematics: 403

General and Liberal Arts Courses: 103, 135, 171, 304, 401, 408

Analysis: 311, 413, 414, 418

Algebra and Number Theory: 332, 335, 336, 431, 432, 433, 434

Combinatorics: 441, 442

Geometry and Topology: 356, 451, 452, 453, 454, 455

Probability and Statistics: 171, 275, 471, 472

Mathematical Logic: 281, 384, 481, 482, 483, 486

Applied Analysis and Differential Equations: 321, 323, 420, 422, 424, 425, 428

MATH 100 Calculus Preparation

Fall. 2 transcript credits only. This course cannot be used toward graduation. This course introduces a wide variety of topics of algebra and trigonometry that have applications in various disciplines. Emphasis is on the development of linear, polynomial, rational, trigonometric, exponential, and logarithmic functions. Students will have a better understanding of the behavior of these functions in their application to calculus

because of the strong emphasis on graphing. Application of these mathematical ideas are addressed in problem-solving activities.

MATH 103 Mathematical Explorations (II) (MQR)

Fall, spring, summer. 3 credits.
This course is for students who wish to experience how mathematical ideas naturally evolve. The homework consists of the students actively investigating mathematical ideas. The course emphasizes ideas and imagination as opposed to techniques and calculations. Topics vary depending on the instructor and are announced (www.math.cornell.edu) several weeks before the semester begins. Some assessment is done through writing assignments.

MATH 105 Finite Mathematics for the Life and Social Sciences (II) (MQR)

Fall. 3 credits. Prerequisite: 3 years of high school mathematics, including trigonometry and logarithms.
This course is an introduction to linear algebra, probability, and Markov chains which develops the parts of the theory most relevant for applications. Specific topics include equations of lines, the method of least squares, solutions of linear systems, matrices; basic concepts of probability, permutations, combinations, binomial distribution, mean and variance, and the normal approximation to the binomial. Examples from biology and the social sciences are used.

MATH 106 Calculus for the Life and Social Sciences (II) (MQR)

Spring. 3 credits. Prerequisite: readiness for calculus, such as can be obtained from 3 years of high school mathematics (including trigonometry and logarithms) or from MATH 100, MATH 109, or EDUC 115. MATH 111, rather than 106, is recommended for those planning to take 112.*
Course serves as an introduction to differential and integral calculus, partial derivatives, elementary differential equations. Examples from biology and the social sciences are used.

MATH 109 Precalculus Mathematics

Summer. 3 transcript credits only; cannot be used toward graduation.
This course is designed to prepare students for MATH 111. Algebra, trigonometry, logarithms, and exponentials are reviewed.

MATH 111 Calculus I (II) (MQR)

Fall, spring, summer. 4 credits.
Prerequisite: MATH 109 or 3 years of high school mathematics, including trigonometry and logarithms.*
Course topics include functions and graphs, limits and continuity, differentiation and integration of algebraic, trigonometric, inverse trig, logarithmic, and exponential functions; applications of differentiation, including graphing, max-min problems, tangent line approximation, implicit differentiation, and applications to the sciences; the mean value theorem; and antiderivatives, definite and indefinite integrals, the fundamental theorem of calculus, substitution in integration, the area under a curve. Graphing calculators are used, and their pitfalls are discussed, as applicable to the above topics.

MATH 111 can serve as a one-semester introduction to calculus or as part of a two-semester sequence in which it is followed by MATH 112 or 122.

MATH 112 Calculus II (II) (MQR)

Fall, spring. 4 credits. Prerequisite: MATH 111 with a grade of C or better or excellent performance in MATH 106. Those who do well in MATH 111 and expect to major in mathematics or a strongly mathematics-related field should take 122 instead of 112.*

Course focus is on integration: applications, including volumes and arc length; techniques of integration, approximate integration with error estimates, improper integrals, differential equations (separation of variables, initial conditions, systems, some applications). Also covered are infinite sequences and series: definition and tests for convergence, power series, Taylor series with remainder, and parametric equations.

[MATH 121 Honors Calculus I (II) (MQR)]

Fall. 4 credits. Prerequisite: 3 years of high school mathematics with average grade of A- or better, or permission of the department.* Not offered 2004–2005.
This is a first-semester course in calculus intended for students who have been successful in their previous mathematics courses. The syllabus for the course is similar to that of MATH 111; however, the approach is more theoretical and the material is covered in greater depth.]

MATH 122 Honors Calculus II (II) (MQR)

Fall, spring. 4 credits. Prerequisite: 1 semester of calculus with a high performance or permission of the department. Students planning to continue with MATH 213 are advised to take 112 instead of this course.*

The approach of this course to calculus is more theoretical than that in MATH 112. Topics include differentiation and integration of elementary transcendental functions, techniques of integration, applications, polar coordinates, infinite series, and complex numbers, as well as an introduction to proving theorems.

MATH 135 The Art of Secret Writing (II) (MQR)

Fall, spring. 3 credits. Prerequisite: 3 years of high school mathematics.
The course examines classical and modern methods of message encryption, decryption, and cryptanalysis. We develop mathematical tools to describe these methods (modular arithmetic, probability, matrix arithmetic, number theory) and become acquainted with some of the fascinating history of the methods and people involved.

MATH 171 Statistical Theory and Application in the Real World (II) (MQR)

Fall, spring, summer. 4 credits.
Prerequisite: high school mathematics. No credit if taken after ECON 319, 320, or 321.
This introductory statistics course discusses 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, statistical theories of point estimation, confidence

intervals, testing hypotheses, the linear model, and the least squares estimator. The course concludes with a discussion of tests and estimates for regression and analysis of variance (if time permits). The computer is 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 learn and use computer-based methods for implementing the statistical methodology presented in the lectures. (No previous familiarity with computers is presumed.)

MATH 190 Calculus for Engineers (II) (MQR)

Fall. 4 credits. Prerequisite: 3 years of high school mathematics, including trigonometry and logarithms and at least one course in differential and integral calculus.*
This course covers the same material as MATH 191 but is meant for students with less preparation. This course has changed significantly from last year, and is essentially a second course in calculus. Topics include: techniques of integration, finding areas and volumes by integration, exponential growth, partial fractions, infinite sequences and series, and power series.

MATH 191 Calculus for Engineers (II) (MQR)

Fall, spring, summer. 4 credits.
Prerequisite: 3 years of high school mathematics including trigonometry and logarithms and at least one course in differential and integral calculus.
This course has changed significantly from last year, and is essentially a second course in calculus. Topics include techniques of integration, finding areas and volumes by integration, exponential growth, partial fractions, infinite sequences and series, and power series.

MATH 192 Calculus for Engineers (II) (MQR)

Fall, spring, summer. 4 credits.
Prerequisite: MATH 190 or 191.*
This course is an introduction to multivariable calculus. Topics include: calculus of functions of several variables, double and triple integrals, line integrals, vector fields, Green's theorem, Stokes' theorem, and the divergence theorem.

MATH 213 Calculus III (II) (MQR)

Fall, spring. 4 credits. Prerequisite: MATH 112, 122, 190, or 191.*
This course is designed for students who wish to master the basic techniques of multivariable calculus, but whose major will not require a substantial amount of mathematics. Topics include vectors and vector-valued functions; multivariable and vector calculus including multiple and line integrals; first- and second-order differential equations with applications; systems of differential equations; and elementary partial differential equations. The course may emphasize different topics in the syllabus in different semesters.

MATH 221 Linear Algebra and Differential Equations (II) (MQR)

Fall, spring. 4 credits. Prerequisite: 2 semesters of calculus with high performance or permission of the department.*

*See the list of courses with overlapping content at the end of the introduction.

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This course is recommended for students who plan to major in mathematics or in a related field. Course covers linear algebra and differential equations. Topics include vector algebra, linear transformations, matrices, and linear differential equations, as well as an introduction to proving theorems.

MATH 222 Multivariable Calculus (II) (MQR)

Fall, spring, 4 credits. Prerequisite: MATH 221.*

This course is recommended for students who plan to major in mathematics or in a related field. It covers differential and integral calculus of functions in several variables, line and surface integrals as well as the theorems of Green, Stokes, and Gauss.

MATH 223 Theoretical Linear Algebra and Calculus (II) (MQR)

Fall, 4 credits. Prerequisite: 2 semesters of calculus with a grade of A- or better, or permission of instructor.*

MATH 223-224 provides an integrated treatment of linear algebra and multivariable calculus designed for students who have been highly successful in their previous calculus courses. Topics include vectors, matrices, and linear transformations; differential calculus of functions of several variables; inverse and implicit function theorems; quadratic forms, extrema, and manifolds; multiple and iterated integrals.

MATH 224 Theoretical Linear Algebra and Calculus (II) (MQR)

Spring, 4 credits. Prerequisite: MATH 223.*

Topics include vector fields; line integrals; differential forms and exterior derivative; work, flux, and density forms; integration of forms over parametrized domains; and Green's, Stoke's, and divergence theorems.

MATH 231 Linear Algebra with Applications (II) (MQR)

Spring, 3 credits. Prerequisite: MATH 111 or equivalent.* Students interested in the mathematics major should take MATH 221 or 294.

This course is an introduction to linear algebra. A wide range of applications are discussed and computer software may be used. The main topics are systems of linear equations, matrices, determinants, vector spaces, orthogonality, and eigenvalues. Typical applications are population models, input/output models, least squares, and difference equations.

MATH 275 Living in a Random World (II) (MQR)

Spring, 3 credits. Prerequisites: one semester of calculus

This course concentrates on applications of probability in the physical, biological, and social sciences, and to understanding the world around us (e.g., games, lotteries, option pricing, and opinion polls). Some familiarity with integration and differentiation is useful but the equivalent of a one-semester course in calculus is more than enough.

MATH 281 Deductive Logic (also PHIL 331) (II) (MQR)

Fall, 4 credits.

For description, see PHIL 331.

MATH 293 Engineering Mathematics (II) (MQR)

Fall, spring, summer, 4 credits.

Prerequisite: MATH 192.*

In fall: the conclusion of vector calculus, including line integrals, vector fields, Green's theorem, Stokes' theorem, and the divergence theorem; followed by an introduction to ordinary and partial differential equations, including Fourier series and boundary value problems. May include computer use in solving problems.

In spring and summer: introduction to ordinary and partial differential equations. Topics include: first-order equations (separable, linear, homogeneous, exact); mathematical modeling (e.g., population growth, terminal velocity); qualitative methods (slope fields, phase plots, equilibria, and stability); numerical methods; second-order equations (method of undetermined coefficients, application to oscillations and resonance, boundary-value problems and eigenvalues); Fourier series; linear partial differential equations (heat flow, waves, the Laplace equation); and linear systems of ordinary differential equations.

MATH 294 Engineering Mathematics (II) (MQR)

Fall, spring, summer, 4 credits.

Prerequisite: MATH 192.*

Linear algebra and its applications. Topics include matrices, determinants, vector spaces, eigenvalues and eigenvectors, orthogonality and inner product spaces; applications include brief introductions to difference equations, Markov chains, and systems of linear ordinary differential equations. May include computer use in solving problems.

MATH 304 Prove It! (II) (MQR)

Spring, 4 credits. Prerequisite: MATH 221, 223, 293, or permission of instructor.

In mathematics, the methodology of proof provides a central tool for confirming the validity of mathematical assertions, functioning much as the experimental method does in the physical sciences. In this course, students will learn various methods of mathematical proof, starting with basic techniques in propositional and predicate calculus and in set theory and combinatorics, and then moving to applications and illustrations of these via topics in the three main pillars of mathematics: algebra, analysis, and geometry. Since cogent communication of mathematical ideas is important in the presentation of proofs, the course will emphasize clear, concise exposition. This course will be useful for all students who wish to improve their skills in mathematical proof and exposition, or who intend to study more advanced topics in mathematics.

MATH 311 Introduction to Analysis (II) (MQR)

Fall, spring, 4 credits. Prerequisites: MATH 221-222, 223-224 or 293-294.

Provides a transition from calculus to real analysis. Topics include rigorous treatment of fundamental concepts in calculus: including limits and convergence of sequences and series, compact sets; continuity, uniform continuity and differentiability of functions. Emphasis is placed upon understanding and constructing mathematical proofs.

MATH 321 Manifolds and Differential Forms (II) (MQR)

Fall, 4 credits. Prerequisites: multivariable calculus and linear algebra as taught in MATH 221-222, 223-224, or 293-294.

A manifold is a type of subset of Euclidean space that has a well-defined tangent space at every point. Such a set is amenable to the methods of multivariable calculus. After a review of some relevant calculus, we investigate manifolds and the structures that they are endowed with, such as tangent vectors, boundaries, orientations, and differential forms. The notion of a differential form encompasses such ideas as surface and volume forms, the work exerted by a force, the flow of a fluid, and the curvature of a surface, space, or hyperspace. We re-examine the integral theorems of vector calculus (Green, Gauss and Stokes) in the light of differential forms and apply them to problems in partial differential equations, topology, fluid mechanics, and electromagnetism.

MATH 323 Introduction to Differential Equations (II) (MQR)

Fall, 4 credits. Prerequisites: multivariable calculus and linear algebra as taught in MATH 221-222, 223-224, or 293-294, or permission of instructor.

This course is intended for students who want a brief one-semester introduction to the theory of and techniques in both ordinary and partial differential equations. Topics for ordinary differential equations may include initial-value and two-point boundary value problems, the basic existence and uniqueness theorems, continuous dependence on data, stability of fix-points, numerical methods, special functions. Topics for partial differential equations may include the Poisson, heat and wave equations, boundary and initial-boundary value problems, maximum principles, continuous dependence on data, separation of variables, Fourier series, Green's functions, numerical methods, transform methods.

MATH 332 Algebra and Number Theory (II) (MQR)

Fall, summer, 4 credits. Prerequisite: MATH 221, 223, 231 or 294.*

Course covers various topics from number theory and modern algebra. It usually includes most of the following: Primes and factorization, Diophantine equations, congruences, quadratic reciprocity, continued fractions, rings and fields, finite groups, and an introduction to the arithmetic of the Gaussian integers and quadratic fields. Motivation and examples for the concepts of abstract algebra are derived primarily from number theory and geometry.

MATH 335 Introduction to Cryptology (also COM S 480) (II) (MQR)

Fall, spring, 3 credits. Prerequisites: MATH 222 or 294, and COM S 100 or equivalent.

This course is an introduction to the algorithmic and mathematical concepts of cryptanalysis. Topics will include security vs. feasibility and different types of cryptographic attack, elementary probability, number theory, cryptographic hash functions, and secret and public key cryptography.

*See the list of courses with overlapping content at the end of the introduction.

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MATH 336 Applicable Algebra (II) (MQR)

Spring, 4 credits. Prerequisite: MATH 221, 223, 231 or 294.*

An introduction to the concepts and methods of abstract algebra and number theory that are of interest in applications. Course covers the basic theory of groups, rings and fields and their applications to such areas as public-key cryptography, error-correcting codes, parallel computing, and experimental designs. Applications include the RSA cryptosystem and use of finite fields to construct error-correcting codes and Latin squares. Topics include elementary number theory, Euclidean algorithm, prime factorization, congruences, theorems of Fermat and Euler, elementary group theory, Chinese remainder theorem, factorization in the ring of polynomials, and classification of finite fields.

MATH 356 Groups and Geometry (II) (MQR)

Spring, 4 credits. Prerequisite: MATH 221, 223, 231 or 294.

Groups were introduced in the nineteenth century as the sets of symmetries of algebraic or geometric objects. This viewpoint has become central in modern mathematics. This course studies the geometry of the plane and of patterns in the plane in terms of the group of symmetries ("isometries") of the plane. Prior knowledge of group theory is not a prerequisite. The purpose of the course is to prepare students for the 400-level courses in several ways. On one hand, the course offers experience in modern algebra and geometry (including the geometry of complex numbers). It presents some very beautiful and important topics and a sense of the unity of mathematics. On the other hand, special care is taken to initiate the student into the writing of proofs and the language of mathematics. Topics include: symmetries, groups of transformations, subgroups and cosets. Homomorphisms and isomorphisms. Orbits and fixed points. Frieze groups, wallpaper groups ("2-dimensional crystallographic groups") and the associated tessellations of the Euclidean plane.

[MATH 362 Dynamic Models in Biology (also BIOEE 362) (I or II) (PBS)]

Spring, 3 credits. Prerequisite: two semesters of introductory biology (BIO G 101–102, 105–106, 107–108, 109–110, or equivalent) and completion of the mathematics requirements for the Biological Sciences major or equivalent. Not offered 2004–2005.

For description, see BIOEE 362.]

MATH 384 Foundations of Mathematics (also PHIL 330)

Fall, 4 credits. Prerequisite: one course on logic or one mathematics course that consists mostly of proofs, or permission of the instructor.

For description, see PHIL 330.

MATH 401 Honors Seminar: Topics in Modern Mathematics (II) (MQR)

Spring, 4 credits. Prerequisite: 2 courses in mathematics numbered 300 or higher or permission of instructor.

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 helps 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 varies from year to year.

MATH 403 History of Mathematics # (II) (MQR)

Spring, 4 credits. Prerequisite: 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 are required to give oral and written reports.

MATH 408 Mathematics in Perspective (II) (MQR)

Spring, 4 credits. Prerequisite: consent of instructor.

This course examines several basic topics in mathematics, topics that are usually introduced in high school, from the perspective gained through a completed or nearly completed Cornell math major. The course will emphasize the connections between branches of mathematics and the role of careful definitions and proofs in both deepening our understanding of mathematics and generating new mathematical ideas. In addition, the course will relate these basic subjects to topics of current mathematical interest. Specific topics may include induction and recursion, synthetic and analytic geometry, number systems, the geometry of complex numbers, angle measurement and trigonometry, and the so-called elementary functions.

MATH 413 Honors Introduction to Analysis I (II) (MQR)

Fall, spring, 4 credits. Prerequisite: a high level of performance in MATH 221–222, 223–224, or 293–294 and a familiarity with proofs. Students who do not intend to take MATH 414 are encouraged to take MATH 413 in the spring.

This course provides an introduction to the rigorous theory underlying calculus, covering the real number system and functions of one variable. The course is based entirely on proofs, and the student is expected to know how to read and, to some extent, construct proofs before taking this course. Topics typically include construction of the real number system, properties of the real number system, continuous functions, differential and integral calculus of functions of one variable, sequences and series of functions.

MATH 414 Honors Introduction to Analysis II (II) (MQR)

Spring, 4 credits. Prerequisite: MATH 413.

This is a proof-based introduction to further topics in analysis. Topics may include the Lebesgue measure and integration, functions of several variables, differential calculus, implicit function theorem, infinite dimensional normed and metric spaces, Fourier series, ordinary differential equations.

MATH 418 Introduction to the Theory of Functions of One Complex Variable (II) (MQR)

Spring, 4 credits. Prerequisite: MATH 223–224, 311, or 413 or permission of instructor.

A theoretical and rigorous introduction to complex variable theory. Topics include 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. Students interested in the applications of complex analysis should consider MATH 422.

MATH 420 Differential Equations and Dynamical Systems (II) (MQR)

Fall, spring, 4 credits. Prerequisite: high level of performance in MATH 293–294, 221–222, 223–224, or permission of instructor.

Course covers ordinary differential equations in one and higher dimensions: qualitative, analytic, and numerical methods. Emphasis is on differential equations as models and the implications of the theory for the behavior of the system being modeled and includes an introduction to bifurcations.

MATH 422 Applied Complex Analysis (II) (MQR)

Spring, 4 credits. Prerequisite: MATH 221–222, 223–224, 293–294, or 213 and 231. Undergraduates who plan to attend graduate school should take MATH 418.

Course covers complex variables, Fourier transforms, Laplace transforms and applications to partial differential equations. Additional topics may include an introduction to generalized functions.

MATH 424 Wavelets and Fourier Series (II) (MQR)

Spring, 4 credits. Prerequisite: MATH 221–222, 223–224, 293–294, or permission of instructor.

Both Fourier series and wavelets provide methods to represent or approximate general functions in terms of simple building blocks. Such representations have important consequences, both for pure mathematics and for applications. Fourier series use *natural* sinusoidal building blocks and may be used to help solve differential equations. Wavelets use *artificial* building blocks that have the advantage of localization in space. A full understanding of both topics requires a background involving Lebesgue integration theory and functional analysis. This course presents as much as possible on both topics without such formidable prerequisites. The emphasis is on clear statements of results and key ideas of proofs, working out examples, and applications. Related topics that may be included are Fourier transforms, Heisenberg uncertainty principle, Shannon sampling theorem, and Poisson summation formula.

MATH 425 Numerical Analysis and Differential Equations (II) (MQR)

Fall, 4 credits. Prerequisite: MATH 221–222, 223–224, or 293–294, one course numbered 300 or higher in mathematics and COM S 100, or permission of instructor. Generally offered every two years.

An introduction to the fundamentals of numerical analysis: error analysis, interpolation, direct and iterative methods for systems of equations, numerical integration. In the second half of the course, the above are used to build approximate solvers for

*See the list of courses with overlapping content at the end of the introduction.

ordinary and partial differential equations. Strong emphasis is placed on understanding the advantages, disadvantages, and limits of applicability for all the covered techniques. Computer programming is required to test the theoretical concepts throughout the course.

MATH 428 Introduction to Partial Differential Equations (II) (MQR)

Spring. 4 credits. Prerequisite: MATH 221-222, 223-224, or 293-294 or permission of instructor.

Topics will be 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 Linear Algebra (II) (MQR)

Fall. 4 credits. Prerequisite: MATH 221, 223, 231, or 294. Undergraduates who plan to attend graduate school in mathematics should take MATH 433-434.*

An introduction to linear algebra, including the study of vector spaces, linear transformations, matrices, and systems of linear equations. Additional topics are quadratic forms and inner product spaces, canonical forms for various classes of matrices and linear transformations.

MATH 432 Introduction to Algebra (II) (MQR)

Spring. 4 credits. Prerequisite: MATH 332, 336, 431 or 433, or permission of instructor. Undergraduates who plan to attend graduate school in mathematics should take MATH 433-434.*

An introduction to various topics in abstract algebra, including groups, rings, fields, factorization of polynomials and integers, congruences, and the structure of finitely generated abelian groups. Optional topics are modules over Euclidean domains and Sylow theorems.

MATH 433 Honors Linear Algebra (II) (MQR)

Fall. 4 credits. Prerequisite: a high level of performance in MATH 221, 223, 231, or 294.

This is the honors version of a course in advanced linear algebra, which treats the subject from an abstract and axiomatic viewpoint. Topics include vector spaces, linear transformations, polynomials, determinants, tensor and wedge products, canonical forms, inner product spaces, and bilinear forms. Emphasis is on understanding the theory of linear algebra; homework and exams include at least as many proofs as computational problems. A less theoretical course that covers approximately the same subject matter is MATH 431.

MATH 434 Honors Introduction to Algebra (II) (MQR)

Spring. 4 credits. Prerequisite: MATH 332, 336, 431, or 433, or permission of instructor.

This is the honors version of a course in abstract algebra, which treats the subject from an abstract and axiomatic viewpoint, including universal mapping properties. Topics include groups, groups acting on sets, Sylow theorems; rings, factorization: Euclidean rings, principal ideal domains and unique factorization domains, the structure of finitely generated modules over a principal

ideal domain, fields, and Galois theory. The course emphasizes understanding the theory with proofs in both homework and exams. An optional computational component using the computer language GAP is available. A less theoretical course that covers similar subject matter is MATH 432.

MATH 441 Introduction to Combinatorics I (II) (MQR)

Fall. 4 credits. Prerequisite: MATH 221, 223, 231, or 294. Generally offered every two years.

Combinatorics is the study of discrete structures that arise in a variety of areas, particularly in other areas of mathematics, computer science, and many areas of application. Central concerns are often to count objects having a particular property (for example, trees) or to prove that certain structures exist (for example, matchings of all vertices in a graph). The first semester of this sequence covers basic questions in graph theory, including extremal graph theory (how large must a graph be before one is guaranteed to have a certain subgraph) and Ramsey theory (which shows that large objects are forced to have structure). Variations on matching theory are discussed, including theorems of Dilworth, Hall, König, and Birkhoff, and an introduction to network flow theory. Methods of enumeration (inclusion/exclusion, Möbius inversion, and generating functions) are introduced and applied to the problems of counting permutations, partitions, and triangulations.

[MATH 442 Introduction to Combinatorics II (II) (MQR)

Spring. 4 credits. Prerequisite: MATH 221, 223, 231, or 294. Generally offered every two years. Not offered 2004-2005.

This is a continuation of the first semester, although formally independent of the material covered there. Emphasis is on the study of certain combinatorial structures, such as Latin squares and combinatorial designs (which are of use in statistical experimental design), and classical finite geometries and combinatorial geometries (also known as matroids, which arise in many areas from algebra and geometry through discrete optimization theory). There is an introduction to partially ordered sets and lattices, including general Möbius inversion and its application, as well as the Polya theory of counting in the presence of symmetries.]

MATH 451 Euclidean and Spherical Geometry (II) (MQR)

Fall. 4 credits. Prerequisite: MATH 221, 223, 231, or 294, or permission of instructor.

Covers topics from Euclidean and spherical (non-Euclidean) geometry. A nonlecture, seminar-style course organized around student participation.

MATH 452 Classical Geometries (II) (MQR)

Spring. 4 credits. Prerequisite: MATH 221, 223, 231, or 294, or permission of instructor.

This is an introduction to hyperbolic 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 (II) (MQR)

Fall. 4 credits. Prerequisite: MATH 311, 411 or 413, or permission of instructor.

Course covers basic point set topology, connectedness, compactness, metric spaces, fundamental group. Application of these concepts to surfaces such as the torus, the Klein bottle, and the Möbius band.

MATH 454 Introduction to Differential Geometry (II) (MQR)

Spring. 4 credits. Prerequisites: MATH 221-222, 223-224, or 293-294, plus at least one mathematics course numbered 300 or above. MATH 453 is not a prerequisite.

Course covers differential geometry of curves and surfaces. Also covers curvature, geodesics, and differential forms. Serves as an introduction to n-dimensional Riemannian manifolds. This material provides some background for the study of general relativity; connections with the latter are indicated.

MATH 455 Applicable Geometry (II) (MQR)

Fall. 4 credits. Prerequisite: a good introduction to linear algebra (such as in MATH 221, 223, 231, or 294) or permission of the instructor. It is not assumed that students know what any of the words in the following description mean. Generally offered every two years.

An introduction to the theory of n-dimensional convex polytopes and polyhedra and some of its applications, with an in-depth treatment of the case of 3-dimensions. We discuss both combinatorial properties (such as face counts) as well as metric properties (such as rigidity). Covers theorems of Euler, Cauchy, and Steinitz, Voronoi diagrams and triangulations, convex hulls, cyclic polytopes, shellability and the upper-bound theorem. We relate these ideas to applications in tiling, linear inequalities and linear programming, structural rigidity, computational geometry, hyperplane arrangements and zonotopes.

MATH 471 Basic Probability (II) (MQR)

Fall. 4 credits. Prerequisites: one year of calculus. Some knowledge of multivariate calculus is helpful but not necessary.

An introduction to probability theory, which prepares the student to take MATH 472. The course begins with basics: combinatorial probability, mean and variance, independence, conditional probability, and Bayes formula. Density and distribution functions and their properties are introduced. The law of large numbers and the central limit theorem are stated and their implications for statistics are discussed.

MATH 472 Statistics (II) (MQR)

Spring. 4 credits. Prerequisites: MATH 471 and knowledge of linear algebra such as taught in MATH 221. Some knowledge of multivariable calculus helpful but not necessary.

*See the list of courses with overlapping content at the end of the introduction.

Statistics have proved to be an important research tool in nearly all of the physical, biological, and social sciences. This course serves as an introduction to statistics for students who already have some background in calculus, linear algebra, and probability theory. Topics covered include parameter estimation, hypothesis testing, and linear regression. The course emphasizes both the mathematical theory of statistics and techniques for data analysis that are useful in solving scientific problems.

MATH 481 Mathematical Logic (also PHIL 431) (II) (MQR)

Spring. 4 credits. Prerequisites: MATH 222 or 223 and preferably some additional course involving proofs in mathematics, computer science, or philosophy. Generally offered every two years.

A first course in mathematical logic providing precise definitions of the language of mathematics and the notion of proof (propositional and predicate logic). The completeness theorem says that we have all the rules of proof we could ever have. The Gödel incompleteness theorem says that they are not enough to decide all statements even about arithmetic. The compactness theorem exploits the finiteness of proofs to show that theories have unintended (nonstandard) models. Possible additional topics: the mathematical definition of an algorithm and the existence of noncomputable functions; the basics of set theory to cardinality and the uncountability of the real numbers.

MATH 482 Topics in Logic (also PHIL 432) (II) (MQR)

Spring. 4 credits. Prerequisite: 1 logic course from the Mathematics Department at the 200 level or higher, 1 logic course from the Philosophy Department at the 300 level or higher, or permission of the instructor.

For description, see PHIL 432.

MATH 483 Intensional Logic (also PHIL 436) (II) (MQR)

Spring. 4 credits. Prerequisite: 1 logic course at the 200 level or higher from the Philosophy Department or the Mathematics Department, or permission of instructor.

For description, see PHIL 436.

MATH 486 Applied Logic (also COM S 486) (II) (MQR)

Spring. 4 credits. Prerequisites: MATH 221–222, 223–224, or 293–294; COM S 280 or equivalent (such as MATH 332, 336, 432, 434, or 481); and some additional course in mathematics or theoretical computer science.

Course covers propositional and predicate logic; compactness and completeness by tableaux, natural deduction, and resolution. Other possible topics include equational logic; Herbrand Universes and unification; rewrite rules and equational logic, Knuth-Bendix method and the congruence-closure algorithm and lambda-calculus reduction strategies; topics in Prolog, LISP, ML, or Nuprl; and applications to expert systems and program verification.

MATH 490 Supervised Reading and Research

Fall, spring. 1–6 credits.

Supervised reading and research by arrangement with individual professors. Not for material currently available in regularly scheduled courses.

Professional Level and Mathematics Education Courses

[MATH 505 Educational Issues in Undergraduate Mathematics

Spring. 4 credits. Prerequisite: graduate standing or permission of the instructor. Generally offered every two years. Not offered 2004–2005.

This course examines various educational issues in undergraduate mathematics and the relationship of these issues to the mathematics itself. The precise choice of topics varies, but the intent is that a balance of different views be presented and discussed. There are extensive readings in the course and occasional guest lectures. Possible topics include nature of proof and how and when to teach it, calculus “reform,” teaching mathematics to schoolteachers, using writing, using history, alternative assessments, alternatives to lecturing, equity issues, effective uses of technology, what is mathematical understanding and how do we recognize it, what should every mathematics major know, and research in undergraduate mathematics.]

[MATH 507 Teaching Secondary Mathematics: Theory and Practices

Spring. 4 credits. Not offered 2004–2005.

This course provides direct experience of new approaches, curricula, and standards in mathematics education. Discussion of articles, activities for the secondary classroom, and videotape of classroom teaching are tied to in-class exploration of math problems. Experience in the computer lab, examining software environments and their use in the mathematics classroom is included. Participants are expected to write short papers, share ideas in class, and present their opinions on issues.]

MATH 508 Mathematics for Secondary School Teachers

Fall, spring. 1–6 credits. Prerequisite: secondary school mathematics teacher, 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.

Graduate Courses

Many of our graduate courses are topics courses for which descriptions are not included here; however, during each pre-enrollment period a schedule of graduate courses to be offered the following semester is posted at www.math.cornell.edu/Courses/courses.html. This schedule includes course descriptions that are often more detailed than those included here, as well as a means for interested students to participate in the process of selecting meeting times.

MATH 611–612 Real and Complex Analysis

611, fall; 612, spring. 4 credits each.

These are the core analysis courses in the mathematics graduate program. 611 covers measure and integration and functional analysis. 612 covers complex analysis, Fourier analysis, and distribution theory.

MATH 613–614 Topics in Analysis

613, fall; 614, spring. 4 credits.

MATH 615 Mathematical Methods in Physics

Fall. 4 credits. Intended for graduate students in physics or related fields who have had a strong advanced calculus course and at least 2 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 is assumed. Undergraduates are admitted only with permission of instructor.

Topics are designed to give a working knowledge of the principal mathematical methods used in advanced physics. Course covers Hilbert space, generalized functions, Fourier transform, Sturm-Liouville problem in ODE, Green's functions, and asymptotic expansions.

MATH 617 Dynamical Systems

Fall. 4 credits. Generally offered every two years.

Topics include existence and uniqueness theorems for ODEs; Poincaré-Bendixon theorem and global properties of two-dimensional flows; limit sets, nonwandering sets, chain recurrence, pseudo-orbits and structural stability; linearization at equilibrium points: stable manifold theorem and the Hartman-Grobman theorem; and generic properties: transversality theorem and the Kupka-Smale theorem. Examples include expanding maps and Anosov diffeomorphisms; hyperbolicity: the horseshoe and the Birkhoff-Smale theorem on transversal homoclinic orbits; rotation numbers; Herman's theorem; and characterization of structurally stable systems.

MATH 618 Smooth Ergodic Theory

Spring. 4 credits. Generally offered every two years.

Topics include 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 nonhyperbolic systems; Liapunov exponents; and relations between entropy, exponents, and dimensions.

[MATH 619–620 Partial Differential Equations

619, fall; 620, spring. 4 credits each.

Generally offered every two years. Not offered 2004–2005.

Course covers basic theory of partial differential equations.]

MATH 621 Measure Theory and Lebesgue Integration

Fall. 4 credits.

Course covers measure theory, integration, and L_p spaces.

MATH 622 Applied Functional Analysis

Spring. 4 credits. Not offered every year.

Course covers basic theory of Hilbert and Banach spaces and operations on them. Applications.

[MATH 628 Complex Dynamical Systems

Spring. 4 credits. Prerequisite: MATH 418. Not offered every year. Not offered 2004–2005.

Various topics in the dynamics of analytic mappings in one complex variable, such as Julia and Fatou sets, the Mandelbrot set, Mane-Sad-Sullivan's theorem on structural

stability. Also covers local theory, including repulsive cycles and the Yoccoz inequality, parabolic points and Ecalle-Voronin invariants, Siegel disks and Yoccoz's proof of the Siegel Briuno theorem; quasi-conformal mappings and surgery; Sullivan's theorem on non-wandering domains, polynomial-like mappings and renormalization, Shishikura's constructin of Hermann rings; puzzles, tableaux and local connectivity problems; and Thurston's topological characterization of rational functions, the spider algorithm, and mating of polynomials.]

MATH 631-632 Algebra

631, fall; 632, spring. 4 credits each.

These are the core algebra courses in the mathematics graduate program. MATH 631 covers group theory, especially finite groups; rings and modules; ideal theory in commutative rings; arithmetic and factorization in principal ideal domains and unique factorization domains; introduction to field theory; tensor products and multilinear algebra. (Optional topic: introduction to affine algebraic geometry.) MATH 632 covers Galois theory, representation theory of finite groups, introduction to homological algebra. Familiarity with the material of a standard undergraduate course in abstract algebra will be assumed.

MATH 633 Noncommutative Algebra

Spring. 4 credits.

Course covers Wedderburn structure theorem, Brauer group, and group cohomology.

[MATH 634 Commutative Algebra

Spring. 4 credits. Not offered 2004-2005.

Course covers Dedekind domains, primary decomposition, Hilbert basis theorem, and local rings.]

MATH 649 Lie Algebras

Spring. 4 credits. Generally offered every two years.

Topics include: nilpotent, solvable and reductive Lie algebras; enveloping algebras; root systems; Coxeter groups; and classification of simple algebras.

[MATH 650 Lie Groups

Fall. 4 credits. Generally offered every two years. Not offered 2004-2005.

Course topics include topological groups, Lie groups; relation between Lie groups and Lie algebras; exponential map, homogeneous manifolds; and invariant differential operators.]

MATH 651 Introductory Algebraic Topology

Spring. 4 credits.

This is one of the core topology courses in the mathematics graduate program. It is an introductory study of certain geometric processes for associating algebraic objects such as groups to topological spaces. The most important of these are homology groups and homotopy groups, especially the first homotopy group or fundamental group, with the related notions of covering spaces and group actions. The development of homology theory focuses on verification of the Eilenberg-Steenrod axioms and on effective methods of calculation such as simplicial and cellular homology and Mayer-Vietoris sequences. If time permits, the cohomology ring of a space may be introduced.

MATH 652 Differentiable Manifolds I

Fall. 4 credits. Prerequisites: advanced calculus, linear algebra (MATH 431), point-set topology (MATH 453).

This is one of the core topology courses in the mathematics graduate program. It is an introduction to geometry and topology from a differentiable viewpoint, suitable for beginning graduate students. The objects of study are manifolds and differentiable maps. The collection of all tangent vectors to a manifold forms the tangent bundle, and a section of the tangent bundle is a vector field. Alternatively, vector fields can be viewed as first-order differential operators. We study flows of vector fields and prove the Frobenius integrability theorem. In the presence of a Riemannian metric, we develop the notions of parallel transport, curvature, and geodesics. We examine the tensor calculus and the exterior differential calculus and prove Stokes' theorem. If time permits we will give an introduction to de Rham cohomology, Morse theory, or other optional topics.

MATH 653 Differentiable Manifolds II

Spring. Prerequisites: MATH 652 or equivalent. Generally offered every 3-4 years.

Advanced topics from differential geometry and differential topology selected by instructor. Examples of eligible topics include transversality, cobordism, Morse theory, classification of vector bundles and principal bundles, characteristic classes, microlocal analysis, conformal geometry, geometric analysis and partial differential equations, and Atiyah-Singer index theorem.

MATH 661 Geometric Topology

Fall. 4 credits.

An introduction to some of the more geometric aspects of topology and its connections with group theory. Possible topics include surface theory, 3-manifolds, knot theory, geometric and combinatorial group theory, hyperbolic groups, and hyperbolic manifolds.

MATH 662 Riemannian Geometry

Spring. 4 credits. Generally offered every two years.

Course topics include 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; and submanifolds and the Second Fundamental form.

MATH 671-672 Probability Theory

671, fall; 672, 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 MATH 413-414 or 621.

Prerequisite for MATH 672: MATH 671.

Topics include 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;

and Brownian motion and processes with independent increments.

MATH 674 Introduction to Mathematical Statistics

Spring. 4 credits. Prerequisites: MATH 671 and OR&IE 670 or permission of instructor.

Topics include an introduction to the theory of point estimation, hypothesis testing and confidence intervals, consistency, efficiency, and the method of maximum likelihood. Basic concepts of decision theory are discussed; the key role of the sufficiency principle is highlighted and applications are given for finding Bayesian, minimax, and unbiased optimal decisions. Some statistical distances for probability measures are introduced, like Hellinger and total variation distance, and also the Kullback-Leibler relative entropy. The latter will be motivated by a discussion of source coding for information transmission. Asymptotic methods are introduced and developed in detail, with an emphasis on the concept of contiguity and its application to nonparametric hypothesis testing.

[MATH 675 Statistical Theories Applicable to Genomics

Fall. 4 credits. Not offered 2004-2005.

This course focuses on statistical concepts useful in genomics (e.g., microarray data analysis) that involve a large number of populations. Topics include multiple testing and closed testing (the cornerstone of multiple testing), family-wise error rate, false discovery rate (FDR) of Benjamini and Hochberg, and Storey's papers relating to pFDR. We also discuss the shrinkage technique or the Empirical Bayes approach, equivalent to the BLUP in a random effect model, which is a powerful technique, taking advantage of a large number of populations. A related technique, which allows us to use the same data to select and make inferences for the selected populations (or genes), is discussed. If time permits, there may be some lectures about permutation tests, bootstrapping, and QTL identification.]

MATH 681 Logic

Spring. 4 credits.

Course covers basic topics in mathematical logic, including propositional and predicate calculus; formal number theory and recursive functions; completeness and incompleteness theorems, compactness and Skolem-Loewenheim theorems. Other topics as time permits.

[MATH 703 Topics in the History of Mathematics

Spring. 4 credits. Prerequisites: undergraduate algebra and analysis. Generally offered every two years. Not offered 2004-2005.

Topics in the history of modern mathematics at the level of F. Klein's *Evolution of Mathematics in the 19th Century*, J. Dieudonne's *Abrege D'Histoire Des Mathematiques 1700-1900*, and G. Birkhoff's *Source Book of Classical Analysis*.]

MATH 711-712 Seminar in Analysis

711, fall; 712, fall, spring. 4 credits.

MATH 713 Functional Analysis

Spring. 4 credits.

Course covers topological vector spaces, Banach and Hilbert spaces, and Banach algebras. Additional topics selected by instructor.

MATH 715 Fourier Analysis

Spring, 4 credits. Generally offered every two years.

[MATH 717 Applied Dynamical Systems (also T&AM 776)]

Spring, 4 credits. Suggested prerequisite: T&AM 675, MATH 617, or equivalent. Generally offered every two years. Not offered 2004–2005.

Topics include 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; and applications to problems in solid and fluid mechanics.]

[MATH 722 Topics in Complex Analysis]

Fall, 4 credits. Not offered every year. Not offered 2004–2005.

Selections of advanced topics from complex analysis, such as Riemann surfaces, complex dynamics, and conformal and quasiconformal mapping. Course content varies.]

[MATH 728 Seminar in Partial Differential Equations]

Spring, 4 credits. Generally offered every two years. Not offered 2004–2005.]

MATH 731–732 Seminar in Algebra

731, fall; 732, spring, 4 credits each.

MATH 735 Topics in Algebra

Fall, 4 credits.

Selection of advanced topics from algebra, algebraic number theory, and algebraic geometry. Course content varies.

MATH 737 Algebraic Number Theory

Fall, 4 credits.

MATH 739 Topics in Algebra

Spring, 4 credits.

Selection of advanced topics from algebra, algebraic number theory, and algebraic geometry. Course content varies.

[MATH 740 Homological Algebra]

Spring, 4 credits. Not offered 2004–2005.]

MATH 751–752 Bernstein Seminar in Topology

751, fall; 752, spring, 4 credits each.

MATH 753 Algebraic Topology

Fall, 4 credits.

The continuation of 651. The standard topics covered in this course most years are cohomology, cup products, Poincaré duality, and homotopy groups. Other possible topics include fiber bundles, fibrations, vector bundles, and characteristic classes. The course may sometimes be taught from a differential forms viewpoint.

MATH 755–756 Topology and Geometric Group Theory Seminar

755, fall; 756, spring, 4 credits each.

MATH 757–758 Topics in Topology

757, fall; 758, spring, 4 credits each.

Selection of advanced topics from modern algebraic, differential, and geometric topology. Course content varies.

MATH 761–762 Seminar in Geometry

761, fall; 762, spring, 4 credits each. Either 761 or 762 generally offered every year.

MATH 767 Algebraic Geometry

Fall, 4 credits.

MATH 771–772 Seminar in Probability and Statistics

771, fall; 772, spring, 4 credits each.

[MATH 774 Asymptotic Statistics]

Fall, 4 credits. Prerequisites: probability theory (MATH 671–672 or equivalent, containing stochastic processes) and statistics (MATH 472 or MATH 674). Not offered 2004–2005.

Introduction to asymptotic statistical decision theory and to empirical stochastic processes. Course covers the notion of experiment, reduction by sufficiency, equivalence classes, the Le Cam delta distance, local asymptotic normality and minimaxity, optimal rates of convergence, white noise models, the Pinsker bound, and Gaussian approximation of nonparametric experiments. Topics in empirical processes include coupling theorems, some probability metrics, entropy conditions, functional limit theorems, and Hungarian constructions.]

MATH 777–778 Stochastic Processes

777, fall; 778, spring, 4 credits each.

MATH 781–782 Seminar in Logic

781, fall; 782, spring, 4 credits each.

[MATH 783 Model Theory]

Spring, 4 credits. Generally offered every two years. Not offered 2004–2005.

An introduction to model theory at the level of the books by Hodges or Chang and Keisler.]

MATH 784 Recursion Theory

Fall, 4 credits.

Course covers 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 787 Set Theory

Spring, 4 credits. Generally offered every two years.

A first course in axiomatic set theory at the level of the book by Kunen.

[MATH 788 Topics in Applied Logic]

Fall, 4 credits. Not offered 2004–2005.

This course covers applications of the results and methods of mathematical logic to other areas of mathematics and science. Topics vary each year; recent examples are automatic theorem proving, formal semantics of programming and specification languages, linear logic, constructivism (intuitionism), nonstandard analysis. Students are expected to be familiar with the standard results in graduate-level mathematical logic.]

MATH 790 Supervised Reading and Research

Fall, spring, 1–6 credits.

MEDIEVAL STUDIES

P. R. Hyams, director; F. M. Ahl, R. Brann, C. Brittain, E. W. Browne, O. Falk, A. S. Galloway, A. B. Groos, W. E. Harbert, T. D. Hill, C. V. Kaske, W. J. Kennedy, P. I. Kuniholm, S. MacDonald, M. Migiel, J. M. Najemy, J. A. Peraino, C. A. Peterson, S. Pinet, D. S. Powers, M. Raskolnikov, C. Robinson, S. Senderovich, S. M. Toorawa, W. Wetherbee (emeriti); A. M. Colby-Hall, J. J. John)

Undergraduate Study in Medieval Studies

Course work in medieval studies enhances the student's enjoyment and understanding of the artistic and material relics of the Middle Ages: Gregorian chant, illuminated manuscripts and stained glass windows, Gothic cathedrals, Crusader castles, and picturesque towns cramped within ancient walls. Students discover the serious realities involved in, and shaped by, Arthurian tales of brave knights and fair ladies, dungeons, dragons, and other marvels. Students can analyze and appreciate the horrors of the Black Death, triumphs in courtly love and pitched battle, swords and scimitars, caliphs and popes, fear of demons and djinns, and the reassuring presence of angels. You can study all this and more very well in English, but see below for how to acquire the medieval languages that so enhance the experience.

The period saw many of the foundational choices that have, for good and ill, made the world what it is today. Many of our current challenges in the fields of law, human rights, attitudes toward power, authority, gender relations, and sexual mores derive from the ways in which these and other questions were formulated a millennium ago. It actually makes good sense to think out your positions on today's world through study of the less complicated but intriguing medieval West, with whose successes and failures we must still contend. Serious investigation of exotic materials marks this concentration out as a unique addition to Cornell's training. The Medieval Studies Program houses a lively undergraduate association, *Quodlibet*, that arranges frequent lectures on medieval topics and an annual celebratory Reading of prose and poetry in many medieval languages.

The "middle" in "Middle Ages" comes from its position between antiquity and the "modern" period, in a schema created for European and Western conditions. Our concentration, however, is more properly inclusive and treats a time span from roughly the fifth century into the sixteenth and ranges from Western Europe and the Mediterranean to China and Japan. To discover the vibrant state of medieval studies today, look at the extraordinary range of scholarly, but accessible, web sites that have sprung up all over the Internet. (You can start from *Cornucopia* noted below.) Cornell possesses a wealth of resources to introduce students to every corner of the field.

Many students feel bound to choose their majors with an eye to future careers and earning potential. While this concentration provides strong interdisciplinary breadth to many majors (e.g., classics, all modern languages, history, music, philosophy), and is excellent preparation for graduate study in a medieval field, science majors do well too. The program provides encouragement,

guidance, and an avenue for intelligent appreciation of an important part of all our pasts.

Undergraduates who wish to undertake an independent major or concentration in Medieval Studies should consult the director of the program, 259 Goldwin Smith Hall, 255-8545, medievalst@cornell.edu.

The Undergraduate Concentration in Medieval Studies shall consist of five medieval courses (at the 200 level or above) in at least two different disciplines, of which up to two may also count toward the major, and one must come from our list of approved "core courses," which are marked with an asterisk (*).

Medieval Languages

Medieval texts (like all others) become most lively and informative when read in the original, and Cornell fortunately offers many courses for students interested in acquiring the relevant skills: Medieval Latin, Old English, Middle English, Gothic, Old Saxon, Old High German, Middle High German, Old Norse-Icelandic, Old Irish, Middle Welsh, Old Occitan (Provençal), Old French, Medieval Spanish, Medieval Italian, Old Russian, Old Church Slavonic, Classical Arabic, Medieval Hebrew, Classical Chinese, and Classical Japanese.

Some medieval languages require study of a modern language (e.g., French for Old Occitan and Old French) or a classical language (Classical Latin for Medieval Latin) as background. Students interested in a concentration in Medieval Studies should begin the study of a medieval language as early as possible, so that they may be able to study texts in the original before they graduate. Students are advised to consult the sponsoring departments for information about the prerequisites for various medieval languages.

Graduate Study

The Medieval Studies Program offers both an interdisciplinary and a literary comparative Ph.D. in Medieval Studies. Disciplinary fields of concentration offered within the Field of Medieval Studies are Medieval Archaeology, Medieval History, Medieval History of Art, Medieval Literature, Medieval Music, Medieval Philology and Linguistics, and Medieval Philosophy. Information about the graduate program in Medieval Studies is contained in the catalog of the Graduate School, in a brochure on Medieval Studies available from the field coordinator, and at *Cornucopia*, the program's web site, www.arts.cornell.edu medieval.

Medieval Studies Courses: Graduate and Undergraduate

Courses in various aspects of medieval studies are offered every year in several cooperating departments, including Art History, Asian Studies, Classics, Comparative Literature, English, German Studies, History, Linguistics, Music, Near Eastern Studies, Philosophy, Romance Studies, Russian Literature, and by the Society for the Humanities. For descriptions, please see the home department. The current year's offerings are:

ART H 309 Dendrochronology of the Aegean

Fall, spring. 4 credits each term.
P. I. Kuniholm.

ENGL 274 Scottish Literature and Culture

Spring. 3 or 4 credits. T. Hill and H. Shaw.

*ENGL 308 Icelandic Family Sagas

Spring. 4 credits. T. Hill.

*ENGL 311/611 Old English

Fall. 4 credits. A. Galloway.

*ENGL 312/612 Beowulf

Spring. 4 credits. T. Hill.

ENGL 315 The Crusade Romances and the Project of Empire

Spring. 4 credits. S. Yeager.

*ENGL 319/619 Chaucer

Fall. 4 credits. A. Galloway.

ENGL 321 Spenser and Malory (also RELST 319)

Fall. 4 credits. C. Kaske.

ENGL 372 Medieval and Renaissance Drama

Fall. 4 credits. S. Yeager.

ENGL 605 Latin Allegory and Vernacular Authority in the Later Middle Ages

Fall. 4 credits. M. Raskolnikov and W. Wetherbee.

ENGL 615 Piers Plowman and the Problem of Literary History

Spring. 4 credits. A. Galloway.

FRLIT 442/642 Sex in France

Spring. 4 credits. C. Howie.

FRLIT 446/646 The Medieval Society of the Spectacle (also ITALL 446 and ITALL 646)

Fall. 4 credits. C. Howie.

*GERST 405-406 Introduction to Middle High German

405, fall; 406, spring. 4 credits each term.
A. Groos.

*HIST 151 Introduction to Western Civilization

Fall. 4 credits. O. Falk.

*HIST 247 The Age of Charlemagne

Spring. 4 credits. P. R. Hyams.

HIST 293 History of China up to Modern Times (also ASIAN 293)

Fall. 4 credits. C. Peterson.

*HIST 320 The Viking Age

Spring. 4 credits. O. Falk.

*HIST 350 The Italian Renaissance

Fall. 4 credits. J. Najemy.

HIST 351 Machiavelli

Spring. 4 credits. J. Najemy.

*HIST 368 Marriage and Sexuality in Medieval Europe (also FGSS 368 and RELST 368)

Fall. 4 credits. P. R. Hyams.

*HIST 447 Crusaders and Chroniclers

Fall. 4 credits. P. R. Hyams.

*HIST 491 Approaches to Medieval Violence

Fall. 4 credits. O. Falk.

HIST 492 Undergraduate Seminar in Medieval Chinese History (also ASIAN 492)

Fall. 4 credits. C. Peterson.

*ITALL 445 Boccaccio

Fall. 4 credits. M. Migiel.

LING 238 Introduction to Welsh

Fall. 3 credits. W. Harbert.

LING 308 Readings in Celtic Languages

Fall. 2 credits. W. Harbert.

LING 315-316 Old Norse

315, fall; 316, spring. 4 credits each term.
E. Johannsson.

LING 649 Structure of Old English (also ENGL 617)

Fall. 4 credits. W. Harbert.

MEDVL 555 Medieval Studies Proseminar

Fall and spring. 2 credits each term. Staff. This course is designed to introduce graduate students from the Medieval Studies Program and other interested parties to some of the many different approaches available for studying different aspects of the middle ages. It is especially intended to alert students to methodologies and materials outside their previous training. Different faculty present every other week during the year.

[MEDVL 679 Medieval Latin Paleography

Fall. 4 credits. Not offered 2004-2005. Staff.]

MUSIC 681 The Music of Guillaume de Machaut

Fall. 4 credits. J. Peraino.

NES 214 Qur'an and Commentary (also RELST 214)

Spring. 4 credits. D. Powers.

NES 239 Cultural History of the Jews of Spain (also COM L 239, JWST 239, RELST 239, SPANL 239)

Fall. 3 credits. E. Alfonso.

*NES 255 Introduction to Islamic Civilization (also HIST 253 and RELST 251)

Spring. 3 credits. D. Powers.

*NES 339 Islamic Spain (also COM L 334, JWST 339, NES 630, RELST 334, SPANL 339, and SPANL 699)

Spring. 4 credits. R. Brann.

NES 414 Readings in Arabic Literature

Spring. 4 credits. S. Toorawa.

*PHIL 315 Medieval Philosophy

Fall. 4 credits. S. MacDonald.

*PHIL 410 Latin Philosophical Texts

Fall. 4 credits. S. MacDonald.

SPANL 319 Renaissance Hispanism

Fall. 4 credits. S. Pinet.

*S HUM 411 The Multicultural Alhambra (also ART H 411, NES 451, SPANL 411)

Fall. 4 credits. C. Robinson.

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 **two out of three** interdisciplinary core courses:

GOVT 341/SOC 341: Modern European Society and Politics
Spring. 4 credits. S. Tarrow.

HIST 362/COM L 352: European Cultural History, 1750-1870
Spring. 4 credits. M. Steinberg.

ANTHR 450: The Anthropology of Europe: Postsocialist Capitalism
Fall. 4 credits. J. Rigi.

Under certain conditions, students may be permitted to substitute other courses for those listed above.

- 3) Completion of one course in modern (post-1789) European history.
- 4) Two additional courses in any of the three areas, which may include a senior seminar (400 level).
 - a) Courses in European and comparative politics, anthropology, sociology, feminist, gender and sexuality (FGSS) 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, FGSS, fine arts, architecture, music, philosophy, and film and theatre arts.

Only two courses may be used to satisfy requirements for both the major and the concentration. Courses satisfying the breadth and distribution requirements in the College of Arts and Sciences, however, *may* be applied to the concentration. Students interested in completing a research project under the European Summer Research Program may apply for the Wood Fellowship in their junior year. 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.

Departmental advisers include D. Greenwood (anthropology); C. Otto (architecture); S. Christopherson (CRP); G. Fields (economics); D. Schwarz (English); A. Schwarz (German studies); J. Pontusson (government); J. Weiss (history); C. Rosen (linguistics); M. Suñer (linguistics); N. Zaslav (music); S. Tarrow (romance studies); G. Shapiro

(Russian literature); S. G. Tarrow (sociology); D. Bathrick (theatre, film, dance).

For a complete list of relevant courses and seminars, 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, e-mail srt2@cornell.edu) and visit the web site at www.einaudi.cornell.edu/Europe.

MUSIC

R. Harris-Warrick, chair; R. Sierra, director of undergraduate studies (338 Lincoln Hall, 255-3663); J. Peraino, director of graduate studies (116 Lincoln Hall, 255-5059); J. Armstrong, M. Bilson, X. Bjerken, D. Borden, L. Coral, M. Hatch, J. Hsu, C. Johnston Turner, J. Kellock, C. Kim, P. Merrill, J. Miller, S. Pond, A. Richards, R. Riley, D. Rosen, S. Stucky, K. Taavola, K. Tan, S. Tucker, J. Webster, D. Yearsley, N. Zaslav

Emeritus: K. Husa, S. Monosoff, R. Palmer, T. Sokol, M. Stith.

Department office: 255-4097
Department web site: www.arts.cornell.edu/music/

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:

Vocal ensembles

Chamber Singers
Chorale
Chorus
Glee Club
Sage Chapel Choir
World Music Choir

Instrumental ensembles

Chamber Music Ensembles
Chamber Orchestra
Symphony Orchestra
Jazz Ensembles
Jazz Combos
Chamber Winds
Symphonic Band
Wind Ensemble
Wind Symphony
Gamelan
Middle Eastern Ensemble
World Drumming Group
Steel Band

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, too, is available through the Department of Music office, 101 Lincoln Hall (255-4097).

The Department of Music and the Faculty Committee on Music sponsor more than 100 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 on the web (www.arts.cornell.edu/music/). Additional information is available through the events office (255-4760).

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 consult the department office, 101 Lincoln Hall (255-4097), or Prof. R. Sierra, the director of undergraduate studies (255-3663).

The Major

The major carries the study of music to an advanced level through the integration of performance, music theory, and music history. It is designed to accommodate both students who are oriented toward eventual graduate or professional work in music and those who wish to take a more general approach, often in conjunction with a major in another department.

Students contemplating a major in music should arrange for placement examinations and advising in the department as early as possible, preferably during the freshman orientation period. Information is available from the director of undergraduate studies. 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 overall grade of B- or better in each course. In consultation with the director of undergraduate studies, students are expected to have chosen an adviser from among the department faculty before acceptance into the major; admission to the major is decided by the faculty as a whole. Students majoring in music then design their course of study with their adviser.

Music majors must complete the Core Curriculum plus at least two electives. The Core Curriculum serves as the basis for focus in specific areas, such as composition, performance, jazz studies, vernacular music, Western art music, or Asian music. Students may, however, choose electives that reflect a more broadly based study. Those intending to pursue graduate study or professional work in music are advised to take further courses in addition to the two required electives.

The Core Curriculum consists of courses:

- 1) in music theory: MUSIC 251, 252, 253, 254
- 2) in music history: MUSIC 207, 208, 300, 400
- 3) in performance: four semesters of participation in a musical organization or ensemble sponsored by the department of music (MUSIC 331 through 346 and 421 through 448)

Electives: at least eight credits from the following:

- 1) in music theory: courses among the theory listings at the 300 level or above
- 2) in music history: courses above and including MUSIC 374
- 3) in performance: MUSIC 322 or 323

Honors. The honors program in music is intended to provide special distinction for the department's ablest undergraduate majors. Qualified students are invited to become candidates by the faculty early in the second semester of their junior year. As soon as possible thereafter, the student forms a committee of three or more faculty members to guide and evaluate the honors work. In their senior year, candidates enroll in MUSIC 401-402 with the chair of the honors committee as instructor. Candidates are 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 candidate's committee is held not later than May 1. The level of honors conferred is 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 Literature and the Arts (LA) or Cultural Analysis (CA), as noted. Neither freshman seminars nor advanced placement credit count toward this requirement.

If one music course is counted for distribution, it must carry at least three credits, and it may not be in musical performance (MUSIC 321, 322, or 323) or in organizations and ensembles (MUSIC 331 through 346 and 421 through 448).

If two music courses are counted for distribution in LA, they must total at least six credits, and at least one of the courses must be academic, not performance-oriented. The second "course," however, may comprise **either** up to four credits earned in performance (MUSIC 321-322, 323-324) **or** up to four credits earned in organizations and ensembles (MUSIC 331 through 346 and 421 through 448), but not both.

Facilities

Music Library. The Sidney Cox Library of Music and Dance in Lincoln Hall has an excellent collection containing approximately 140,000 periodicals, books, scores, and parts; 60,000 sound and video recordings; and a microfilm collection of early printed and manuscript sources. Its depth and breadth serve the needs of a wide variety of users on the campus and its computer lab (designed specifically for music uses), listening, and video viewing facilities are open to all members of the Cornell community. Highlights of the research collection include early opera libretti and scores, eighteenth-century keyboard and chamber music, seventeenth- and eighteenth-century books on music, and an archive of American popular song from 1850 to 1950. In addition, the Carl A. Kroch Library houses, in the Division of Rare and Manuscript Collections, a collection

of musical manuscripts and early printed books on music.

Concert Halls. The Department of Music sponsors more than 100 concerts annually. Cornell's principal concert halls are Bailey Hall Auditorium (about 1,400, currently under renovation), Sage Chapel (about 800), and Barnes Hall Auditorium (about 280).

Rehearsal Spaces and Practice Rooms. Departmental ensembles rehearse primarily in Lincoln Hall, Barnes Hall, and Sage Chapel. Twenty-six studios in Lincoln Hall are available for individual practice by pianists, vocalists, and instrumentalists who are members of the Cornell community. Of these, eight have grand pianos, six have upright pianos, and two have percussion instruments.

To guarantee practice times, a practice room must be reserved. Practice-room fees for a room with a grand piano are \$80 per term for up to ten hours weekly. A \$20 cash deposit must be made for a key to the grand piano practice rooms, which is refunded upon return of the key. Fees for a room with either an upright piano or percussion instruments are \$60 per term for up to ten hours weekly, and fees for a room without a piano are \$25 per term for up to ten hours weekly. The fee for use of the pipe organs is \$60 per term for up to ten hours weekly. All fees are nonrefundable and are not prorated.

Instruments. Six concert grand pianos are available for performances in the various concert halls, plus the following historical keyboard instruments: a modern copy of an eighteenth-century fortepiano by Johann Andreas Stein, a new fortepiano by Robert McNulty, a Broadwood grand piano from 1827, an 1824 Conrad Graf fortepiano replica, an 1868 Erard grand, one Dowd and one Hubbard harpsichord, and a Challis clavichord. Four distinctive organs are available to qualified individuals for lessons and practice: a small Italian organ (1746) and a two-manual mechanical-action instrument (1972), both in Anabel Taylor Chapel; a three-manual symphonic organ (1941) in Sage Chapel; and an eighteenth-century German-style chamber organ (2003) in Barnes Hall. In addition, the Music Department owns a limited number of string, wind, and percussion instruments that may be rented by members of the department's ensembles.

Digital Music Program Workstations.

There are four Power Macintosh workstations available for qualified students. Two are project/entry-level studios that use Digital Performer, SoundDiver, Peak, Reason, and other software packages. The MIDI hardware includes a Proteus 2000, Korg O5R/W, Access Virus b, and an Alesis QS8.1 keyboard controller. The other two workstations are more advanced. In addition to the software above, they use Final Cut Pro and Pro Tools. The MIDI hardware includes an E-Mu Platinum Sampler, a Novation SuperNova II, and a Kurzweil K2600 (with sampling) keyboard controller. Also included are several plug-in packages.

Introductory Courses

MUSIC 100 Elements of Musical Notation
Fall or spring, weeks 2-5. 1 credit.
Prerequisite: concurrent enrollment in any 3-credit course in music and permission of instructor. Staff.

This four-week course, given at the beginning of each term, fulfills the requirement of basic pitch, rhythm, and score-reading skills needed for some introductory courses and 200-level courses with prerequisites.

[MUSIC 101 Popular Music in America: A Historical Survey (also AM ST 105) # (IV) (LA)

Spring. 3 credits. Not offered 2004-2005.
S. Pond.]

[MUSIC 102 Fundamentals of Music (IV) (LA)

Fall. 3 credits. No previous training in music required. M. Hatch.
An introduction to the theory of music from around the world: the structures of melody and rhythm (pulse, meter, scales, modes, texture, timbre, harmony, form) and the influences of audiences, music technologies (including instruments), reasons, and contexts for music making on instrumental and vocal music from classical, folk, traditional, and popular music of Asia, Africa, Europe, and the Americas. Extensive listening and video examples.

[MUSIC 103 Intro to World Music I: Africa and the Americas (also LSP 100) @ (IV) (CA)

Spring. 3 credits. No previous training in music required. S. Pond.
Exploration of folk, popular, and traditional musical genres of the Western Hemisphere, particularly the African diaspora. The course examines both the elements of musical styles and the features of society that influence music. Listening assignments are major components of the course.

[MUSIC 104 Intro to World Music II: Asia (also VISST 104) @ (IV) (CA)

Fall. 3 credits. No previous training in music required. Not offered 2004-2005.
M. Hatch.]

[MUSIC 105 Introduction to Music Theory (IV) (LA)

Spring or summer. 3 credits. Experience in reading music is recommended; students may take MUSIC 100 concurrently.
J. Webster.

An elementary, self-contained introduction to the theory of Western art music, emphasizing fundamental musical techniques, theoretical concepts, and their application. 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 107 Hildegard to Handel # (IV) (LA)

Fall. 3 credits. Prerequisite: ability to read music or concurrent enrollment in MUSIC 100. Not offered 2004-2005. N. Zaslav.]

[MUSIC 108 Mozart to Minimalism # (IV) (LA)

Spring. 3 credits. Prerequisite: ability to read music or concurrent enrollment in MUSIC 100. R. Harris-Warrick.
A survey of Western art music in many genres from the second half of the eighteenth century to the present. Composers whose music is studied include Haydn, Mozart, Beethoven, Schubert, Schumann, Mendelssohn, Berlioz, Chopin, Wagner, Verdi, Liszt, Brahms, Mahler, Debussy, Strauss, Stravinsky, Bartok, Ives, Webern, Messiaen, Copland, Bernstein, Stucky, and Sierra.

Music Theory

Students contemplating the music major are strongly advised to take MUSIC 151, 152, 153, and 154 in the freshman year; in any case MUSIC 152 and 154 must be completed no later than the end of the sophomore year.

MUSIC 151 Tonal Theory I (IV) (LA)

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. K. Taavola.

Detailed study of the fundamental elements of modal and tonal music: rhythm, scales, intervals, triads; melodic principles and 2-part counterpoint; diatonic harmony and 4-part voice leading; basic formal structures. Study engages different repertoires, including Western art music as well as non-Western and popular traditions.

MUSIC 152 Tonal Theory II (IV) (LA)

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. K. Taavola.

Continued study of voice leading and harmonic progression, including diatonic modulation; analysis of binary and ternary forms as well as jazz, blues, and pop phrase models.

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. K. Taavola.

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. K. Taavola.

Sight singing: longer melodies in 3 clefs, including diatonic modulation. Keyboard: diatonic chord progressions and sequences. Dictation: intervals, rhythms; longer melodies; chorale phrases with diatonic modulation. Score reading: 3 parts using treble, alto, and bass clefs. Transcriptions of pop, jazz, and other genres.

MUSIC 251 Tonal Theory III (IV) (LA)

Fall. 3 credits. Prerequisites: MUSIC 152 and 154 or equivalent, and concurrent enrollment in MUSIC 253. R. Sierra. Continuation of diatonic and introduction to chromatic harmony; species counterpoint; composition in small forms.

MUSIC 252 Tonal Theory IV (IV) (LA)

Spring. 3 credits. Prerequisites: MUSIC 251 and 253 or equivalent, and concurrent enrollment in MUSIC 254. S. Stucky. Study of and composition in larger forms, including sonata form; systematic study of chromatic harmony, voice-leading, and modulation; composition in chromatic style.

MUSIC 253 Musicianship III

Fall. 2 credits. Prerequisite: concurrent enrollment in or previous credit for MUSIC 251. R. Sierra.

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. S. Stucky.

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 358 Improvisational Theory (IV) (LA)

Spring. 4 credits. Prerequisite: MUSIC 152 or permission of instructor. P. Merrill. Study of tonal concepts in jazz improvisation including major and minor modes; rhythmic motive development; swing feel; even eighth-note feel; phrase construction; chordal style; linear style; and ear development through performance, analysis, keyboard skill, transcription, and composition.

[MUSIC 451 Counterpoint (IV) (LA)

Spring. 4 credits. Prerequisite: MUSIC 251 or permission of instructor. Not offered 2004–2005. S. Stucky.]

[MUSIC 452 Topics in Music Analysis (also MUSIC 602)

Spring. 4 credits. Prerequisite: MUSIC 251 or permission of instructor. Not offered 2004–2005. J. Webster.]

MUSIC 453 Composition in Recent Styles (IV) (LA)

Fall. 4 credits. Prerequisite: MUSIC 251 (MUSIC 252 and 208 are also recommended). S. Stucky. Through analysis, repertoire from the twentieth and twenty-first centuries furnishes models for composing new works. Styles and techniques are drawn from composers such as Debussy, Bartók, Schoenberg, Copland, and Adams. Recommended (though not required) before taking MUSIC 454; when both 453 and 454 are offered, they form a full-year sequence.

MUSIC 454 Composition (IV) (LA)

Spring. 4 credits. Prerequisite: MUSIC 251 or permission of instructor. R. Sierra. Study of music composition through the use of traditional forms such as variation and sonata. The student is required to

write original pieces for solo and chamber ensembles.

[MUSIC 455 Conducting (IV) (LA)

Spring. 4 credits. Prerequisite: MUSIC 251 or permission of instructor. Not offered 2004–2005. S. Tucker.]

[MUSIC 456 Orchestration (IV) (LA)

Spring. 4 credits. Prerequisite: MUSIC 251 or permission of instructor. Not offered 2004–2005. R. Sierra.]

[MUSIC 457 20th-Century Musical Languages (IV) (LA)

Fall. 4 credits. Prerequisite: MUSIC 252 and 254. Not offered 2004–2005. K. Taavola.]

[MUSIC 458 Jazz Arranging (IV) (LA)

Spring. 4 credits. Prerequisite: MUSIC 251 or permission of instructor. Not offered 2004–2005. P. Merrill.]

Music in History and Culture

MUSIC 221 History of Rock Music (also AM ST 223) (IV) (LA)

Spring. 3 credits. No previous training in music required. J. Peraino.

This course examines the development and cultural significance of rock music from its origins in blues, gospel, and Tin Pan Alley up to present-day genres of alternative rock and hip hop.

MUSIC 222 A Survey of Jazz (also AM ST 222) (IV) (LA)

Fall. 3 credits. S. Pond.

This course addresses jazz from two perspectives: the various sounds of jazz, as well as the historical streams—musical and cultural—that have contributed to its development. The historical focus locates jazz as an expression of culture. We investigate how jazz affects and is affected by notions of ethnicity, class, nationalism, gender, art, and genre. We examine what has changed over time and try to understand why. Throughout we focus our inquiry through listening to recordings, studying writings about music by musicians and nonmusicians, learning to listen with new ears, experiencing jazz hands-on, and collaborating to add to the body of literature on jazz.

MUSIC 245 Gamelan in Indonesian History and Cultures (also ASIAN 245 and VISST 244) @ (IV) (LA)

Fall or spring. 3 credits. Permission of instructor. No previous knowledge of musical notation or performance experience necessary. 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 261 Bach and Handel # (IV) (LA)

Fall. 3 credits. Prerequisite: any 3-credit course in music or permission of instructor. U. Leisinger.

Bach's music, product of a provincial life, and Handel's music, product of a cosmopolitan life, are compared. Genres studied include works for keyboard instruments, chamber music, concertos, cantatas, operas, oratorios, anthems, and esoterica.

[MUSIC 262 Haydn and Mozart # (IV) (LA)

Fall. 3 credits. Prerequisite: any 3-credit course in music or permission of instructor. Not offered 2004-2005. J. Webster.]

[MUSIC 263 Beethoven # (IV) (LA)

Spring. 3 credits. Prerequisite: any 3-credit course in music or permission of instructor. Not offered 2004-2005. J. Webster.]

MUSIC 264 Musical Romanticism # (IV) (LA)

Spring. 3 credits. Prerequisite: ability to read music or concurrent enrollment in MUSIC 100. D. Rosen.

The course will be divided into four or five segments. The (tentative) topics for spring 2005 include: Franz Schubert, Paris between Revolutions (1830-1848), Giuseppe Verdi, and *fin-de-siècle* Vienna.

MUSIC 270 Sophomore Seminar: Music in American Cultures

Spring. 4 credits. Limited to 15 students. S. Pond.

This literature and writing-based course explores the historical experiences of various ethnic groups in the United States, and how these groups have contributed to the richness of American culture. Course material is organized around themes that explore how issues of identity and ethnicity are expressed through music. While the course introduces students to basic concepts and terminology—both practical and analytical—used in the field of ethnomusicology, students will be encouraged to discover, comment on, and extend these tools. By doing secondary and primary research, and by incorporating fieldwork into their study, students will develop a portfolio of writing projects with the aim of publishing them. "Writing projects" is flexibly defined, as the expressive output will take several forms, including web-based projects.

This is a special seminar sponsored by the John S. Knight Institutes Sophomore Seminars Program Seminars offer discipline-specific study within an interdisciplinary context. While not restricted to sophomores, the seminars aim at initiating students into the disciplines outlook, discourse community, modes of knowledge, and ways of articulating that knowledge. Enrollment is limited to 15. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

MUSIC 274 Opera (also THETR 273) # (IV) (LA)

Fall. 3 credits. A. Groos.

An introduction to opera through the examination of six or seven major works of the operatic repertory by such composers as Handel, Mozart, Verdi, Offenbach, Wagner, Puccini, and Britten, with attention to the interaction of the words, music, and visual elements. We will compare some of the different productions available on video and DVD recordings and in live performances.

[MUSIC 275 Choral Sounds # (IV) (LA)

Spring. 3 credits. Prerequisite: ability to read music or concurrent enrollment in MUSIC 100. Not offered 2004-2005. R. Harris-Warrick.]

MUSIC 276 The Orchestra and Its Music # (IV) (LA)

Spring. 3 credits. Prerequisite: any 3-credit music course or permission of instructor. N. Zaslav.

The music of, and the social structures supporting, large instrumental ensembles in the Western world, including: Italian court festivals of the sixteenth century, string bands of the seventeenth century, Lully's ascendancy at Paris and Versailles, and music of Purcell, Corelli, Vivaldi, Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Schumann, Mendelssohn, Berlioz, Liszt, Wagner, Brahms, Tchaikovsky, Bruckner, Mahler, Strauss, Stravinsky, Schoenberg, Webern, Bartók, Shostakovich, Messiaen, Copland, Carter, Tower, Stucky, Sierra, and others.

[MUSIC 277 The Piano and Its Music (IV) (LA)

Fall or spring. 3 credits. Prerequisite: one semester of music theory (MUSIC 105, an equivalent course, or equivalent experience) or permission of the instructors. Not offered 2004-2005. D. Rosen and M. Bilson.]

Music History Courses for Majors and Qualified Nonmajors**MUSIC 207 Survey of Western Music I # (IV) (LA)**

Fall. 3 credits. Prerequisite: MUSIC 151/153, concurrent enrollment in 151/153, or permission of instructor. J. Peraino.

A survey of Western music and its social contexts from the beginning of notation (circa 900) to 1700. Topics include sacred chant, secular song, polyphony, madrigals, early opera, and the development of independent instrumental music. The course emphasizes listening and comprehension of genres and styles, and is intended for music majors and qualified non-majors.

MUSIC 208 Survey of Western Music II # (IV) (LA)

Spring. 3 credits. Prerequisite: MUSIC 152/154, concurrent enrollment in 152/154, or permission of instructor. U. Leisinger.

A survey of Western music and its social contexts from 1700 to the present. Topics include the decline of church music, the rise of public concerts and opera, the evolution of the orchestra, and modernism in the twentieth century. The course, which emphasizes listening and comprehension of genres and styles, is intended for music majors and qualified non-majors.

MUSIC 300 Proseminar in Musicology (IV) (LA)

Spring. 4 credits. N. Zaslav.

Introduction to methods in musicology, including historiography, criticism, approaches to vernacular and non-western musics, and gender studies.

MUSIC 374 Opera and Culture (also GERST 374 and ITALA 374) # (IV) (LA)

Spring. 4 credits. Prerequisite: any 3-credit music course or proficiency in German or Italian. A. Groos.

For description, see GERST 374.

[MUSIC 381 Topics in Western Art Music to 1750 # (IV)

Fall. 4 credits. Prerequisite: MUSIC 152 or permission of instructor. Not offered 2004-2005. Staff.]

[MUSIC 383 Topics in Western Art Music 1750 to the Present (IV)

Spring. 4 credits. Prerequisite: MUSIC 152 or permission of instructor. Not offered 2004-2005. Staff.]

MUSIC 386 Topics in Popular Music and Jazz (IV)

Fall. 4 credits. Prerequisite: MUSIC 152/154 or permission of instructor. S. Pond.

This course addresses alternating topics, centering on the post-World War II years to ca. 1970. **Even-numbered years: Rhythm-and-blues to funk.** Using the change in *Billboard* classification from "race" records to "rhythm-and-blues" as a beginning point, we examine musical, commercial, and sociopolitical developments in black popular music to the advent of funk. **Odd-numbered years: Post-bebop jazz.** Using the "bebop revolution" as a beginning point, we examine style movements (including cubop, cool and West Coast jazz, avant-garde jazz, modalism, and fusion) in light of changing aesthetics, sociopolitical movements, and intersections with other musics of the time. For either topic, reading (historical, biographical, and critical) and listening assignments are major components of the course. There are no midterm or final exams; however, quizzes and research papers are required.

MUSIC 387 Korean Music in a Global Context (also ASIAN 330)

Fall. 3 credits. J. H. Kim.

For description, see ASIAN 330.

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 400 Senior Seminar

Fall. 4 credits. K. Taavola.

Topic: Music in Fin-de-Siècle Paris. This course engages the rich cultural environment of Paris during the years 1889-1919 and its legacy into the twentieth century. The course investigates the many faces of Modernism—including Orientalism, Primitivism, Cubism, Dadaism, and the rise of technology, to name a few. We will consider the musical works of Debussy, Satie, Ravel, Les Six, Stravinsky, and composers associated with the French *Conservatoire* alongside contemporary films and ballets, as well as the *commedia dell'arte*, the growing presence of world folk traditions in Paris, and the emergence of jazz.

MUSIC 407 Early Dance (also DANCE 313)

Fall. 1 credit. R. Harris-Warrick.

Topic for fall 2004: Baroque Dance. This course introduces students to the basic movement vocabulary of dances from Western Europe during the Renaissance and Baroque periods. It will consider the contexts in which such dances were performed, the music that accompanied the dance, and issues of how to reconstruct dances from the past. It is primarily a movement course, but will involve some reading from primary sources. Semesters that focus on Renaissance dance will include dances such as the pavanne, galliard, branles, allemande, balli, and canarie from France,

England, and Italy. Semesters that focus on the Baroque will teach the dance style that emanated from France and became the basis for ballet, including dances such as the minuet, courante, bouree, and sarabande. The course may be repeated for credit.

[MUSIC 410 Music and Monstrous Imaginings # (IV) (LA)]

Fall. 4 credits. Not offered 2004–2005.
A. Richards.]

[MUSIC 411 The Organ in Western Culture # (IV) (LA)]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2004–2005.
A. Richards and D. Yearsley.]

[MUSIC 418 Psychology of Music (also PSYCH 418) (III or IV) (KCM)]

Spring. 3 or 4 credits, depending on whether student elects to do an independent project. C. L. Krumhansl.
For description, see PSYCH 418.

[MUSIC 474 Opera, History, Politics, Gender (also HIST 460, FGSS 454, COM L 459, ITALA 456) (III or IV)]

Fall. 4 credits. M. Steinberg and S. Stewart.
For description, see HIST 460.

[MUSIC 490 American Musical Theatre (also ENGL 454) (IV) (LA)]

Fall. 4 credits. Not offered 2004–2005.
S. McMillin.
For description, see ENGL 454.]

[MUSIC 492 Music and Queer Identity (IV) (CA)]

Spring. 4 credits. Not offered 2004–2005.
J. Peraino.]

[MUSIC 493 Women and Music (also FGSS 496) (IV) (CA)]

Spring. 4 credits. Not offered 2004–2005.
J. Peraino.]

[MUSIC 494 Love, Sex, and Song in Medieval France (also FGSS 403) # (IV) (LA)]

Fall. 4 credits. Not offered 2004–2005.
J. Peraino.]

[MUSIC 495 Sondheim and Musical Theatre (also ENGL 473, THETR 472) (IV) (LA)]

Fall. 4 credits. S. McMillin.
For prerequisite and description, see ENGL 473.

Independent Study

[MUSIC 301–302 Independent Study in Music]

301, fall; 302, spring. Credit TBA.
Prerequisite: departmental approval.
Presupposes experience in the proposed area of study. Staff.

Honors Program

[MUSIC 401–402 Honors in Music]

401, fall; 402, spring. 8 credits per year.
Limited to honors candidates in their senior year. Staff.

Digital Music and New Media

[MUSIC 120 Learning Music through Digital Technology (IV) (LA)]

Fall. 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 165 Computing in the Arts (also COM S 165)]

Fall. 3 credits. G. Bailey.
For description, see COM S 165.

[MUSIC 320 Scoring the Moving Image Using Digital Technology (IV) (LA)]

Spring. 4 credits. Prerequisite: MUSIC 120 with a grade of B or higher and MUSIC 251. D. Borden.

Students learn sound design and music composition using MIDI and Digital Audio to enhance images in motion. The course is at least partially collaborative, involving students taking courses in computer animation, film, and dance. In addition, to learn techniques involving synchronizing sound to image, film clips from various sources are used as practice exercises. The final project is a public showing of film computer animation and/or dance performance using the sounds and music provided by the students in this course.

[MUSIC 355 Sound Design and Digital Audio (also THETR 368) (IV) (LA)]

Fall. 4 credits. W. Cross.
For description, see THETR 368.

[MUSIC 356 Digital Performance (also THETR 369) (IV) (LA)]

Spring. 4 credits. W. Cross.
For description, see THETR 369.

Musical Instruction

Cornell faculty members offer individual instruction in voice, organ, harpsichord, piano and fortepiano, violin, viola, cello, and some brass and woodwind 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 (MUSIC 321) or with credit (MUSIC 322 or 323). All students studying with Cornell faculty members must enroll in MUSIC 321, 322, or 323. Other instruments may sometimes be studied for credit outside Cornell, but also by audition only (see MUSIC 321–323, Secs 9 and 10).

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 Music Department office in 101 Lincoln Hall for information.

Earning academic credit for lessons. For every 4 credits earned in MUSIC 322, the student must have earned, or currently be earning, at least 3 credits in another music course (excluding MUSIC 322, 323, 331–348, or 421–448). These 3 credits must be earned prior to, or simultaneously with the first 2 credits in 322; they cannot be applied retroactively. Only music courses taught at Cornell (or approved transfer courses from

other colleges or universities) may be used to satisfy this requirement.

Fees. The fee for a one-hour lesson (or two half-hour lessons) weekly, with or without credit, is \$420 per term. For a one-half hour lesson weekly (without credit only), the fee is \$210. All fees are nonrefundable once lessons begin, even if the course is subsequently dropped.

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 322–323, Secs 9 and 10, and contact the Music Department office.

Scholarships. Music majors receive a scholarship of up to \$420 per term. Members of department-sponsored ensembles may, with the permission of the director of the ensemble, receive a scholarship to help defray the costs of the lessons. All 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.

[MUSIC 321–322–323 Individual Instruction]

Prerequisite: advanced students only may register after a successful audition with the instructor, or, in the case of those who need to study outside Cornell, with the appropriate faculty sponsor. Students should contact the instructor or the music department office for audition information. Students may register for these courses in successive semesters or years.

[MUSIC 321]

Fall or spring. 0 credits each term. See section listing below for instructors. Students who pass a successful audition to study with Cornell faculty, but either wish to take only a half-hour lesson per week or cannot receive credit for lessons, must enroll in MUSIC 321. The only grade option for 0-credit lessons is S-U.

[MUSIC 322]

Fall or spring. 2 credits each term. See section listing below for instructors. Students earn 2 credits each term for a one-hour lesson (or two half-hour lessons) per week, accompanied by an appropriate practice schedule.

[MUSIC 323]

Fall or spring. 4 credits each term. See section listing below for instructors. Open only to junior and seniors majoring in music and to graduate students in music. The section numbers listed below apply to MUSIC 321, 322, or 323, depending on the instrument studied.

Sec 01 Voice. J. Kellock.

Sec 02 Organ. T. Olsen.

Sec 03 Piano. X. Bjerken and M. Bilson.

[Sec 04 Harpsichord. Not offered 2004–2005. A. Richards and D. Yearsley.]

Sec 05 Violin or Viola. K. Tan.

Sec 06 Cello. Staff.

Sec 07 Brass. Staff.

Sec 08 Woodwinds. Staff.

Sec 09/Sec 10 Individual Instruction Outside Cornell.

All the standard orchestral and band instruments, keyboard instruments, guitar, and voice 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 when there is limited enrollment in MUSIC 321 and 322. Prior approval and audition by a member of the faculty in the department is required, and credit may be earned only as described under "Earning academic credit for lessons," above. Additionally, a departmental petition must be completed by the end of the third week of classes. For information and a list of approved teachers, consult the department office, 101 Lincoln Hall.

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 (usually at the beginning of each semester), 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 eight 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 each term. No audition for admission. R. Riley.

Open to all students and members of the university. Varied and demanding repertoire. The Sage Chapel Choir sings regularly in the Sunday Service of Worship, which is broadcast on 870 WHCU-AM radio, and on special occasions throughout the year.

MUSIC 333-334 Chorus

333, fall; 334, spring. 1 credit each term. Prerequisite: successful audition. S. Tucker. A treble-voice chorus specializing in music for women's voices and in mixed-voice repertoire.

MUSIC 335-336 Glee Club

335, fall; 336, spring. 1 credit each term. Prerequisite: successful audition. S. Tucker. A male-voice chorus specializing in music for men's voices and in mixed-voice repertoire.

[MUSIC 337 Wind Symphony

Fall. 1 credit each term. Prerequisite: successful audition. Not offered 2004-2005. C. Johnston Turner.]

MUSIC 338 Symphonic Band

Fall and spring. 1 credit each term. Prerequisite: successful audition. C. Johnston Turner and J. Miller.

MUSIC 339-340 Jazz Ensemble II

339, fall; 340, spring. 1 credit each term. Prerequisite: successful audition. P. Merrill. Study and performance of classic and contemporary big band literature. Rehearsal once a week with 1-2 performances a semester.

MUSIC 342 Wind Ensemble

Fall and spring. 1 credit each term. Prerequisite: successful audition. C. Johnston Turner.

MUSIC 343-344 Symphony Orchestra

343, fall; 344, spring. 1 credit each term. Prerequisite: successful audition. C. Kim.

MUSIC 345-346 Introduction to the Gamelan

345, fall; 346, spring. 1 credit each term. Enrollment limited. Prerequisite: permission of instructor. M. Hatch. Concentrated instruction for students in advanced techniques of performance on the Indonesian *gamelan*.

MUSIC 347-348 World Music Choir

Fall and spring. 1 credit. Prerequisite: permission of instructor. S. Tucker. A mixed-voice chorus whose repertoire is drawn from Africa, Central America, South America, the Caribbean, Eastern Europe, and Asia. Music reading skills are not necessary, but a good ear is essential.

MUSIC 421-422 Chamber Orchestra

421, fall; 422, spring. 1 credit each term. Prerequisite: successful audition. C. Kim. Study and performance of chamber orchestra works with a broad repertoire from Mozart to premieres of contemporary works.

MUSIC 423-424 Jazz Combos

423, fall; 424, spring. 1 credit each term. Prerequisite: successful audition. P. Merrill. Study and performance of classic and contemporary small-group jazz.

MUSIC 431-432 Middle Eastern Music Ensemble (also NES 447-448)

431, fall; 432, spring. 1 credit each term. Prerequisite: permission of instructor. M. Hatch. Performance of diverse musical traditions from the Middle East. Instruction in individual instruments (oud, ney, kanoun, and percussion) and group rehearsals, culminating in one or two performances per semester. Songs will be taught in several languages, with the assistance of local language and diction teachers.

MUSIC 433-434 Steel Band

433, fall; 434, spring. 1 credit each term. Prerequisite: permission of instructor. J. Armstrong. This performance group specializes in traditional Caribbean steel drum repertoire and beyond. Background in music is required.

MUSIC 435-436 World Drumming Group

435, fall; 436, spring. 1 credit each term. Prerequisite: permission of instructor. J. Armstrong. This group specializes in traditional music from West Africa and the Caribbean. Drumming techniques, song, and dance styles are incorporated into each semester's activities. No previous percussion experience is necessary.

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. Coordinator: C. Johnston Turner.

Flexible instrumentation ensembles perform original woodwind, brass, and percussion music from Gabrieli brass choirs and Mozart serenades through more contemporary works such as Stravinsky's Octet and new music premieres. The ensembles participate in Wind Symphony, Symphonic Band, and Wind Ensemble concerts in addition to several chamber concerts throughout the year.

MUSIC 439-440 Jazz Ensemble I

439, fall; 440, spring. 1 credit each term. Prerequisite: successful audition. P. Merrill. Study and performance of classic and contemporary big band literature. Rehearsals twice a week with 2-4 performances a semester.

MUSIC 441-442 Chamber Music Ensembles

441, fall; 442, spring. 1 credit each term. Prerequisite: successful audition. Coordinator: K. Tan. Study and performance of chamber music works from duos to octets, for pianists, string, and wind players. Small jazz ensembles may also enroll under this course number.

MUSIC 443-444 Chorale

443, fall; 444, spring. 1 credit each term. Prerequisite: successful audition. J. Miller. Study and performance of selected choral music for mixed voices.

MUSIC 445-446 Gamelan Ensemble

445, fall; 446, spring. 1 credit each term. Enrollment limited. Prerequisite: permission of instructor. M. Hatch. 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.

MUSIC 447-448 Chamber Singers

447, fall; 448, spring. 1 credit each term. Prerequisite: successful audition. I. Leisinger. A mixed-voice chamber choir specializing in Renaissance and twentieth-century music.

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, both printed and electronic, needed to pursue research in music.

[MUSIC 602 Analytical Technique (also MUSIC 452)]

Spring. 4 credits. Not offered 2004-2005. J. Webster.]

MUSIC 603 Editorial Practice

Spring. 4 credits. U. Leisinger. Constitution and representation of musical texts. From the sources to "the" musical text: essential techniques of source study (description, transcription, and filiation). From the musical text to a printed edition: the editorial practice (peculiarities of music notation; critical commentaries; the process of editing and proofreading; computers and editing music). Opportunity to make a critical edition based on original sources (main repertoire: vocal music of the Bach family).

MUSIC 604 Introduction to Ethnomusicology

Spring. 4 credits. Also open to graduate students in anthropology, linguistics, psychology, sociology, Africana, Asian Studies, and other cognate fields with permission of instructor. S. Pond or M. Hatch. This course surveys a spectrum of issues central to the field, including but not limited

to issues of identity and representation, methods of musical and cultural analysis, area studies, applied ethnomusicology, and intersections with other fields in the humanities and social sciences.

[MUSIC 622 Historical Performance Practicum]

Spring. 4 credits. Not offered 2004–2005. M. Bilson.

The study of eighteenth- and nineteenth-century instrumental performance practices, with special emphasis on the string quartets of Haydn and the piano trios of Schubert. Open to qualified performers.]

[MUSIC 653 Topics in Tonal Theory and Analysis]

Spring. 4 credits. Not offered 2004–2005. J. Webster.]

[MUSIC 654 Topics in Post-Tonal Theory and Analysis]

Spring. 4 credits. K. Taavola.

Topic: French compositional practice from Berlioz to Messiaen.

[MUSIC 656 Advanced Orchestral Technique]

Fall. 4 credits. Not offered 2004–2005. S. Stucky.]

[MUSIC 657–658 Composition]

657, fall; 658, spring. 4 credits each term. R. Sierra, S. Stucky.

[MUSIC 659 Composing with Computer Software and Electronic Instruments]

Fall. 4 credits. Not offered 2004–2005. D. Borden.]

[MUSIC 674 German Opera (also GERST 672)]

Spring. 4 credits. Not offered 2004–2005. A. Groos.

See GERST 672 for description.]

[MUSIC 677 Mozart: His Life, Works, and Times (also GERST 757)]

Fall. 4 credits. Not offered 2004–2005. N. Zaslav.]

[MUSIC 680 Topics in Ethnomusicology]

Spring. 4 credits. Also open to graduate students in anthropology, linguistics, psychology, sociology, African Studies, Asian Studies, and other cognate fields with permission of instructor. Not offered 2004–2005. S. Pond.]

[MUSIC 681 Seminar in Medieval Music]

Fall. 4 credits. J. Peraino.

Topic: Machaut.

[MUSIC 683 Music and Postmodern Critical Theory]

Fall. 4 credits. Not offered 2004–2005. J. Peraino.]

[MUSIC 684 Seminar in Renaissance Music]

Fall. 4 credits. Not offered 2004–2005. R. Harris-Warrick.]

[MUSIC 686 Seminar in Baroque Music]

Fall. 4 credits. R. Harris-Warrick.

Topic: musical culture in mid-eighteenth-century Europe.

[MUSIC 688 Seminar in Classical Music]

Spring. 4 credits. not offered 2004–2005. J. Webster.]

[MUSIC 689 Seminar in Music of the Romantic Era]

Fall. 4 credits. U. Leisinger.

Topic: 19th to early 20th-century Lied.

[MUSIC 690 Seminar in Music of the Twentieth Century]

Fall. 4 credits. Not offered 2004–2005. D. Rosen and A. Groos.]

[MUSIC 691–692 Historical Performance]

691, fall; 692, spring. 4 credits each term.

Prerequisite: permission of instructor.

M. Bilson.

Lessons on the major instrument with supplementary study and research on related subjects.

[MUSIC 693 Seminar in Performance Practice]

Spring. 4 credits. Not offered 2004–2005. N. Zaslav.]

[MUSIC 697–698 Independent Study and Research]

697, fall; 698, spring. Credit TBA. Staff.

[MUSIC 785 History of Music Theory]

Fall. 4 credits. Not offered 2004–2005. K. Taavola.]

[MUSIC 787 History and Criticism]

Spring. 4 credits. Not offered 2004–2005. A. Richards.]

[MUSIC 901–902 Thesis Research]

901, fall; 902, spring. Up to 6 credits each term, TBA. Offered for S-U only.

Limited to doctoral students in music who have passed the Admission-to-Candidacy Exam.

NEAR EASTERN STUDIES

R. Brann (chair); E. Alfonso, N. Brisch, M. Campos (director of undergraduate studies), R. Daneshvar, K. Haines-Eitzen, E. Hamori, M. Hnaraki, G. Kadish, D. I. Owen (director of the Program of Jewish Studies); D. Powers, N. Scharf, J. Schuld, S. Shoer, T. Sorek, D. Starr, S. M. Toorawa (director of graduate studies); C. Yildizhan, M. Younes, J. Zorn.

Joint faculty: M. Bernal (Emeritus), C. Robinson

The Department

The Department of Near Eastern Studies (409 White Hall, 255–6275) offers courses in Near Eastern civilization including archaeology, history, religions, languages, and literatures. These course offerings treat the Near East from the dawn of history to the present and emphasize methods of historical, cultural, and literary analysis. Students are encouraged to take an interdisciplinary approach to the religions and cultures of the region and their articulation during antique, late antique, medieval, and modern times.

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 251 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 251. 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 student's 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 languages or proficiency in one.
- B. Nine three- or four-credit NES courses, which must include the following:
 - 1) NES 197 or 251.
 - 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 Hebrew Bible
 - NES 261, Ancient Seafaring
 - NES 229, Introduction to the New Testament
 - NES 295, Introduction to Christian History
 - 600 C.E. to the present
 - NES 235, Jews and Arabs in Contact and Conflict: The Modern Period
 - NES 250, Muhammad and Mystics in the Literatures of the Islamic World
 - 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 (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.** The Near Eastern Studies main office has more specific guidelines for the honors thesis.

Study abroad. Near Eastern Studies majors may choose to study in the Near East during 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 may also qualify for course credit.

First-Year Writing Seminars

For descriptions, consult the John S. Knight Institute brochure for times, instructors, and descriptions.

Language Courses

Arabic

NES 111-112 Elementary Arabic I and II

111, fall; 112, spring. Enrollment limited to 18 in each session. 4 credits each term. NES 111 is prerequisite for 112, or permission of instructor. Letter grade recommended. *NES 112 provides language qualification.* 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 is on learning the language through using it in meaningful contexts. Students who successfully complete the two-semester sequence are able to: 1) understand and actively participate in simple conversations involving basic practical and social situations (e.g., introductions, greetings, school, home and family, work, simple instructions); 2) read Arabic material of limited complexity and variety (e.g., simple narrative and descriptive texts, directions); 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 113-210 Intermediate Arabic I and II

113, fall; 210, spring. Enrollment limited to 18 students in each section. 4 credits each term. *NES 210 @ provides language proficiency and Option 1.* Prerequisites: for NES 113, one year of Arabic or permission of instructor; for NES 210, 113 or permission of instructor. Letter grade recommended. 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. Increased attention is given to developing native-like pronunciation and grammatical accuracy, but the main focus is on developing communication skills. The student who successfully completes 210 is 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 is sought through the use of authentic materials.

[NES 133-134 Introduction to Qur'anic and Classical Arabic (also RELST 133-134)]

133, fall; S. M. Toorawa; 134, spring, D. Powers. 4 credits each semester. *NES 134 provides language qualification.* Not offered 2004-2005.

This course is designed for students who are interested in reading the language of the Qur'an and *Hadiths* (Sayings of the Prophet) with accuracy and understanding. Authentic texts in the form of chapters from the Qur'an and *Hadiths* are presented and analyzed, and basic grammatical structures are discussed, explained, and practiced systematically. Interested students are encouraged to memorize excerpts from the texts. At the end of the two-semester sequence, the successful student has mastered a working vocabulary of over 1,000 words, correct pronunciation, and the most commonly used grammatical structures. In addition, the course provides the student with a firm foundation on which to build an advanced study of Classical Arabic.]

[NES 213 Classical Arabic Texts (also RELST 213) # @ (IV) (LA)]

Spring. 3 credits. Prerequisite: NES 210 or equivalent. Not offered 2004-2005. D. Powers.

This course will introduce students to different genres of literary Arabic. We read, translate and, discuss selected texts written in classical and modern standard Arabic. Review of morphology and grammar.]

NES 214 Qur'an and Commentary (also RELST 214) # @ (IV) (LA)]

Spring. 3 credits. Prerequisite for NES 214: NES 113-210. D. Powers.

This course is an advanced study of classical Arabic through a close reading of selected chapters of the Qur'an, together with the Qur'anic commentary (tafsir) and other relevant literature. Special attention is given to grammar, syntax, and lexicography.

NES 311-312 Advanced Intermediate Arabic I and II @

311 fall; 312 spring. 4 credits each term. Limited to 15 students. *Fulfills Option 1.* Prerequisite for NES 311 is NES 210 or permission of instructor; prerequisite for NES 312 is NES 311 or permission of instructor. Letter grade recommended. M. Younes.

Students are introduced to authentic, unedited Arabic language materials ranging from poems, short stories, and plays to newspaper articles dealing with social, political, and cultural issues. Emphasis is on developing fluency in oral expression through discussion of issues presented in the reading selections. There is more focus on the development of native-like pronunciation and accurate use of grammatical structures than on elementary and intermediate Arabic. A primary objective of the course is the development of writing skill through free composition exercises in topics of interest to individual students.

[NES 416 Structure of the Arabic Language (also LING 416) (III) (KCM)]

Spring. 4 credits. Limited to 15 students. Prerequisite: one year of Arabic or a linguistic background. Not offered 2004-2005. M. Younes.

The course consists of a brief 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).]

Greek

NES 121-122 Elementary Modern Greek I and II (also CLASS 197-198)

121, fall; 122, spring. 4 credits each term. Limited to 15 students. *NES 122 provides language qualification.* M. Hnaraki.

Intended for students with no experience in Greek. The goal is to provide a thorough grounding in Greek language with an emphasis on communication. Small class size provides intensive practice in speaking, writing, and listening/comprehension.

NES 127-222 Intermediate Modern Greek I and II (also CLASS 199-298)

127, fall; 222, spring. 4 credits. Prerequisite: one year (two semesters) of elementary modern Greek. *NES 222@ provides language proficiency and Option 1.* M. Hnaraki.

This course emphasizes complex grammatical and syntactical phenomena of the Modern Greek language through oral communication and texts. Students look into idiomatic nuances and special features of the language. Oral speech and writing are more crucial at this level.

Hebrew

NES 101-102 Elementary Modern Hebrew I and II (also JWST 101-102)

101, fall; 102, spring. 4 credits each term. Prerequisite for NES 102: 101 or permission of instructor. Enrollment limited to 18 students in each section. Letter grade recommended. NES 102 provides language qualification. S. Shoer.

Intended for beginners. This course provides a thorough grounding in reading, writing, grammar, oral comprehension, and speaking. Students who complete the course are able to function in basic situations in a Hebrew-speaking environment.

NES 103-200 Intermediate Modern Hebrew I and II (also JWST 103-200)

103, fall; 200, spring. Enrollment limited to 15 students in each section. 4 credits each term. *NES 200 @ provides language proficiency and Option 1.* Prerequisites: for NES 103, 102 or permission of instructor; for NES 200, 103 or permission of instructor. Letter grade recommended. N. Scharf.

A sequel to NES 101-102. Continued development of reading, writing, grammar, oral comprehension, and speaking skills. The 200 course introduces Hebrew literature and Israeli culture through the use of texts and audiovisual materials.

[NES 123-124 Introduction to Biblical Hebrew I and II (also JWST 123-124, RELST 123-124)]

123, fall; 124, spring. 3 credits each term. *NES 124 provides language qualification.* Enrollment limited to 17 students. Not offered 2004-2005. Staff.

The course is intended to develop basic proficiency in reading the Hebrew Bible. The first semester emphasizes introductory grammar and vocabulary. The second semester focuses on reading selected passages in the Hebrew Bible, with further development of vocabulary and grammar.]

NES 301-302 Advanced Modern Hebrew I and II (also JWST 301-302) @

301, fall; 302, spring. Limited to 15 students. 4 credits each term. *Fulfills Option 1.* Prerequisite for NES 301: 200 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. Letter grade recommended. N. Scharf.

Advanced study of the Hebrew Language both orally and through the analysis of mostly unedited texts of social, political, and cultural relevance, with less emphasis on the study of grammar. Students are introduced to articles published in Israeli newspapers and magazines, works by authors, and movies. Students develop composition and advanced writing skills by studying language structure, idioms, and various registers of style.

NES 305 Conversational Hebrew (also JWST 305)

Fall. 2 credits. Limited to fifteen students. Prerequisite: NES 302, or permission of instructor; for non-native speakers only. Letter grade recommended. N. Scharf.

This course is intended to continue the development of all aspects of the language. Emphasis, however, will be placed on speaking skills and understanding by using text material relevant to Israeli contemporary society. The instructor will be sensitive to individual student needs.

NES 420 Readings in the Biblical Hebrew Prose (also JWST 420, RELST 420) @ # (IV) (LA)

Fall. 4 credits. *Provides language proficiency and Option 1.* Prerequisite: one year of biblical or modern Hebrew. E. Hamori.

This course will give students who have a foundation in Hebrew an opportunity to develop proficiency in reading biblical prose. Students will read a wide variety of texts, gain a more sophisticated understanding of biblical grammar and syntax, and increase vocabulary.

NES 424 Hebrew Bible in the Middle Ages (also JWST 424 and RELST 424)

Spring. 4 credits. The course is mainly intended for undergraduates. No knowledge of Hebrew or previous background in biblical studies is required. E. Alfonso.

This course aims to study the uses of the Bible in Medieval Judaism, focusing on the different Jewish approaches to the biblical text. Over the course of the semester, we will analyze the rise of three main Jewish schools of biblical interpretation in Spain (Sepharad), and Central Europe (Ashkenaz). We will read selected biblical passages (in English translation) and examine how they were interpreted by the major commentators in these schools. Since differences in understanding of the biblical text reflect major changes in social and political history, a strong emphasis will be put on the setting in which commentaries were written.

In addition to the interpretation of the Hebrew Bible, we will also consider the making of Bibles as objects and will learn about their illumination, materials, and manuscripts. Finally, we will consider the uses of the Bible in other domains of Medieval Jewish intellectual life, such as poetry and liturgy.

While this course is mainly concerned with the Hebrew Bible in the Middle Ages, attention will be **constantly** paid to the Bible as a point of encounter and disencounter between religions: Judaism, Christianity, and (occasionally) Islam.

Hindi-Urdu**NES 105-106 Elementary Hindi-Urdu (also HINDI 101-102)**

Fall, spring. 6 credits each term. Staff. For description, see HINDI 101-102.

NES 107 Introduction to Urdu Script (also HINDI 125)

Spring. 1 credit. Staff. For description, see ASIAN 125.

Persian**NES 115-116 Elementary Persian I and II**

115, fall; 116, spring. 4 credits each term. Limited to 15 students. *NES 116 satisfies language qualification.* R. Daneshvar.

This course is designed for students who want an effective and comprehensive approach to learning Persian that will enable them to progress in the language skills of speaking, listening, reading, and writing. At the completion of this course, students will be prepared to deepen their comprehension of Persian through literature and the media.

Turkish**NES 117-118 Elementary Turkish I and II**

117, fall; 118, spring. 4 credits each term. *NES 118 provides language qualification.* Limited to 15 students. C. Yildizhan.

Intended for students with no experience in Turkish. The goal is to provide a thorough grounding in Turkish language with an emphasis on communication. Small class size provides intensive practice in speaking, writing, and listening/comprehension. The course is co-sponsored by the Institute for European Studies.

Ancient Near Eastern Languages**Akkadian****NES 333-334 Elementary Akkadian I and II (also NES 633-634)**

333, fall; 334, spring @ # (IV) (LA). 4 credits each term. Prerequisite for NES 334: 333 or permission of instructor. N. Brisch.

An introduction to the Semitic language of the Akkadians and Babylonians of ancient Mesopotamia. Utilizing the inductive method, students are rapidly introduced to the grammar and the cuneiform writing system of Akkadian through selected readings in the Code of Hammurapi, the Descent of Ishtar, and the Annals of Sennacherib. Secondary readings in comparative Semitic linguistics, the position of Akkadian in the family of Semitic languages and on the history and culture of Mesopotamia provide a background for study of the language. Knowledge of another Semitic language is helpful but not essential.

Aramaic**[NES 435 Aramaic I @ # (IV)]**

Fall. 4 credits. Prerequisite: knowledge of Hebrew. Enrollment limited to 15 students. Not offered 2004-2005. Staff.

A panoply of Aramaic materials is read during the course, including selections from ancient Aramaic inscriptions, the biblical books of Ezra and Daniel, Qumran texts, and the Targumim. Explanations of grammar, syntax, and vocabulary are based on the linguistic data which occur in the readings.]

Hieroglyphic Egyptian**[NES 330-331 Hieroglyphic Egyptian I and II]**

330 fall; 331 spring @ # (IV) (LA). 4 credits. Not offered 2004-2005. Staff.]

Sumerian**[NES 361 Sumerian Language and Culture I (also JWST 361, ARKEO 361) @ # (IV) (HA)]**

Spring. 4 credits. Not offered 2004-2005. D. I. Owen.

A continuation of NES 360, the course focuses on a more intense introduction to Sumerian language and grammar with additional readings in literature in translation. Particular emphasis is placed on the reading and interpretation of original texts from the Cornell collection and their use in the reconstruction of Mesopotamian history and culture in the third millennium B.C.E.]

NES 363 Sumerian III (also JWST 363 and ARKEO 363)

Spring. 4 credits. Prerequisite: NES 362. D. I. Owen.

A continuation of NES 362, this course continues the intensive introduction to Sumerian language and grammar with additional readings in Sumerian literary texts. Particular emphasis is placed on the reading and interpretation of original texts from the Cornell collection and their use in the reconstruction of Mesopotamian history and culture in the third millennium B.C.E.

Ugaritic**[NES 337-338 Ugaritic I & II (also NES 637-638)]**

337, fall; 338, spring @ # (IV) (LA). 4 credits each semester. Prerequisite: knowledge of another Semitic language (preferably Hebrew). Not offered 2004-2005. Staff.

Study of the language and literature of ancient Ugarit, an important site in northern Canaan. Special attention is paid to the relationships between Ugaritic and Hebrew and between Canaanite literature and the Bible.]

Archaeology**[NES 227 The Bible and Ancient Near Eastern Civilization (also JWST 227, ARKEO 227, and RELST 227) @ # (IV) (LA)]**

Spring. 3 credits. Not offered 2004-2005. J. Zorn.

The Hebrew Scriptures contain a wide array of literary forms, including historical works, prophetic texts, and wisdom literature. These works—compiled from an even wider assortment of text types (cosmologies, folk

tales, love songs, palace records, treaties, letters and more)—were not written in a cultural vacuum but find a home in the literary world of Israel's neighbors, including Mesopotamians, Egyptians, Hittites, and others. This course examines the different literary genres found in the Hebrew Scriptures in comparison with similar material from the ancient Near East to clarify the interpretation, dating, and purpose of the Biblical material.]

[NES 261 Ancient Seafaring (also ARKEO 275, JWST 261) @ # (III) (HA)

Fall. 3 credits. Enrollment limited to 80 Students. Not offered 2004–2005. D. I. Owen.]

[NES 263 Introduction to Biblical History and Archaeology (also ARKEO 263, JWST 263, and RELST 264) @ # (III) (HA)

Spring. 3 credits. Not offered 2004–2005. J. Zorn.

A survey of the principal archaeological developments in Canaan/Israel from the Neolithic period (ca 9000 B.C.E.) to the Babylonian Exile (586 B.C.E.). Includes an introduction to archaeological methodology used in the reconstruction of ancient cultures, as well as the basic bibliography of the field. Emphasis is placed on the use of archaeological data for understanding major problems in Israelite history and archaeology: such as the dating of the cultural milieu of the patriarchs, the dating and geographical setting of the Exodus and the Israelite conquest, and the origin and history of the Philistines. Special lectures are devoted to topics such as: warfare, cult, food production and storage, writing, and water systems. Recommended for students planning to participate in excavations in Israel.]

[NES 266 Jerusalem Through the Ages (also JWST 266, ARKEO 266, and RELST 266) @ # (III) (HA)

Fall. 3 credits. J. Zorn.

Jerusalem is a holy city to the adherents of the three great monotheistic faiths: Judaism, Christianity, and Islam. For most of its existence it has also been a national capital or major provincial center for the many states and empires that vied for control of the vital land bridge connecting Africa, Europe, and Asia. Thus many of the pivotal events that shaped western civilization were played out in the streets and structures of Jerusalem. This class will explore the history, archaeology, and natural topography of Jerusalem throughout its long life, from its earliest remains in the Chalcolithic period (ca. 4000 B.C.E.) to the 19th century, including Jebusite Jerusalem, Jerusalem as the capital of the Davidic dynasty, the Roman era city of Herod and Jesus, the Crusaders and medieval Jerusalem, and Ottoman Jerusalem as the city entered the modern era. Students will examine the original historical sources (e.g., the Bible, Josephus, the Madaba map, etc.) that pertain to Jerusalem. Slides and videos will be used to illustrate the natural features, man-made monuments, and artifacts that flesh out the textual material providing a fuller image of the world's most prominent spiritual and secular capital.

[NES 360 Ancient Iraq I: Origins of Mesopotamian Civilization (also JWST 360, ARKEO 360) @ # (III or IV) (HA)

Fall. 4 credits. Not offered 2004–2005. D. I. Owen.

An introduction to the language, literature, history, culture and archaeology of Syro-Mesopotamia in the fourth and third millennia B.C.E. The course focuses on Sumerian civilization from its emergence in the archaeological record in the fourth millennium until its disappearance around 2000 B.C.E. In addition, it will emphasize the parallel development of the Semitic peoples in Syria (Eblaïtes) and upper Mesopotamia (Akkadians). A special feature of the course will be a basic introduction to the Sumerian language utilizing original cuneiform tablets in the collection of the Department of Near Eastern Studies.]

[NES 362 Sumerian Language and Culture II (also JWST 362)

Fall. 4 credits. Prerequisite: NES 361. D. I. Owen.

A continuation of NES 361, the course will continue the intensive introduction to Sumerian language and grammar with additional readings in Sumerian literature in translation. Particular emphasis will be placed on the reading and interpretation of original texts from the Cornell collection and their use in the reconstruction of Mesopotamian history and culture in the third millennium B.C.E.

[NES 365 Ancient Iraq II: From the Beginning of the Second Millennium to the Conquest of Alexander the Great (also ARKEO 363 and JWST 363) @ # (III or IV) (HA)

Spring. 4 credits. D. I. Owen.

An introduction to the history, culture, literature, and archaeology of Syro-Mesopotamia from the emergence of the Babylonians around 2000 B.C.E. through the Persian period, which was brought to an end by the conquest of Alexander the Great in 331 B.C.E. The interrelationships between the various political entities during this long period the Amorites, Hittites, Hurrians, Syrians, and Elamites (Iranians) will be emphasized.

[NES 366 The History and Archaeology of the Ancient Near East (also ARKEO 366, JWST 366) @ # (III or IV) (HA)

Fall. 4 credits. Prerequisite: ARKEO 100 or permission of instructor. Not offered 2004–2005. D. I. Owen.]

Civilization

[NES 197 Introduction to Near Eastern Civilization (also JWST 197 and RELST 197) @ # (IV) (CA)

Fall. 3 credits each term. Not offered 2004–2005. D. I. Owen.]

[NES 244 Introduction to Ancient Judaism (also JWST 244 and RELST 244) @ # (III or IV) (HA)

Fall. 3 credits. Not offered 2004–2005. Staff. This course focuses on the development of Judaism as a religion and as a civilization in antiquity, with particular emphasis on its beliefs and practices. Topics discussed include the development of monotheism, the role of the covenant, law and society, sacrifice and prayer as modes of worship, holidays, Sabbath, circumcision, and dietary laws. Jewish civilization is placed within the context of ancient civilizations (Canaan, Egypt, Babylon, Persia, Greece, Rome). We also focus on the rise of Jewish sects (Pharisees, Sadducees, Essenes, Zealots, etc.) in late antiquity. Texts studied include selections from the Bible, the Apocrypha, the Dead

Sea Scrolls, Josephus, and the Mishnah. All readings in English translation.]

[NES 251 Judaism, Christianity, and Islam (also JWST 251, RELST 251) @ # (IV) (HA)

Spring. 3 credits. Not offered 2004–2005. K. Haines-Eitzen and R. Brann.

For description, see NES 251 under Near Eastern History.]

[NES 255 Introduction to Islamic Civilization (also HIST 253, RELST 255) @ # (III or IV) (HA)

Spring. 3 credits. D. Powers.

We consider the major themes of Islamic civilization as they developed from the lifetime of Muhammad until the twentieth century. While the readings provide the student with the chronology of Islamic history, lectures are devoted to an analysis of thematic units, such as art and architecture, science, and cities. The class meets three times weekly, and the classroom format is that of a lecture/discussion in which students are encouraged to participate actively. Lectures are accompanied by slide presentations when appropriate.

[NES 262 Daily Life in the Biblical World (also ARKEO 260, JWST 262, and RELST 261)

Spring. 3 credits. J. Zorn.

The course will survey the common and not-so-common daily activities of the world of ancient Israel and its neighbors in Mesopotamia, Egypt, and Canaan. Many courses cover aspects of ancient political history or ancient literature, but these often focus on the activities of members of social elites, at the expense of the activities of more average citizens. The focus of this class on ancient technologies will provide a broader spectrum, spanning all social classes. Material to be covered will include topics such as food production and processing, pottery production, metallurgy, glass making, cloth production and personal adornment, implements of war, medicine, leisure time (games and music), and others.

[NES 268 Ancient Egyptian Civilization (also ARKEO 268 and JWST 268) @ # (III or IV) (HA)

Fall. 3 credits. G. Kadish.

The course surveys the history and culture of pharaonic Egypt from its prehistoric origins down to the conquest by Alexander the Great. Within a chronological framework, the following themes or topics will be considered: the development of the Egyptian state (monarchy, administration, ideology); social organization (class, gender and family, slavery); economic factors; empire and international relations; science and technology; and such cultural factors as religion, literature, writing, art, and architecture. Considerable use will be made of ancient texts in translation and slides. This is basically a lecture course, but there will be opportunity for questions and clarifications.

[NES 281 Gender and Society in the Muslim Middle East (also RELST 281, FGSS 281) @ (III) (CA)

Spring. 3 credits. Not offered 2004–2005. Staff.]

[NES 291 Arab Society and Culture (III) (CA)

Fall. 3 credits. Enrollment limited to 25 students. Not offered 2004–2005. M. Younes.]

NES 298 Issues in Catholic Thought (also RELST 298) (IV) (CA)

Fall. 3 credits. J. Schuld.

Addressing primarily developments since the Second Vatican Council (1962–1965), this course familiarizes students with some of the principal contemporary forms of Roman Catholic thought and practice. We begin by situating these developments against the backdrop of the transformations in Catholicism's responses to modernity since the late sixteenth century. Our principal interest at this stage lies in examining how Catholic leaders sought to meet the challenges posed by modernity's emphasis on individual rights and freedoms, religious and cultural pluralism, and the rise of modern sciences and feminisms. This prepares the ground for a more focused examination of the following topics: medical ethics; sexuality, marriage, and the family; social justice; evolution; biblical interpretation; sacraments; Catholic spirituality; Mary; and Catholic feminism. Our sources include, among others, social scientific studies, official Church documents, and the writings of influential Catholic social activists (Dorothy Day and Mother Teresa), mystics (Thomas Merton), feminists (Rosemary Radford Ruether), and theologians (Hans Urs von Balthasar, Gustavo Gutiérrez, Karl Rahner, and Pierre Teilhard de Chardin).

NES 339 Islamic Spain: Culture and Society (also JWST 339/639, COM L 334/639, RELST 334/639, SPANL 339/639, NES 639) @ # (IV) (CA)

Spring. 4 credits. R. Brann.

This course examines the culture and society of al-Andalus (Islamic Spain) from 711, when Islam arrived in Iberia, until 1492 and the demise of Nasrid Granada. Through extensive discussion and analysis of Arabic, Latin, and Hebrew primary documents and literary texts of various genres (in translation), the course challenges ideological bases of conventional thinking regarding the social, political, and cultural identity of medieval "Spain." Among other things, the class investigates the origins of lyric poetry, the relationships among the various confessional and ethnic communities in al-Andalus and the problems involved in Mozarabic Christian and Andalusí Jewish subcultural adaptations of Andalusí Arabo-Islamic culture.

[NES 351 Law, Society, and Culture in the Middle East, 1200–1500 (also NES 651, RELST 350, HIST 372/652) @ # (III) (HA)

Spring. 4 credits. Enrollment limited to 25 students. Not offered 2004–2005.

D. Powers.

After surveying the historical development of Islamic Law, the seminar focuses on the structure and function of the Islamic legal system in the thirteenth, fourteenth, and fifteenth centuries, using legal documents, judicial opinions, and court cases (all in English translation) to elicit major themes and issues (e.g., the Marital regime, women and property, social hierarchies, law, and the public sphere.)

[NES 357 Islamic Law and Society (also RELST 356) @ # (III) (CA)

Spring. 4 credits. Not offered 2004–2005.

D. Powers.

The *Shari'ah*, or sacred law of Islam, embodies the totality of God's commands that regulate the life of every Muslim in all its aspects. The *Shari'ah* comprises on an equal basis ordinances regarding worship and ritual

as well as political and, in Western terms, strictly legal rules. This course examines the relationship between the *Shari'ah* and the major social, economic, and political institutions of Islamic society. Topics discussed include the status of women, slaves, and non-Muslims; attitudes toward the economy and the arts; the significance of *jihad* (holy war); the nature of the Muslim city; and the relationship between the religious establishment and the government. Attention is given to the function of the *Shari'ah* in the modern world, with special reference to the problems and challenges of legal reform.]

[NES 371 A Mediterranean Society, and Its Culture: The Jews and Judaism under Classical Islam (also JWST 371, RELST 371, COM L 371) @ # (IV) (HA)

Spring. 4 credits. Not offered 2004–2005. R. Brann.]

NES 389 Sociology of Sport (also JWST 389 and SOC 330)

Fall. 4 credits. T. Sorek.

For description, see SOC 330.

NES 390 Catholicism and Social Justice (also RELST 390)

Spring. 4 credits. J. Schuld.

Familiarizing students with a range of questions and challenges concerning the promotion of social justice, this course examines a variety of Catholic sources, sociopolitical arguments, and influential proponents of peace and justice drawn from different global contexts. Issues to be discussed will include political and economic freedoms; employment, poverty, and welfare; discrimination; the political use of violence and non-violence; and environmental stances relating to global sustainability, distributive justice, and respect for non-human species. We will critically analyze major encyclicals, papal teachings and bishop's statements, as well as attend to the writings of social scientists and Catholic activists involved in grassroots movements.

NES 392 Divination Sciences in Antiquity (also ASIAN 392 and CLASS 392) @ # (IV) (HA)

Fall. 4 credits. C. Minkowski.

For description, see ASIAN 392.

NES 395 Israeli Society (also JWST 395 and SOC 390) @ (III) (SBA)

Spring. 4 credits. T. Sorek.

The course introduces students to major themes in contemporary Israeli society, focusing on the following: the tension between the definition of Israel as a Jewish state and its aspiration to be democratic, the place of religion in politics, the effects of the long-term occupation of the West Bank and the Gaza Strip, the fragile status of the Arab Palestinian citizens of Israel, civil-military relations, intra-Jewish ethnic divides, and gender relations. The course emphasizes processes of the formation of collective identities in Israel and the interdependency of culture and politics. Requirements: students are expected to come to class fully prepared to participate in a discussion of the readings; three knowledge quizzes; a movie report; active participation in the course Web-site forum; a midterm paper; final exam.

NES 447–448 Middle Eastern Music Ensemble (also MUSIC 431–432)

447, fall; 448, spring. 1 credit each term.

Permission of instructor. Enrollment limited to 40 students. M. Hatch and staff.

Performance of diverse musical traditions from the Middle East. Instruction in percussion, oud, ney, and kanoun, among others.

NES 451 The Multicultural Alhambra (also ART H 411, S HUM 411, and SPANL 411)

Fall. 4 credits. C. Robinson.

For description, see S HUM 411.

NES 497 Religion and Bioethics (also RELST 497)

Spring. 4 credits. J. Schuld.

Students in this course will explore a variety of issues that have been shaped by relatively recent developments in scientific technology and medical practice. Such developments confront our society with issues that are not strictly scientific or medical, but also ethical and, for many, religious. Entangled in most questions concerning health-care are certain beliefs or assumptions about at least some of the following: What does it mean to be fully human and what acts of respect does that require from individuals, professionals, and communities? How is "quality of life" defined and what place should this have in determining medical decisions? How do we understand and in what ways should we respond to the personal and social burdens of illness, suffering, and death? Scientific and medical advances also involve us in debates over public policy: What technological goals do we want to pursue as a society and what ethical limits, if any, should we impose on the means to such ends? What are our moral and/or religious responsibilities as citizens in a religiously and culturally pluralistic society? What medical care can our society provide and what care can it afford? This course is designed to involve students through their readings, class participation, and papers in both the personal and public dimensions of bioethics.

NES 639 Islamic Spain: Culture and Society (also NES 339, JWST 339/639, COM L 334/639, RELST 334/639, SPANL 339/639)

Spring. 4 credits. R. Brann.

For description, see NES 339.

[NES 651 Law, Society, and Culture in the Middle East, 1200–1500 (also NES 351, RELST 350, HIST 372/652)

Spring. 4 credits. Limited to 25 students.

Not offered 2004–2005. D. Powers.

For description, see NES 351.]

NES 681 Politics of Transnationalism (also GOVT 681 and SOC 661)

Spring. 4 credits. S. Tarrow.

For description, see GOVT 681.

History**[NES 234 Muslims and Jews in Confluence and Conflict (also JWST 234 and RELST 234) @ # (IV) (HA)**

Fall. 3 credits. Not offered 2004–2005.

R. Brann.

This course examines the cultural and historical interaction between Arabs and Jews from the emergence of Islam in the seventh century through the classical age of Islam. It focuses 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) is studied through readings of primary texts (in translation). The course concludes with reflections on the cultural reawakening and the development of national consciousness of the two peoples in the past two centuries. At that time we also will consider the role of historical memory in the modern conflict in light of the record of pre-modern interaction.]

NES 239 Cultural History of the Jews of Spain (also JWST 239, COM L 239, RELST 239, SPANL 239) # (IV) (HA)

Fall. 3 credits. E. Alfonso.

This course is intended to provide a survey of the cultural history of the Jews in Spain from the late Visigothic period until the converso crisis of the fourteenth and fifteenth centuries and the expulsion. It will focus on the interaction of Jewish with Muslim and Christian cultures and the stable yet evolving sense of a Sephardic identity. The course will establish historical and literary-critical frames for reading primary sources in translation, including secular and synagogal poetry, philosophy, and kabbalah; biblical hermeneutics; historiography; and polemics.

[NES 245 From Medievalism to Modernity: The History of Jews in E. Modern Europe, 1492-1789 (also JWST 253, HIST 285) # (III) (HA)

Fall. 4 credits. Not offered 2004-2005.
V. Caron.

This course examines the history of European Jewry during the centuries of transition from the Middle Ages to the Modern Era. We examine the extent to which traditional Jewish life began to break down during this period and thus paved the way for the emergence of modern Jewry. Topics include the Spanish Expulsion of 1492, religious, intellectual, and socioeconomic dimensions of the Marrano dispersion, including Lurianic Kabbalah and the messianic movement of Shabbetai Zevi; the establishment of Jewish communities in the West; the end of the "Golden Age" of Polish Jewry and the rise of Hasidism; the changing economic and political role of Jews in the seventeenth and eighteenth centuries; and the impact of the Enlightenment.]

[NES 251 Judaism, Christianity and Islam (also JWST 251, RELST 251) # @ (IV) (HA)

Spring. 3 credits. Not offered 2004-2005.
K. Haines-Eitzen and R. Brann.

Have you ever wondered how Jews, Christians, and Muslims can worship the same universal deity, yet find themselves in conflict with one another, often to the point of demonizing adherents of another tradition? How can Jews consider Abraham the first Jew, Christians regard him as the first Christian, and Muslims look upon him as the first Muslim? How each can put forth exclusive claims to truth, to what is required of women and men, and to control of sacred sites such as Jerusalem? This course explores the ways in which communities of Jews, Christians, and Muslims came to define themselves and by extension those outside their religious community through the production and subsequent interpretation of "authoritative texts," including the Hebrew Bible, the (Christian) Bible, and the Arabic Qur'an.

After we undertake a historical overview of the emergence of Judaism, Christianity, and Islam, and established a comparative approach

to monotheistic religious culture, we examine some of the provocative ways (in text, image, and film) in which Jews, Christians, and Muslims imagined both each other as well as other members of their own traditions in late antiquity, the Middle Ages, and in more recent times. For example: polemics among Jews and Christians in late antiquity and the Middle Ages, images of Muslims in American cinema, and the modern political situation in and over Jerusalem, particularly as it relates to shared and parallel traditions about "holy places."

The approach is comparative, analyzing literary and historical aspects of shared and parallel narrative traditions and textual hermeneutics. The class also discusses the religious concepts of revelation, prophecy, and community, attitudes toward gender, and notions of history, the "End of Days," and messianism set forth in the respective scriptures and in the Jewish, Christian, and Islamic literatures that followed. The problematic nature of revealed scripture in monotheistic religion will be discussed. In addition, we study why the idea of "influence" should be replaced with the concept of "dialogue" between religious communities in the Near Eastern context.]

NES 259 Islam—In Theory and Practice (also RELST 259) # @ (IV) (CA)

Fall. 3 credits. S. M. Toorawa.

Islam is practiced by over a billion people worldwide. What are its origins and its original precepts? How did the teachings of Islam spread and evolve, and how have these been lived, interpreted, incorporated, and challenged in the modern day? We look at the life of Muhammad, the Quran, Islamic law, theology, and mysticism, and modern Muslim responses to the challenges of modernity.

[NES 261 Ancient Seafaring (also JWST 261, ARKEO 275) # @ (III) (HA)

Fall. 3 credits. Not offered 2004-2005.
D. I. Owen.]

[NES 263 Introduction to Biblical History and Archaeology (also ARKEO 263, JWST 263, RELST 264) # @ (III) (HA)

Spring. 3 credits. Not offered 2004-2005.
J. Zorn.

For description, see NES 263 under Near Eastern Archaeology.]

NES 266 Jerusalem through the Ages (also JWST 266, ARKEO 266, RELST 266) # @ (III) (HA)

Fall. 3 credits. J. Zorn.

For description, see NES 266 under Archaeology.

NES 273 History of the Middle East: Thirteenth through Eighteenth Centuries (also HIST 275 and JWST 273) # @ (IV) (HA)

Fall. 3 credits. M. Campos.

This course examines the history of the Middle East from the Mongol sack of Baghdad in 1258 to the eve of World War I. We will focus on the histories of the Ottoman and Safavid empires, exploring elements of imperial rule; religion and society; economy and trade; cultural production; internal reform; contact with the West; ethnic and religious minorities; and the origins of European economic and political imperialism in the Middle East.

NES 274 History of the Modern Middle East: Nineteenth and Twentieth Centuries (also JWST 274 and HIST 276) (HA)

Spring. 3 credits. M. Campos.

This course surveys the history, politics, and society of the Middle East from World War I until the present day. We will think critically about the transformation of the Middle East from autonomous Islamic empires to colonized mandates to post-colonial states; the development of collective identities such as nationalism, pan-Arabism, and Islamism; the formation and mobilization of social classes and changing gender relations; the Middle East through the lens of the Cold War and subsequent American hegemony; revolution, war, and civil strife; and popular culture.

[NES 290 History of Zionism and the Birth of Israel (also JWST 290, HIST 267) @ (III) (HA)

Spring. 4 credits. Not offered 2004-2005.
V. Caron.

For description, see HIST 267.]

[NES 295 Introduction to Christian History (also JWST 295, RELST 295, HIST 299) # (III or IV) (HA)

Spring. 3 credits. Not offered 2004-2005.
K. Haines-Eitzen.

This course offers an introduction of Christianity from the apostle Paul through the seventeenth century, with an emphasis on the diversity of Christian traditions, beliefs, and practices. We explore the origins of Christianity within Judaism in the eastern Mediterranean world, the spread of Christianity, the development of ecclesiastical institutions, the rise and establishment of monasticism, and the various controversies that occupied the Church throughout its history. The course draws on primary literary sources (from biblical literature to council proceedings, monastic rules, sermons, theological treatises, and biographies) as well as Christian art, inscriptions, music, and manuscripts.]

[NES 296 Sophomore Seminar: Jesus in History, Tradition, and Cultural Imagination (also HIST 296, RELST 296) # @ (III or IV) (CA)

Spring. 4 credits. Not offered 2004-2005.
K. Haines-Eitzen.

Who was Jesus? How do we reconstruct Jesus in history? What did he teach? Believe? Why was he executed? Why was his identity so vehemently contested throughout the early centuries (and beyond) of Christianity? How did non-Christians, especially Jews and Muslims, understand and imagine the figure of Jesus? How has the figure of Jesus come to be imagined and reimagined in music, art, and literature? These are the questions at the fore of this course, which offer an interdisciplinary approach to the study of the figure of Jesus. Beginning with our earliest materials (canonical and non-canonical early Christian texts) we explore the historical figure of Jesus, his life, context, worldview, the reasons for his death, and so forth. Here we raise issues of historical methodology. The second phase of the course moves us from the reconstruction of this historical Jesus to the Jesus Christ imagined by various Christians, Jews, and Muslims. Here we look closely at the christological controversies that occupied much of Christian history. In the third part of the course, we take art constructions and imaginings about Jesus even further to look at the Jesus of art, music, film, and literature.

The materials here are, of course, vast, but we select representatives from each of these fields that demonstrate the presence and use of the figure of Jesus in the cultural imagination.

This is a special seminar sponsored by the John S. Knight Institutes Sophomore Seminars Program Seminars offer discipline-specific study within an interdisciplinary context. While not restricted to sophomores, the seminars aim at initiating students into the disciplines outlook, discourse community, modes of knowledge, and ways of articulating that knowledge. Enrollment is limited to 15. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.]

[NES 321 Heresy and Orthodoxy in Early Christianity (also RELST 321) # (IV) (CA)]

Spring. 4 credits. Limited to 17 students.

Not offered 2004–2005. K. Haines-Eitzen.

In this course we explore the varieties of Christian thought and practice from the first through the fourth centuries. In its earliest centuries, Christianity consisted of a diverse range of movements, each of which was considered "heretical" by its opponents, one of which came to dominate all the others and so earned for itself the designation "orthodoxy." The "heresies" we study include Adoptionism, Marcionism, Gnosticism, Montanism, Arianism, and Donatism. Consideration is also given to the ways in which charges of "heresy" intersected with competing views about women in the early Church, the relationship between Judaism and Christianity, the construction of authority, and the content, function, and sacredness of early Christian books.]

[NES 351 Law, Society, and Culture in the Middle East, 1200–1500 (also NES 651, RELST 350, HIST 372/652) @ # (III) (HA)]

Spring. 4 credits. Enrollment limited to 25 students. Not offered 2004–2005.

D. Powers.

After surveying the historical development of Islamic Law, the seminar focuses on the structure and function of the Islamic legal system in the thirteenth, fourteenth, and fifteenth centuries, using legal documents, judicial opinions, and court cases (all in English translation) to elicit major themes and issues (e.g., the Marital regime, women and property, social hierarchies, law, and the public sphere.)

[NES 359 "Romanesque" and "Early Gothic" Art and Architecture: Europe and the Mediterranean, 900–1150 A.D. (also ART H 355)]

Fall. 4 credits. Not open to freshmen without permission of instructor. Not offered 2004–2005. C. Robinson.

For description, see ART H 355.]

[NES 366 The History and Archaeology of the Ancient Near East (also ARKEO 366, JWST 366) @ # (III or IV) (HA)]

Fall. 4 credits. Prerequisite: ARKEO 100 or permission of instructor. Not offered 2004–2005. D. I. Owen.

For description, see Near Eastern Archaeology.]

NES 385 Middle Eastern Cities: History, Society, and Culture (also JWST 385 and HIST 382) @ # (IV) (HA)]

Fall. 4 credits. M. Campos.

This course examines the role of the city in the Middle East, the contours of urban life and the lived experiences of city-dwellers, and the city as a microcosm of broader historical transformations. In particular, we will look at the city as a site of governance, social relations, economic transformations, and cultural change. We begin with a theoretical discussion of the urban form as well as the historical and contemporary debate over the "Islamic city." We then move across space and time, from the Maghrib to the Mashriq and from the rise of Islam to the modern day, guided by the following analytical themes: holy cities and sacred spaces; urban social institutions; imperial capitals and provincial towns; the rise of the port cities and the world-economy; minority spaces and urban heterogeneity; colonialism and the transformation of the urban form: "public space" and urban social movements; divided cities such as Beirut and Jerusalem; and narrations of the city. We will read a variety of historical, anthropological, travel, fictional, and primary texts.

[NES 387 Comparative Islamic Movements (also ANTHR 387) @ (III) (CA)]

Fall. 4 credits. Not offered 2004–2005.

J. Rigi.

The course analyzes the emergence of Islamic movements in Russia, the Caucasus, Central Asia, and the Middle East with particular attention to their ideologies, constituencies, and relations with the state, nationalism, culture, and society. We explore several major questions: To what extent is the emergence of these movements responses to the contemporary social and political issues? To what extent do these movements draw on the Koran and Hadith? To what extent are their programs and ideologies modern inventions? What are the similarities and differences between these movements cross-regionally? And what is the historical context and significance of these movements?]

[NES 393 History of Jews and Christians in the Modern Middle East (also JWST 393) @ # (III) (HA)]

Fall. 4 credits. Not offered 2004–2005.

M. Campos.

This course examines Jewish and Christian communities in the modern Middle East (nineteenth and twentieth centuries) from a comparative historical perspective, focusing on the Arab Levant (Mashriq), Egypt, and the former Ottoman heartland of Anatolia and the Balkans. We examine diverse aspects of non-Muslim experience in the Middle East while analyzing these communities in dialogue with their surrounding Muslim states and societies. Thematically, we cover issues such as communal life, economy, gender, folk religion, social and spatial boundaries, nationalism, ethnic conflict, Diaspora, and reconstructions of the Jewish and Christian past as well as ongoing struggle in the contemporary Middle East. We draw on a wide variety of interdisciplinary primary and secondary sources, including novels, ethnography, films, memoirs, and scholarly texts.]

NES 397 History of the Israeli-Palestinian Conflict (also JWST 397, SOC 397 and GOVT 397) @ (III) (HA)]

Fall. 4 credits. T. Sorek.

This course introduces students to the complexity of the Israel–Palestinian conflict in its various dimensions: national, religious,

economic, and cultural. It outlines the history of the conflict from the beginning of Zionist immigration to Palestine in the late nineteenth century until the current day. The course juxtaposes the different subjective points of view and motivations of the various actors involved and analyzes the sociopolitical process as a product of these interrelated positions. In addition, it demonstrates how the internal structures of both societies influence and are influenced by the dynamics of the conflict. Special emphasis is given to the significance of interdependency of culture and politics; national symbolism as both product of the conflict and an element that maintains it; the significance of heroism, victimhood, and martyrdom in shaping the conflict and the identities of the parties involved. Requirements: three knowledge quizzes, a midterm paper, a movie report, active participation in the course web-site forum, and a final exam.

[NES 418 Seminar in Islamic History: 600–750 (also HIST 461–671, NES 618, RELST 418) @ # (III) (HA)]

Spring. 4 credits. Knowledge of Arabic is not required. Not offered 2004–2005.

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 read primary sources in English translation, especially *The History of Tabari*.]

[NES 453 Islamism (also GOVT 466) (III)]

Spring. 4 credits. Not offered 2004–2005.

S. Buck-Morss.

For description, see GOVT 466.]

[NES 651 Law, Society, and Culture in the Middle East, 1200–1500 (also NES 351, RELST 350, HIST 372/652)]

Spring. 4 credits. Enrollment limited to 25 students. Not offered 2004–2005.

D. Powers.

For description, see NES 351.]

Literature

[NES 213 Classical Arabic Texts (also RELST 213) # @ (IV) (LA)]

Spring. 3 credits. Prerequisite: NES 210 or equivalent. Not offered 2004–2005.

D. Powers.

This course will introduce students to different genres of literary Arabic. We read, translate, and discuss selected texts written in classical and modern standard Arabic. Review of morphology and grammar.]

NES 214 Qur'an and Commentary (also RELST 214) # @ (IV) (LA)]

Spring. 3 credits. Prerequisite: NES 134 or NES 210 or equivalent. D. Powers.

This course is an advanced study of classical Arabic through a close reading of selected chapters of the Qur'an, together with the Qur'anic commentary (tafsir) and other relevant literature. Special attention is given to grammar, syntax, and lexicography.

NES 223 Introduction to the Bible (also JWST 223, RELST 223) @ # (IV) (LA)]

Spring. 3 credits. E. Hamori.

The goal of this course is to help students gain an understanding of the Hebrew Bible within its historical and cultural environment. We will study this compilation of texts from

ancient Israel with attention to the various literary genres also found in ancient Near Eastern literature, the historical circumstances associated with the texts, and recurring theological issues. In addition to studying the biblical texts and exploring major areas of modern biblical criticism, students will have the opportunity to handle some types of evidence that scholars use to reconstruct ancient Israelite religious history, including texts from various parts of the ancient Near East, an Israelite inscription, and other archaeological evidence.

[NES 229 Introduction to the New Testament (also RELST 229 and JWST 229) @ # (IV) (HA)]

Fall. 3 credits. Not offered 2004–2005.
K. Haines-Eitzen.

This course provides a literary and historical introduction to the earliest Christian writings, most of which eventually came to be included in the New Testament. Through the lens of the gospel narratives and earliest Christian letters, especially those of Paul, the course explores the rich diversity of the early Christian movement, from its Jewish roots in first-century Palestine through its development and spread to Asia Minor and beyond. Careful consideration is given to the political, economic, social, cultural, and religious circumstances that gave rise to the Jesus movement, as well as those that facilitated the emergence of various manifestations of early Christian beliefs and practices. (Students who have had at least one year of Greek and would like to participate in a one-credit, New Testament Greek reading weekly seminar should also enroll in NES 329.)

[NES 235 Jews and Arabs in Contact and Conflict: The Modern Period (also JWST 235 and COM L 245) @ (III or IV) (CA)]

Fall. 3 credits. Not offered 2004–2005.
D. Starr.

This course traces the history and representations of Arab-Jewish relations from the late nineteenth century to the present. The majority of class time will be devoted to discussing literary works and films by Jews from Arab countries; Israelis from a variety of backgrounds; Palestinians, including Palestinians in Israel, under Israeli occupation, and in the Diaspora; and Arabs representing a variety of other nationalities. Primary source documents and critical studies provide the historical, cultural, and political frameworks for our discussions. Topics include Zionism, Arab nationalism, minority relations, establishment of the state of Israel, Palestinian dispersion, Arab-Israeli wars, terrorism, peace negotiations, establishment of the Palestinian Authority, post-Zionism, and normalization.]

[NES 250 Muhammad and Mystics in the Literatures of the Islamic World (also RELST 254, COM L 250) @ # (IV) (LA)]

Spring. 3 credits. Not offered 2004–2005.
S. Toorawa.

The life of the Prophet Muhammad and the teachings of Muslim mystics (sufis) have provided material and inspiration for numerous writers of the Islamic world. We use our readings, in English translation, of works in Arabic, Malay, Panjabi, Persian, Swahili, Turkish, and Urdu, to help us interrogate the ways in which Muhammad, mystics, and mysticism have shaped religion, literature, and society.]

[NES 256 Introduction to the Quran (also COM L 256, RELST 256, JWST 256) @ # (IV) (CA)]

Spring. 3 credits. Not offered 2004–2005.
S. M. Toorawa.

In 7th-century Arabia, a merchant by the name of Muhammad shared with his followers God's Word as revealed to him through the archangel Gabriel. That book is now a source of spiritual guidance and law for over a billion people the world over. In this course, a literary, historical, and religious introduction to that book, the Quran, we explore the circumstances of the Quran's revelation; its written compilation; its narrative structure; its major themes; its connections to and departures from the Hebrew Bible and the New Testament; Quranic commentary; translation and the problems associated with it; the impact of the Quran on political and religious thought; and the influence of the Quran on literature.]

[NES 293 Sophomore Seminar: Middle Eastern Cinema (also JWST 291, FILM 293, COM L 293, and VISST 293) @ (IV) (LA)]

Fall. 4 credits. Limited to 15 students. Not offered 2004–2005. D. Starr.

We frequently see representations of "Middle Easterners" in the American media, whether on the news, or in TV dramas and film. But there are far fewer opportunities to see how the media from the Middle East represent their own cultures. In this course we view films from the Arab world, including North Africa and the Eastern Mediterranean, as well as from Iran and Israel. The films range from musical comedies, to dramas, to experimental genres. Readings provide background on the particular cultural and historical contexts in which the films are produced and familiarize students with techniques for critically interpreting visual media. Films are screened on Mondays at 7:30 P.M. and also are available on reserve.

This is a special seminar sponsored by the John S. Knight Institutes Sophomore Seminars Program Seminars offer discipline-specific study within an interdisciplinary context. While not restricted to sophomores, the seminars aim at initiating students into the disciplines outlook, discourse community, modes of knowledge, and ways of articulating that knowledge. Enrollment is limited to 15. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.]

[NES 299 Hebrew Bible and Arabic Qur'an in Comparative Perspective (also RELST 299, COM L 299, JWST 299) @ # (IV) (LA)]

Spring. 3 credits. Not offered 2004–2005.
R. Brann.]

[NES 314 New York, Paris, Baghdad: Poetry of the City (also COM L 390, COM L 687, FRLIT 314, FRLIT 614, and NES 614)]

Spring. 4 credits. S. M. Toorawa.

The city is a recurrent theme and focus in much poetry, especially poetry of the modernists. We will read these poets to discover how they write the City, how they read it, and how other poets have responded. We will accompany Adonis, Baudelaire, Bayati, Cavafy, Lorca, Whitman (and others) to New York, Paris, Baghdad, Alexandria, Beirut, Cordoba (and elsewhere). All readings will be in translation. There will be weekly thought papers and one final project.

[NES 315 1001 Nights and Other Arabic Writing (also NES 615) @ # (IV) (LA)]

Fall. 4 credits. Not offered 2004–2005.
S. Toorawa.

In this course, we read major examples of classical and medieval Arabic literature in translation. In addition to the *Thousand and One* (or *Arabian Nights*), we explore works such as al-Jahiz's *Book of Misers*, the *Maqamat* of al-Hariri and al-Hamadani, the Arabic biographical and autobiographical traditions, encyclopedic writing by al-Mas'udi, and the travel accounts of Ibn Battuta. We also complement our readings of early narrative with contemporary interventions, e.g. the work(s) of Djébar, Kilito, and Wannus. We pay special attention to gender, tradition, satire, and irony.]

[NES 319 Crime and Conflict in the Modern Arabic Novel (also COM L 319) @ (IV) (LA)]

Fall. 4 credits. Not offered 2004–2005.
S. M. Toorawa.

In this course we read seven modern Arabic novels in translation in which the themes of crime and conflict are uppermost, including Nobel Laureate Naguib Mahfouz's *The Thief and the Dogs*, Nawal El Saadawi's *Woman at Point Zero*, and Rachid El Daif's *Dear Mister Kawabata*. We complement the readings with three films.]

[NES 320 Women in the Hebrew Bible (also JWST 320, RELST 316, and FGSS 322) @ # (IV) (LA)]

Spring. 3 credits. Not offered 2004–2005.
Staff.

This course features stories about women in the Hebrew Bible. Through literary readings of these texts, we attempt to understand the role of narrative in the promotion of ancient Israelite ideology. We ask such questions as why do women appear so prominently in the Bible's stories, and what do these women represent in the larger picture of ancient Israelite culture. We look at different literary types (e.g., foreign woman, prostitute, seductress, widow), and we discuss the social and historical reality behind the literary representation of women. All texts in English translation. In addition there is a one-credit option for reading the texts in Hebrew (NES 326.)

[NES 323 Reinventing Biblical Narrative (also JWST 323, RELST 323) @ # (IV) (HA)]

Spring. 4 credits. Not offered 2004–2005.
K. Haines-Eitzen.]

[NES 329 Intro to the New Testament—Seminar (also JWST 329, RELST 329)]

Fall. 1 credit. Prerequisite: concurrent enrollment (or past enrollment) in NES 229 and 1 year of ancient Greek. Not offered 2004–2005. K. Haines-Eitzen.

A weekly seminar that may be taken in addition to NES 229. The seminar provides an opportunity to read portions of the New Testament and other early Christian writings in Greek. We work on grammatical and textual issues as well as other problems related to translations.]

[NES 339 Islamic Spain: Culture and Society (also JWST 339, COM L 334, RELST 334, SPAN L 339/699) @ # (IV) (CA)]

Spring. 4 credits. R. Brann.

For description, see NES 339, under Civilization.

[NES 388 The Jews In and Out of Egypt (also JWST 388 and COM L 388) # @ (IV) (LA)

Spring. 4 credits. Not offered 2004–2005.
D. Starr.

This course examines literary representations of the vibrant Jewish communities of Egypt, from the Biblical narratives to the modern period. Through our readings from the rich textual record spanning millennia, we explore the shifting symbolism of the Exodus narrative as well as transformations in the understanding of "exile" and "diaspora." Beginning with a discussion of the Biblical and Rabbinic representations of Pharaonic Egypt, we then survey Jewish culture and cultural production during the Hellenistic, Late Antique, and Medieval Islamic periods. We will spend proportionally more time discussing the representations of Jewish communities in Egypt in the nineteenth and twentieth centuries.]

[NES 394 Gender, Sexuality, and the Body in Early Christianity (also RELST 394, FGSS 394, JWST 394) # (IV) (CA)

Spring. 4 credits. Not offered 2004–2005.
K. Haines-Eitzen.

Beliefs about gender, sexuality, and the human body were remarkably interwoven with political, religious, and cultural disputes in early Christianity. In this course we explore the construction and representation of gender, sexuality, and the body in various forms of Christianity from the first century through the fourth. Asceticism and celibacy, veiling and unveiling, cross-dressing and Gnostic androgyny, marriage and childbirth, and homosexuality are among the topics considered, and our sources range from the New Testament, early Christian apocrypha, martyrologies, and patristic writings to Greek medical texts, Jewish midrash, Roman inscriptions, and Egyptian erotic and magical spells. Current interdisciplinary and theoretical studies on gender, ideology, sexuality, and power aid us in developing our analytical approaches to the ancient materials.]

[NES 400 Seminar in Advanced Hebrew (also JWST 400) @ (IV) (LA)

Fall. 4 credits. Prerequisite: NES 302/JWST 302 or permission of instructor. Enrollment limited to 15 students. The course may be repeated for credit with permission of instructor. Not offered 2004–2005.
N. Scharf.

Continuation of work done in NES/JWST 302, with less emphasis on the study of grammar. We will read and discuss texts of cultural relevance, using articles published in Israeli newspapers and works by authors in each of the three principal genres: poetry, theater, and novels.]

[NES 401 Topics in Modern Hebrew Literature @ (LA)

Spring. 4 credits. Prerequisite: NES 302/JWST 302, or permission of instructor. Enrollment limited to 15 students. Not offered 2004–2005. D. Starr.

Literature has held a privileged place in the revival of modern Hebrew and the formation of Israeli culture. This course affords students the opportunity to read a sampling of this exciting literature. Each semester will feature a different theme, topic, or period in the development of Hebrew literature. Readings may include short stories, novels, poetry, and drama. All readings, writing assignments, and discussions are in Hebrew. Because

topics vary each semester, the course may be repeated for credit with permission of instructor.]

[NES 409 Seasons of Migration (also JWST 409, RELST 409) @ # (IV)

Fall. 4 credits. Not offered 2004–2005.
S. M. Toorawa.]

NES 414 Readings in Arabic Literature (IV) (LA)

Fall and spring. 4 credits. Prerequisites: NES 312, a 400-level NES Arabic course, or permission of instructor. S. M. Toorawa.

This course will introduce students to Arabic prose literature through a close reading of selections by classical, medieval, and modern writers. Emphasis is on grammar and syntax.

[NES 415 Readings in the Modern Arabic Short Story @ # (IV) (LA)

Fall. 4 credits. Prerequisite: NES 312 or permission of instructor. Not offered 2004–2005. D. Starr.

This course introduces students to modern Arabic literature through the genre of the short story. Class discussions and writing assignments center on interpretation and textual analysis.]

[NES 419 Readings in Arabic Poetry (IV) (LA)

Fall. 4 credits. Prerequisite: NES 312, a 400-level NES Arabic course, or permission of instructor. Not offered 2004–2005.
S. M. Toorawa.

This course introduces students to Arabic poetry through a close reading of selections by pre-Islamic, early medieval, and modern poets. Emphasis is on style.]

NES 420 Readings in Biblical Hebrew Prose (also JWST 420 and RELST 420) @ # (IV) (LA)

Fall. 4 credits. E. Hamori.
For description, see NES 420 under Hebrew.

[NES 421 Readings in Biblical Hebrew Poetry (also JWST 421, RELST 421) @ # (IV) (LA)

Spring. 4 credits. Prerequisite for NES 421: 1 year of biblical or modern Hebrew. Course may be repeated for credit. Not offered 2004–2005. Staff.

Advanced course in reading selected poems of the Hebrew Bible. Chapters studied include various Psalms, parts of the Book of Job, various prophetic speeches, and early compositions such as Genesis 49 and Judges 5. Emphasis is placed on the philological method, with attention to literary, historical, and comparative concerns as well.]

[NES 423 Sacred Fictions (also JWST 423, RELST 411, COM L 411, CLASS 461, and S HUM 411)

Fall. 4 credits. Not offered 2004–2005.
K. Haines-Eitzen.]

[NES 437 The Cross and the Crescent (also HIST 429, SPANL 446) # @ (III) (CA)

Fall. 4 credits. Not offered 2004–2005.
M. A. Garces.

For description, see SPANL 446.]

NES 491–492 Independent Study, Undergraduate Level

Fall and spring. Variable credit.
Prerequisite: permission of instructor. Staff.

[NES 493 Cosmopolitan Alexandria (also JWST 493, COM L 406) @ (IV) (CA)

Fall. 4 credits. Not offered 2004–2005.
D. Starr.

In the first half of the twentieth century the Mediterranean port city of Alexandria supported a multilingual, cosmopolitan culture. This course explores the discursive and theoretical potential offered by this unique cosmopolitan space-time, and the literary and artistic legacy it spawned. We discuss works by Aciman, Cavafy, Chahine, Durrell, al-Kharrat, and Tsalas, among others.]

NES 499 Independent Study, Honors

Fall and spring. 8 credits. Prerequisite: permission of instructor. Staff.

NES 614 New York, Paris, Baghdad: Poetry of the City (also NES 314, FRLIT 314/614, COM L 390/687)

Spring. 4 credits. S. M. Toorawa.

For description, see NES 314.

[NES 615 1001 Nights and Other Arabic Writing (also NES 315)

Fall. 4 credits. Not offered 2004–2005.
S. M. Toorawa.

In this course, we read major examples of classical and medieval Arabic literature in translation. In addition to the *Thousand and One* (or *Arabian Nights*), we explore works such as al-Jahiz's *Book of Misers*, the *Maqamat* of al-Hariri and al-Hamadhani, the Arabic biographical and autobiographical traditions, encyclopedic writing by al-Mas'udi, and the travel accounts of Ibn Battuta. We also complement our readings of early narrative with contemporary interventions, e.g., the work(s) of Djébar, Kilito, and Wannus. We pay special attention to gender, tradition, satire, and irony.]

NES 639 Islamic Spain: Culture and Society (also NES 339, JWST 339/639, COM L 334/639, RELST 334/639, SPAN L 339/639)

Spring. 4 credits. R. Brann.

This course examines the culture and society of al-Andalus (Islamic Spain) from 711, when Islam arrived in Iberia, until 1492 and the demise of Nasrid Granada. Through extensive discussion and analysis of Arabic, Latin, and Hebrew primary documents and literary texts of various genres (in translation), the course challenges ideological bases of conventional thinking regarding the social, political, and cultural identity of medieval "Spain." Among other things, the class investigates the origins of lyric poetry, the relationships among the various confessional and ethnic communities in al-Andalus and the problems involved in Mozarabic Christian and Andalusian Jewish subcultural adaptations of Andalusian Arabo-Islamic culture.

NES 691–692 Independent Study: Graduate Level

Fall and spring. Variable credit.
Prerequisite: permission of instructor. Staff.

Related Courses in Other Departments

Africana Studies

Archaeology

Asian Studies

Classics

Comparative Literature

Economics

English
 Feminist, Gender, and Sexuality Studies
 German Studies
 Government
 English
 History
 History of Art
 Linguistics
 Medieval Studies
 Music
 Philosophy
 Religious Studies
 Romance Studies
 Russian Literature
 Society for the Humanities
 Sociology

NEPALI

See Department of Asian Studies.

PALI

See Department of Asian Studies.

PHILOSOPHY

S. MacDonald (chair), R. N. Boyd, C. Brittain, A. Chignell (on leave spring 2005), M. Fara (on leave 2004-2005), G. Fine (on leave 2004-2005), D. Graff, B. Hellie (on leave fall 2004), H. Hodes, T. Irwin (on leave 2004-2005), R. W. Miller, M. Moody-Adams, H. Shue, N. Sturgeon, Z. Szabó, B. Weatherson.

Emeritus: C. A. Ginet, S. Shoemaker.

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 PHIL 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 first-year students.

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, taken for a letter grade, are required for the major. They must include at least one course on ancient philosophy (PHIL 211, or a course with a large component on Plato or Aristotle), at least one course on classical modern metaphysics and epistemology from Descartes through Kant (e.g., PHIL 212 or a course on the empiricists, the rationalists, or Kant), and a minimum of three courses numbered above 300. Students admitted to the major (after fall 1996) are required to take a minimum of six philosophy courses numbered above 200, and may not count more than one section of PHIL 100 toward the major. Courses numbered 191-199 do not count toward the major. A course in formal logic (e.g., PHIL 231), while not required, is especially recommended for majors or prospective majors.

Philosophy majors must also complete at least eight 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 PHIL 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 PHIL 490 both terms of their senior year to write a satisfactory honors essay.* PHIL 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.

First-Year Writing Seminars in Philosophy

Fall and spring. 3 credits. Consult the John S. Knight Institute brochure for times, instructors, and descriptions.

PHIL 101 Introduction to Philosophy # (IV) (KCM)

Fall, spring and summer. 3 credits. Fall: T. Hinton; spring: B. Weatherson.

Fall: The aim of this course is to provide a general introduction to the study of philosophy. What we can know about the external world? Do you know for a fact that you're reading this course description right now? Couldn't you simply be having a

very vivid dream in which you thought you were reading it? Then there is the question of whether or not we have free will. If you decide to take this course, will you have freely chosen to do so? Or will your decision have been necessitated by, say, by your genetic make-up and your childhood experiences? Then there are questions in ethics. What makes right acts right and wrong acts wrong? Is it always right to make the most people happy or are there ways of treating other people that are, morally speaking, off limits? We will try to clarify these (and other) questions and we'll examine what some philosophers have said in the course of trying to answer them.

Spring: An introduction to several problems of philosophy, and to the techniques philosophers use for addressing them. How do you know you're not dreaming right now? Can computers think? Do we have any reason to believe in the existence of a god? What makes an action right or wrong? Are we ever responsible for anything we do? Is it possible to travel back in time?

Summer: (3 credits; 6-week session): An introduction to several central philosophical questions: Is there knowledge so certain that it can never be doubted? Do we have secure ground for our future expectations? What is the nature of the mind and how does it relate to matter? What is free will? What is the nature and basis of our moral obligations? Readings include major philosophers of the past as well as contemporary philosophers.

[PHIL 145 Contemporary Moral Issues (IV) (KCM)]

Spring, summer. 3 credits. Not offered 2004-2005. Summer (6-week session).]

[PHIL 151 Philosophy of Sport (IV) (KCM)]

3 credits. Not offered 2004-2005.]

[PHIL 181 Introduction to the Philosophy of Science (IV) (KCM)]

3 credits. Not offered 2004-2005.]

PHIL 191 Introduction to Cognitive Science (also COGST 101 and PSYCH 102) (III) (KCM)

Fall. 3 or 4 credits. M. Spivey.

For description, see Cognitive Studies.

PHIL 193 Inequality, Diversity, and Justice (also CRP 293, GOVT 293, SOC 293) (KCM)

Fall. 4 credits. No prerequisites. Intended primarily for freshmen and sophomores. One introductory lecture F 8/27; thereafter, lects M W, secs F. R. Miller.

An interdisciplinary discussion of the nature and moral significance of social inequality, diversity and poverty and of the search for just responses to them. How unequal are economic opportunities in the United States today? How many people are in genuine poverty? What are the typical causes of poverty? To what extent, if any, does justice require government action to reduce current economic inequalities? Does race have special significance as a source of inequality? Does gender? Is affirmative action justified, as a response to such inequalities? How does membership in an ethnic group shape people's lives, and how should it? How should governments deal with religious diversity and other differences in ultimate values (which give rise, for example, to radically different attitudes toward abortion, school prayer,

and sexuality)? Do people in per-capita rich countries have a duty to help the foreign poor? Moral argument, investigations of social causes, and legal reasoning interact in the search for answers to these questions. To provide these resources, the course is taught by leading faculty researchers in philosophy, political theory, the social sciences, and law.

PHIL 194 Global Thinking (also GOVT 294) @ (III or IV)

Fall. 4 credits. H. Shue.

The United States is the mightiest military power in human history. How should this power be used? We will examine the meaning and the importance of central considerations usually invoked, including: the national interest including national security, the international rule of law including the laws of war, the promotion of fundamental values including human rights, and the equal sovereignty of states. Among the specific policy disputes discussed will be the Bush doctrine of preemptive war, 'humanitarian' intervention, and unilateralism/multilateralism. In all cases, we will discuss how to integrate political and moral considerations into all-things-considered judgments about what to do here and now.

[PHIL 195 Controversies About Inequality (also SOC 222, PAM 222, ECON 222, ILRLE 222, and GOVT 222)

Not offered 2004–2005.]

PHIL 201 Philosophical Puzzles (IV) (KCM)

Spring. 4 credits. B. Hellie.

Certain concepts, like those of truth and infinity, give rise to puzzles or paradoxes. Consider, for instance, a claim that says, of itself, that it is not true. Is it true or not? Or what about Zeno's paradoxes of motion? Or what about a term like "hairy": plucking one hair from a hairy man won't make him not hairy. But if you pluck 100K hairs successively from a man with 100K hairs, and none of the pluckings makes him not hairy, then he's still hairy when he has 0 hairs left over. We will try to get straight on the underlying logic behind these puzzles, so that we might learn something about the concepts they involve, even if we don't manage to solve them this semester!

PHIL 211 Ancient Philosophy (also CLASS 231) # (IV) (KCM)

Fall. 4 credits. This course has no prerequisites. It is open to freshmen. A. Carpenter.

This course examines the origin and development of Western philosophy in Ancient Greece and Rome. We study some of the central ideas of the Pre-Socratics, Socrates, Plato, Aristotle, and the Hellenistic philosophers (Epicureans, Stoics, and Sceptics). Questions considered include: What are the nature and limits of knowledge? Is knowledge even possible? How reliable is perception? What are the basic entities in the universe: atoms, Platonic Forms or Aristotelian substances? Is moral knowledge possible? What is the nature of happiness and what sort of life will make people happy? Do human beings have free will? Ought we to fear death? Among the fundamental works we read is Plato's *Republic*.

PHIL 212 Modern Philosophy # (IV) (KCM)

Spring. 4 credits. Z. Szabó.

An introductory course in philosophy with a strong emphasis on close reading of core texts. We will focus on the "early modern" period—roughly between the English and the French revolutions (1640–1789). We will cover four books by four of the most important philosophers of this era. Our main focus will be the metaphysical (or antimetaphysical) views of the authors, but we will also study their views on epistemology. Topics will include questions about the existence and nature of ideas, knowledge, causal connections, matter, soul, God, and freedom.

PHIL 213 Existentialism (IV)

Fall. 4 credits. K. Leighton.

According to Jean-Paul Sartre, "It is only in our decisions that we are important." While focusing on the relationship between action and ethics, this course will provide an introduction to the philosophy of existentialism, and will include work from such authors as Kierkegaard, Nietzsche, Heidegger, Sartre, de Beauvoir, and Fanon. We will explore such topics as the nature of human freedom, the role of desire in the constitution of the self, the relationship between authenticity and agency, bad faith, anxiety, and self-deception. In particular, we shall ask how Existentialist philosophy might offer a concept of ethics, especially in terms of its understandings of death and the self/other relationship. In this vein, we will also consider the influence Existentialism has had on other theorists such as Lacan, Derrida, Foucault, and Levinas.

[PHIL 216 Sophomore Seminar: Self, Ego, Psyche # (IV) (KCM)

Not offered 2004–2005.]

PHIL 231 Introduction to Deductive Logic (II) (MQR)

Fall (B. Weatherston) and spring (H. Hodes). 4 credits each term.

The logic of truth-functional connectives, identity, and the universal and existential quantifiers; a formal language; translation between it and English; constructing worlds and models; and constructing proofs. We'll use a textbook accompanied by a software package, *Language, Proof, and Logic* by J. Barwise and J. Etchemendy.

PHIL 241 Ethics (IV) (KCM)

Spring. 4 credits. N. Sturgeon.

An introduction to the philosophical study of moral theories and moral arguments. Ethical relativism, ethical egoism, ethical skepticism, utilitarianism and deontological theories; some application to controversial contemporary issues.

[PHIL 242 Social and Political Philosophy (also GOVT 260) (III or IV) (KCM)

Fall. 4 credits. Not offered 2004–2005. K. Leighton.]

[PHIL 244 Philosophy and Literature (IV)

Not offered 2004–2005.]

PHIL 245 Ethics and Health Care (IV) (KCM)

Spring. 4 credits. N. Sethi.

This course is an introduction to the ethical issues associated with contemporary medicine. No previous study of philosophy is presupposed. The course has two lectures and one discussion section per week. Topics include the professional-patient relationship (including informed consent, medical confidentiality, medical paternalism, and trust) and contemporary problems such as abortion

and euthanasia. Beginning from these practical moral problems we investigate concepts such as illness, death, autonomy, quality of life and personhood, and health care in a just society. We consider competing conceptions of justice and arguments for entitlement to health care. Does justice require that all have access to basic health care? Does it require that all have access to approximately the same level of health care? In addition to learning how to arrive at and defend ethical positions, we reflect on the techniques and methods we use.

PHIL 246 Ethics and the Environment (also S&TS 206) (IV) (KCM)

Spring. 4 credits. Open to all undergraduates; permission of instructor required for freshmen. N. Sethi.

The aim of this course is to acquaint students with moral issues that arise in the context of the environment and environmental policy. Our concerns about the environment bring to our attention the importance of economic, epistemological, legal, political, and social issues in assessing our moral obligations to other humans and the natural world. Our attempt then is to explore how different factors come into play in defining our responsibilities to the environment and to examine the grounds for our environmental policy decisions.

[PHIL 247 Ethics and Public Life (IV) (KCM)

Not offered 2004–2005.]

PHIL 249 Feminism and Philosophy (also FGSS 249) (IV) (KCM)

Fall. 4 credits. N. Sethi.

An introduction to feminist thought using a variety of texts (philosophical, historical, literary, legal, and political). Special attention is paid to sexual difference and the social construction of gender, and to how we frame various issues (e.g., whether pornography is primarily an issue about freedom of expression or about equal protection).

PHIL 261 Knowledge and Reality (IV) (KCM)

Fall. 4 credits. T. Gendler.

This course will provide an introduction to two broad areas of philosophical inquiry: *metaphysics*, which is concerned with general questions about the ultimate nature of the universe (reality), and *epistemology*, which is concerned with general questions about what we know or have reason to believe (knowledge). How do we know that the external world exists? What reason do we have to think that the sun will rise tomorrow? Do we have free will? What makes you the same person today that you were yesterday? We will look at a number of answers that have been proposed to these sorts of questions, and will discuss more generally how it is that one might go about thinking about them systematically.

PHIL 262 Philosophy of Mind (IV) (KCM)

Fall. 4 credits. T. Blosler.

What is the mind? More specifically, what is the relationship between mental properties and physical properties? What is consciousness? What is the nature of mental states such as belief and desire? We explore philosophical attempts to shed light on each of these questions, and more. Topics discussed include behaviorism, functionalism, and various forms of physicalism about the mental; qualitative states, such as the

experience of colors and sounds, and whether these can fit into functionalist or broadly physicalist theories of mind; and what is it to believe something or to desire something?

PHIL 263 Religion and Reason (also RELST 262) (IV) (KCM)

Spring. 4 credits. S. MacDonald.
What must (or could) God be like, and what reasons do we have for thinking that a being of that sort actually exists? What difference would (or could) the existence of God make to our lives? This course examines the idea, common to several major world religions, that God must be an absolutely perfect being. What attributes must a perfect being have? Must it have a mind, be a person, care for human beings? Is the concept of a perfect being coherent? Is the existence of a perfect being compatible with the presence of evil in the world and the existence of human freedom? Does human morality depend in any important way on the nature or will of a perfect being? Is a perfect being among the things that actually inhabit our universe? The course approaches these questions with the tools and methods of philosophical reason and through readings drawn from both classic texts and contemporary philosophical discussion.

PHIL 286 Science and Human Nature (also S&TS 286) (IV) (KCM)

Spring. 4 credits. R. Boyd
Topic for 2004-2005: Darwin, Social Darwinism, and Human Sociobiology. An examination of attempts in the biological and social sciences to offer scientific theories of human nature and human potential and to apply such theories to explain important social and psychological phenomena.

Intermediate or Advanced Courses

Some of these courses have prerequisites.

[PHIL 308 Hellenistic Philosophy (also CLASS 341) (IV) (KCM)]

Fall. 4 credits. Not offered 2004-2005.]

[PHIL 309 Plato (also CLASS 339) # (IV) (KCM)]

Fall. 4 credits. Not offered 2004-2005.]

PHIL 310 Special Topics in Greek Literature: Aristotle (also CLASS 310) @# (KCM)

Spring. 4 credits. C. Taylor.
Some central topics in Aristotle's metaphysics, philosophy of nature, psychology, and ethics.

PHIL 311 Modern Rationalism

Fall. 4 credits. Prerequisite: one course in philosophy at the 200 level or above. PHIL 212 or its equivalent strongly recommended. A. Chignell.
This course focuses on the major seventeenth-century rationalists: Descartes, Spinoza, Malebranche, and Leibniz. Topics will be both metaphysical (mind/body, God, causation, modality, and freedom) and epistemological (skepticism, ideas, knowledge, belief, clear and distinct perception), with a slight emphasis this year on the latter. Our goals are to figure out both what these philosophers' views were, and what reasons they had for holding those views.

[PHIL 312 Modern Empiricism # (IV) (KCM)]

Fall. 4 credits. Not offered 2004-2005.]

[PHIL 314 Ancient Philosophy # (IV) (KCM)]

Not offered 2004-2005.]

PHIL 315 Medieval Philosophy # (IV) (KCM)

Fall. 4 credits. S. MacDonald.
A survey of some main themes and major figures in medieval philosophy. Emphasis will be on the close reading and analysis of representative texts, but some attention will be given to the general historical development of philosophical themes and traditions during the thousand years separating late antiquity and the Renaissance. Readings (in English translation) may include Augustine, Boethius, Anselm, Abelard, Aquinas, Scotus, and Ockham and address topics in metaphysics, epistemology, ethics, and philosophical theology.

PHIL 316 Kant # (IV) (KCM)

Fall. 4 credits. Prerequisite: two courses in philosophy at the 200-level or above. PHIL 212 or its equivalent should be one of them; otherwise, approval of the instructor is required. A. Chignell.

An in-depth study of the philosophy of Kant as found in the *Critique of Pure Reason*. Topics include: space and time, the role of the mind in perceptual experience, causation, appearance and reality, the limits of speculative metaphysics, the nature of the self, freedom/determinism, arguments for God's existence. The goal is to present Kant's metaphysical and epistemological doctrines as clearly as possible, and to evaluate arguments for and against them.

[PHIL 317 Hegel # (IV)]

Not offered 2004-2005.]

[PHIL 318 Origins of Twentieth-Century Philosophy (IV)]

Not offered 2004-2005.]

PHIL 319 Twentieth-Century Analytic Philosophy (IV)

Spring. 4 credits. B. Weatherston.
The rise and fall of logical positivism and of ordinary language philosophy. Quine.

PHIL 330 The Foundations of Mathematics (II) (MQR)

Fall. 4 credits. H. Hodes.
Topic for fall 2004: set theory as a foundation for mathematics, with some attention to its philosophical motivations. This class will cover the ZF axioms, functions, relations and orderings in the set-theoretic context, ordinal numbers, cardinal numbers, and the construction of the standard number systems.

PHIL 331 Deductive Logic (also MATH 281) (II) (MQR)

Fall. 4 credits. H. Hodes.
The syntax and model-theory of classical propositional logic and classical predicate logic, including proofs of the soundness and completeness of Natural Deduction formalizations of these logics, with some attention to related material.

PHIL 332 Philosophy of Language (IV)

Fall. 4 credits. Z. Szabó.
This course is an introduction to contemporary philosophy of language. It does not, however, aim at covering all the ground; instead, we will focus almost exclusively on questions of *singular reference*. Problems surrounding the use of singular terms in natural languages play an important role in philosophical reflection, so working through this course will help you

orient in contemporary analytic philosophy. In relation to singular reference, we will touch on a number of important issues including the problem of negative existentials, the status of modalities, the nature of intentionality, and the interpretation of propositional attitudes.

[PHIL 333 Problems in Semantics (also LING 333 and COGST 333) (III or IV) (KCM)]

4 credits. Not offered 2004-2005.]

[PHIL 334 Pragmatics (also LING 425) (III or IV)]

Not offered 2004-2005.]

PHIL 341 Ethical Theory (IV) (KCM)

Fall. 4 credits. T. Hinton.
In this class, we will examine questions in both meta-ethics and normative ethics. We begin with a brief overview of the main developments in meta-ethics that took place during the twentieth century. These include G. E. Moore's antinaturalist platonism, emotivism, John Mackie's error theory, and several varieties of objectivism and realism. Our aim, in part, is to understand the reasoning that underlies realist and antirealist approaches to ethics. In addition, we want to know how the various metaphysical, semantic, and epistemological possibilities have been conceived and which of them make best overall sense of ethics as we understand it. We then work our way through Christine Korsgaard's *Sources of Normativity*, attempting to clarify the meaning of what she calls "the normative question," as well as the broadly Kantian answer she supplies to it. In the next part of the course, we investigate a number of questions arising in connection with consequentialism. These include worries about the demandingness of morality, the idea of maximizing impersonal goodness, and the place of rights in our moral thought. After this, we study T. M. Scanlon's contractualist moral theory as expounded in *What We Owe to Each Other*. Here we will focus on the distinctive account Scanlon offers of moral wrongness as well as on some of the issues about practical reason arising from that account. The course may end with a brief foray into meta-ethics, in which we take up the topic of moral relativism.

PHIL 342 Law, Society, and Morality (IV) (KCM)

Fall. 4 credits. M. Moody-Adams.
This course introduces the philosophy of law, emphasizing the nature of law and its relation to moral principle. Theories discussed include natural law, legal positivism, legal realism, and contemporary interpretive and critical theories of law. Other topics include the idea of an obligation to obey the law and the relevance of justice to law. Particular attention is given to the institution of slavery and its aftermath.

[PHIL 344 History of Ethics: Ancient and Medieval # (IV) (KCM)]

Not offered 2004-2005.]

[PHIL 345 History of Ethics: Modern # (IV) (KCM)]

Not offered 2004-2005.]

PHIL 346 Modern Political Philosophy (also GOVT 362) (III or IV) (KCM)

Fall. 4 credits. R. Miller.
A study of the leading contemporary theories of justice, including the work of Rawls, Nozick, Gauthier, and Scanlon. In discussing these theories and their critics, we will encounter radically different accounts of the

moral significance of economic inequality, the kinds of freedom that governments ought to protect; the kinds of values and convictions that are a proper basis for laws (as opposed to being private matters); the tension between unequal political influence and democratic rights; and the roles of community, virtue, and group-loyalty in political justification. While mainly exploring these rival conceptions of freedom, equality, community, and obligation, we will also examine the implications of these theories for specific political controversies (e.g., abortion, welfare programs, and pornography).

PHIL 347 Global Justice (also GOVT 368) (III or IV) (KCM)

Spring. 4 credits. R. Miller.

A study of the leading debates over the nature of justice among governments and people throughout the world. What are the obligations of well-off people in rich countries to help the foreign poor? What principles of fairness should be observed in international economic arrangements? To what extent do governments have a right to control their territories without foreign intervention? What kinds of wars are just, and what conduct in war is morally permissible? What is the moral significance of nationality and the aspiration to national self-determination? To what extent can just international institutions and decision-making processes reflect inequalities in power among governments? Readings include work by political philosophers, political scientists, and economists and will sometimes involve specific case studies.

[PHIL 348 Philosophy and Literature (IV) (KCM)

Not offered 2004–2005.]

[PHIL 349 Feminism and Philosophy (IV) (KCM)

Not offered 2004–2005.]

PHIL 361 Epistemology (IV)

Spring. 4 credits. T. Gendler.

This is an upper-division course suitable for graduate students, and for advanced undergraduates who have already taken at least two philosophy courses. The course will introduce students to a number of the topics and texts that have set the agenda for contemporary discussions in epistemology. Topics will be chosen from among the following: skepticism, the problem of defining knowledge, foundationalism and coherentism, epistemic justification, internalism and externalism, epistemic contextualism, perception, and *a priori* knowledge. Most readings will be selected from those collected in *Knowledge: Readings in Contemporary Epistemology* (Oxford: S. Berncker and F. Dretske, eds.) and *Epistemology: An Anthology* (Blackwell: E. Sosa and J. Kim, eds.).

PHIL 364 Metaphysics (IV) (KCM)

Spring. 4 credits. D. Graff.

The focus of the course this semester will be identity at a time and identity over time.

I can destroy a bronze statue by melting it, without destroying the bronze it is made of. Does this mean that the statue and the bronze are different objects, even though they may at a time occupy the same region of space? If while at sea, we gradually replace all the parts of our ship, will we be on the same ship at the end of the repairs that we were on at the beginning? What sorts of changes could a person undergo, and still be the same person? We will examine these and other puzzles in

an effort to understand the relation of a thing to its parts and to the matter that constitutes it, as well as to explore some important differences between artifacts and persons. Readings will be primarily from contemporary analytic philosophers, including Lewis, Parfit, Shoemaker, Van Inwagen, and Williams. We will look at historical sources as well.

PHIL 381 Philosophy of Science: Knowledge and Objectivity (also S&TS 381) (IV) (KCM)

Fall. 4 credits. 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 (IV)

Not offered 2004–2005.]

[PHIL 383 Choice, Chance, and Reason (II) (MQR)

Not offered 2004–2005.]

PHIL 384 Philosophy of Social Science

Spring. 4 credits. Prerequisite: one class in philosophy. T. Hinton.

This course will investigate philosophical questions that arise in connection with social-scientific inquiry. Some of these questions have to do with explanation. For instance, we might be troubled by the special place that rationality has in explaining human conduct. What is a rational choice explanation? What assumptions do we need to make about an agent to think of her conduct as rational? Other questions are metaphysical. For example, we want to know about the ontology of the social world. Are countries (like Argentina) and organizations (like the United Nations) social entities in some irreducible way? Other questions are harder to classify. Among them are concerns over whether value-freedom is desirable in social science, and worries about cognitive relativism and the role of the concept of false consciousness in explaining certain social phenomena.

PHIL 390 Informal Study

Fall or spring. Credit TBA.

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 409 German Philosophical Texts (IV)

Not offered 2004–2005.]

PHIL 410 Latin Philosophical Texts # (IV) (KCM)

Fall and spring. Variable credit.

Prerequisites: knowledge of Latin and permission of instructor. S. MacDonald. Reading of philosophical texts in the original Latin.

PHIL 411 Greek Philosophical Texts (also CLASS 611) # (IV) (KCM)

Not offered 2004–2005.]

PHIL 413 Topics in Ancient Philosophy (also CLASS 413) # (IV) (KCM)

Fall. 4 credits. A. Carpenter.

An examination of Plato's ethics across several dialogues. We will focus particularly on the sort of ethical theory (if any) to which Plato is committed, and the place of particularity in moral reasoning about a world informed by a goodness which it never fully instantiates.

PHIL 415 Topics in the History of Philosophy

Not offered 2004–2005.]

PHIL 416 Modern Philosophy # (IV) (KCM)

Not offered 2004–2005.]

PHIL 431 Mathematical Logic (also MATH 481) (II) (MQR)

Spring. 4 credits. Prerequisites: MATH 222 or 223 and preferably some additional course involving proofs in mathematics, computer science, or philosophy. Staff.

A first course in mathematical logic providing precise definitions of the language of mathematics and the notion of proof (propositional and predicate logic). The completeness theorem says that we have all the rules of proof we could ever have. The Gödel incompleteness theorem says that they are not enough to decide all statements even about arithmetic. The compactness theorem exploits the finiteness of proofs to show that theories have unintended (nonstandard) models. Possible additional topics: the mathematical definition of an algorithm and the existence of noncomputable functions; the basics of set theory to cardinality and the uncountability of the real numbers.

PHIL 432 Topics in Logic (also MATH 482) (II) (MQR)

Spring. 4 credits. Prerequisite: at least one previous course in logic at or above the level of PHIL 331 (MATH 281), either one course in post-calculus algebra or the permission of the instructor. H. Hodes.

Topic: proof-theoretic and algebraic aspects of logic. First-order logic: axiomatization, natural deduction, sequent calculi; generalizing natural deduction and sequent calculi; lambda calculi and the Curry/Howard isomorphism; cut-elimination, normalization, and strong normalization. Second-order logic: strong normalization. Arithmetic: the limits of cut-elimination and normalization. Cartesian-closed categories and the Lambek isomorphism. Time permitting, other topics.

PHIL 433 Philosophy of Logic (IV)

Not offered 2004–2005.]

[PHIL 435 Pragmatics (also LING 425) (III or IV) (KCM)

Not offered 2004–2005.]

PHIL 436 Intensional Logic (also LING 483 and MATH 483) (II) (MQR)

Spring. 4 credits. Prerequisites: i) Deductive Logic (MATH 281 and PHIL 331); or ii) Introduction to Deductive Logic (PHIL 231) with an A- or better; or (iii) successful completion of any course which presupposes a significant portion of either of the above, such as Mathematical Logic (MATH 481 and PHIL 431) or The Foundations of Mathematics (MATH 484 and PHIL 434). With permission of the instructor, students who do not have a background in logic may take this course if they have successfully completed a rigorous, theoretical, proof-based course in the mathematics or computer science departments. D. Graff.

In this course we will investigate various logics of necessity and possibility ("modal logic"). We will study formal proof procedures as well as possible-worlds semantics. We will also prove various "meta" results, including completeness theorems, rendering this course a good introduction to mathematical as well as philosophical logic. The techniques learned in this part of the course will then be applied to the study of conditionals. Further topics will be among the following: quantified modal logic, two-dimensional modal logic, counterpart theory, and epistemic logic.

[PHIL 441 Contemporary Ethical Theory (IV) (KCM)]
Not offered 2004-2005.]

PHIL 447 Contemporary Political Philosophy (also GOVT 465) (III or IV) (KCM)
Not offered 2004-2005.]

[PHIL 448 International Justice (also GOVT 492) (III or IV) (KCM)]
Not offered 2004-2005.]

[PHIL 460 Epistemology (IV)]
Not offered 2004-2005.]

PHIL 462 Philosophy of Mind (IV) (KCM)
Spring. 4 credits. T. Blosser.
Topic for spring 2005: rational motivation.

[PHIL 464 Metaphysics (IV) (KCM)]
Not offered 2004-2005.]

PHIL 481 Problems in the Philosophy of Science (IV) (KCM)
Spring. 4 credits. R. Boyd.

Topic for 2005: Objectivity in science: alternative approaches from philosophy, science studies, feminist theory, and radical critiques of science.

PHIL 483 Choice, Chance, and Reason (IV) (KCM)

Fall. 4 credits. B. Weatherston.
The theory of decision-making under uncertainty. We will first look at the most widely accepted theories of how to make decisions and play games, and then look at some philosophical questions they raise. Should decision theory distinguish between games of chance and situations of genuine uncertainty? What should be the connection between the theory of decision and the theory of games? Are the frequent violations of theory by experimental subjects evidence that people are irrational or that the theory is mistaken? How should we resolve paradoxes involving infinite utility? Can decision theory or game theory be part of good scientific explanations?

PHIL 490 Special Studies in Philosophy
Fall and spring. 4 credits. Open only to honors students in their senior year.
See Honors description at the beginning of Philosophy section.

PHIL 611 Ancient Philosophy (also CLASS 671)
Spring. 4 credits. C. Taylor.
Ancient ethical theory, with particular focus on Plato and Aristotle.

[PHIL 612 Medieval Philosophy]
Not offered 2004-2005.]

PHIL 633 Philosophy of Language: Tense and Time (also LING 700)
Spring. 4 credits. Graduate-level course work in linguistic semantics or philosophy of language, as well as familiarity with

formal logic are prerequisites. D. Abusch and Z. Szabó.

This research seminar will include six invited speakers who are working on the syntax and semantics of tense and on philosophical issues about the nature of time. Our aim is intense interdisciplinary work on these questions

PHIL 641 Ethics and Value Theory
Fall. 4 credits. N. Sturgeon.

Topic for 2004-05: Relativism, Realism, Subjectivism, and Noncognitivism in Ethics.

PHIL 643 Social and Political Philosophy
Spring. 4 credits. R. Miller.

Topic for 2005: Reconciling Liberalism. A discussion of philosophical challenges to traditional liberal political goals and recent reinterpretations of these goals in terms of favored conceptions of community, citizenship or the good life. Our questions will include: what goals of economic equality (if any) survive the challenges? To what extent do evaluations of ways of life play a legitimate role in political choice? What political ideals of community (if any) give adequate scope to civil liberties and individual autonomy? What appeals to ties of citizenship or community are compatible with international duties of justice? Our readings will include work by Anderson, Frankfurt, Raz, Sandel, and Scanlon.

[PHIL 662 Philosophy of Perception]
Not offered 2004-2005.]

PHIL 663 Philosophy of Psychology
Fall. 4 credits. T. Gendler.

A research seminar directed at graduate students in philosophy, psychology, and cognitive science. Our focus will be on identifying and discussing issues of philosophical significance raised by recent work in cognitive, developmental, and social psychology. Our primary readings will be journal articles in psychology and philosophy. Likely topics include recent work on autism and theory of mind, recent work on the automaticity of social behavior, and recent work on motor planning and the common coding of perception and action.

[PHIL 664 Metaphysics]
Not offered 2004-2005.]

[PHIL 665 Metaphysics]
Not offered 2004-2005.]

[PHIL 681 Philosophy of Science]
Not offered 2004-2005.]

PHIL 691 Conflict, Cooperation, and the Norm: Ethical Issues in International Affairs (also GOVT 491 and GOVT 691)

Fall. 4 credits. H. Shue.
We examine selected normative elements of international affairs, divided into three interlocking clusters. First are issues of conflict, including both low-intensity military intervention and nuclear weapons. Second are questions of 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 considered 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?

PHIL 700 Informal Study

Fall or spring. Credit TBA.
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.

PHYSICS

S. A. Teukolsky, acting chair (109 Clark Hall, 255-6016); D. C. Ralph, director of undergraduate studies (101 Clark Hall, 255-8158, physicsdus@mailbox@cornell.edu); J. P. Alexander, V. Ambegaokar, T. A. Arias, N. W. Ashcroft, W. Ashmanskas, K. Berkelman, E. Bodenschatz, P. Brouwer, D. G. Cassel, C. Csaki, J. C. Davis, G. F. Dugan, V. Elser, D. B. Fitchen, E. E. Flanagan, C. P. Franck, R. S. Galik, L. K. Gibbons, P. Ginsparg, B. Greene, S. M. Gruner, L. N. Hand, D. L. Hartill, C. L. Henley, G. Hoffstaetter, A. LeClair, D. M. Lee, G. P. Lepage, P. L. McEuen, N. D. Mermin, E. Mueller, M. Neubert, H. Padamsee, J. M. Parpia, J. R. Patterson, M. Perelstein, D. C. Ralph, J. D. Reppy, R. C. Richardson, J. Rogers, D. L. Rubin, A. Ryd, J. P. Sethna, A. J. Sievers, E. Siggia, P. C. Stein, R. M. Talman, R. Thorne, H. Tye, M. D. Wang, I. Wasserman, T-M. Yan, J. York

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 for Elementary Particle Physics (LEPP). LASSP carries out extensive research efforts in condensed-matter physics and biophysics. LEPP 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. Students will find many opportunities for research participation and summer employment.

Introductory physics sequences are: 101-102, 207-208, and 112-213-214, or its more analytic version 116-217-218. In addition, there is a group of general-education courses, PHYS 200-206, 209, 210. PHYS 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. PHYS 112 and 207 both require calculus (MATH 190 or 191 or 111), and additional mathematics is required for subsequent courses in the sequence. PHYS 101-102 or 207-208 may be taken as terminal physics sequences. The three-term sequences 112-213-214 or 116-217-218, are recommended for engineers and physics majors.

Courses beyond the introductory level that might be of interest to nonmajors include PHYS 316 (Modern Physics I); PHYS 330 (Modern Experimental Optics); and PHYS 360 (Electronic Circuits).

Advanced placement and credit are offered as outlined in "Advanced Placement of Freshmen," or students may consult 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. 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 (PHYS 112–213–214 or PHYS 116–217–218), the core includes five upper-level courses—a) the two-course sequence in modern physics (PHYS 316–317), b) at least three semester hours of laboratory work selected from PHYS 310, 330, 360, 410, ASTRO 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 MATH 222 or 294. Students following the professional/graduate school channel are expected to complete at least one additional year of applicable mathematics (A&EP 321–322 or appropriate selections from mathematics).

In addition to the core, each physics major must complete 15 semester hours of credit in an area of concentration that has been agreed on 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 PHYS 116–217–218 is encouraged. Students are strongly encouraged to start the sequence with PHYS 116, even if they qualify for advanced placement credit for PHYS 112. Core courses in mechanics and electromagnetism will normally be PHYS 318 and PHYS 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 PHYS 410. This means a physics concentration needs a minimum of 7 credit 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 on between student and major faculty adviser. Research work is encouraged of all majors. If this work is done as an independent project, PHYS 490, up to eight credits can be applied to the concentration.

Concentration outside Physics

Such a 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 eight 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.

For students with concentrations outside physics, the core requirements in mechanics and electromagnetism can be appropriately met with PHYS 314 and PHYS 323, respectively.

Students with an astronomy concentration who might continue in that field in graduate school should use ASTRO 410, 431, 432 as part of the concentration; they are encouraged to use PHYS 318 and 327 to satisfy the core requirements in mechanics and electromagnetism.

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 any course used to satisfy a requirement of another major may be used in satisfaction of physics major requirements only if the student's concentration is *within* physics.

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.

PHYS 101, 112, 116, 207
PHYS 102, 208, 213, 217
PHYS 214, 218
PHYS 314, 318
PHYS 323, 327
PHYS 116, 216

In addition, students with credit for PHYS 101, 112, 116, or 207, or an advanced placement equivalent who wish to enroll in PHYS 200–206, 209, or 210 should obtain written permission from the instructor and the director of undergraduate studies in physics.

Typical Physics Course Sequences (other sequences are also possible)

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, 3x0	316, 3x0	3x0	214
5th – Fall	317, 327, 3x0	317, 327, 3x0	316	3x0, 316
6th – Spring	314/318, 443	318, 443	314	314, 3x0
7th – Fall	341, 410	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. PHYS 207 may be substituted for PHYS 112. Students taking 217 after 112 must coregister for 216.
- Students taking the honors sequence 116–217–218 are strongly encouraged to start with PHYS 116. Exceptionally well-prepared students may be able to begin work at Cornell with PHYS 217. Such students should visit the department office for advice in planning a course program.
- Physics electives for the major include 360, 444, 454, 455, 480, 490, 525, 553, 561, 572. The senior seminars 481–489, ASTRO 332 or 431–432, and A&EP 434.
- One semester of intermediate laboratory, listed here as 3x0, is required.
- Well-prepared sophomores wishing to take PHYS 318 should consult the instructor before registering.

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.

Courses

PHYS 012 PHYS 112 Supplement

Spring. 1 credit. S-U only. R. Lieberman. Provides backup instruction for PHYS 112. Recommended for students who either feel insecure about taking PHYS 112 or simply want to develop their problem-solving skills. Emphasis is on getting the student to develop a deep understanding of basic concepts in mechanics. Much class time is spent solving problems and applications.

PHYS 013 PHYS 213 Supplement

Fall. 1 credit. S-U only. R. Lieberman. Provides backup instruction for PHYS 213. Description is the same as for PHYS 012, except the material covered is electricity and magnetism.

PHYS 101 General Physics I (I) (PBS)

Fall, summer (8-week or 4-week session). 4 credits. General introductory physics for nonphysics majors. Prerequisites: 3 years of high school mathematics, including some trigonometry. A student without high school physics should allow extra time for PHYS 101. Includes less mathematical analysis than PHYS 207, but more than PHYS 200-206, 209, 210. Enrollment may be limited. Fall introductory lec. R Aug. 26 or M Aug. 30. Staff.

PHYS 101 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. Most instruction occurs in the learning center with personal tutoring by staff, assigned readings, problems, laboratory exercises, videotaped lectures, and solutions of sample test questions at our web site. Unit testing is designed to measure mastery with a limit of three test tries. Major topics for 101: kinematics, forces and dynamics, momentum, energy, fluid mechanics, waves and sound, thermal physics, kinetic theory, and thermodynamics. At the level of *College Physics*, first edition, by Giambattista, Richardson, and Richardson.

PHYS 102 General Physics II (II) (PBS)

Spring, summer (8 weeks, or second 4 weeks only for those doing PHYS 101 in first 4 weeks). 4 credits. Prerequisite for PHYS 102: PHYS 101 or 112 or 207. Includes less mathematical analysis than PHYS 208, but more than PHYS 200-206, 209, 210. Enrollment may be limited.

Spring introductory lec, M Jan. 24. Staff. PHYS 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 with personal tutoring by staff, assigned readings, problems, laboratory exercises, videotaped lectures, and solutions of sample test questions at our web site. 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 102: electricity and magnetism, optics, relativity, quantum, nuclear, and particle physics. At the level of *College Physics*, first edition, by Giambattista, Richardson, and Richardson.

PHYS 103 General Physics (I) (PBS)

Summer. 4 credits. Prerequisite: 3 years of high school mathematics, including trigonometry. A student without high school physics should allow extra time for PHYS 103. PHYS 103 is a more traditional version of PHYS 101. PHYS 103 is not appropriate for students majoring in physics or engineering; it is primarily for students majoring in the life sciences. Lectures and discussions: M-F; laboratories M W.

Basic principles treated quantitatively but without calculus. Topics include kinematics; forces and fields; momentum, angular momentum, and energy; thermal physics and fluid mechanics; sound waves. Text at the level of *College Physics*, first edition, by Giambattista, Richardson, and Richardson.

PHYS 112 Physics I: Mechanics (I) (PBS)

Fall, spring, summer (6-week session). 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisite: coregistration in MATH 192 (preferred) or MATH 112; students with substantial previous contact with introductory calculus who coregister in MATH 191 or 111 may enroll, but in this case subsequent physics courses (213, 214) will employ some math concepts prior to their completion in the calculus sequence. Lec, M W F. Two rec. weekly and one lab session approximately every other week. Evening exams. Fall, P. Krasicky; spring, P. McEuen.

Course covers the mechanics of particles with focus on kinematics, dynamics, conservation laws, central force fields, periodic motion. Mechanics of many-particle systems: center of mass, rotational mechanics of a rigid body, and static equilibrium. At the level of *University Physics*, Vol. 1, by Young and Freedman.

PHYS 116 Physics I: Mechanics and Special Relativity (I) (PBS)

Fall, spring. 4 credits. More analytic than PHYS 112, intended for students who will be comfortable with a deeper, somewhat more abstract approach. Intended mainly but not exclusively for prospective majors in physics, astronomy majors, or applied and engineering physics majors. Prerequisites: a good secondary school physics course, familiarity with basic calculus, and enjoyment of puzzle-solving. Corrective transfers between PHYS 116 and PHYS 112 (in either direction) are encouraged during the first three weeks of instruction. Two recitations each week and six 2-hour labs. Lec M W F. Fall, V. Elser; spring, staff.

A more rigorous version of PHYS 112, covering similar topics at the level of *An Introduction to Mechanics* by Kleppner and Kolenkow.

PHYS 117 Concepts of Modern Physics

Fall. 1 credit. S-U only. Enrollment may be limited. Coregistration in PHYS 112 or 116 or 213 or 217 is required. For freshmen who plan to major in physics, applied and engineering physics, or astronomy. Lec, W. A. Sadoff.

This course is intended for freshmen who plan to major in physics or a closely related field (i.e., applied and engineering physics or astronomy) and would like to learn about the concepts of modern physics early in their physics education. Possible topics of discussion are methodology, symmetry and conservation laws, quantum theory, the unification of forces and matter, and big-bang cosmology.

PHYS 190 Supplemental Introductory Laboratory

Fall, spring. 1 credit. Times by arrangement with instructor. S-U only. Enrollment limited to students who have **all** of the following: 1) 3 transfer credits for introductory physics lecture material; 2) a degree requirement for the laboratory component of that introductory course; 3) approval of the director of undergraduate studies; and 4) permission of the lecturer of that course at Cornell. Enrollment limited.

A PHYS 190 permission form must be filed in 121 Clark Hall with the physics department course coordinator. Students perform the laboratory component of one of the introductory courses (PHYS 112, 207, 208, 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 Cornell Physics director of undergraduate studies.

PHYS 201 Why the Sky Is Blue: Aspects of the Physical World (I) (PBS)

Fall. 3 credits. Lec, T R, rec, W. A. Sadoff. This is a descriptive physics course aimed specifically at the nonscience 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 a few computational problems are assigned, the purpose is to help students to understand the concepts rather than to master problem-solving techniques.

[PHYS 202 Energy (I) (PBS)]

Fall. 3 credits. For nonscience majors. No specific prerequisites, but competence in high school-level mathematics needed. Some high school-level science (chemistry, physics, or earth science) desirable. Not offered 2004-2005.

The course will cover 1) the basic science of different kinds of energy (mechanical, electrical, chemical, thermal, gravitational, solar, nuclear) and 2) the energy conversion processes that power twenty-first century society. Weekly assigned problems, based on weekly study assignments, will be used as classroom study materials. In the latter part of the course, student projects will investigate more deeply particular energy sources or energy conversion processes.]

PHYS 203 Physics of the Heavens and the Earth—A Synthesis (I) (PBS)

Spring. 3 credits. Prerequisite: none; uses high school algebra and geometry. For nonscience majors. Lec T R; sec W. H. Padamsee.

This course shows how the unification of apparently distinct areas of physics leads to an explosion in the growth of our knowledge and understanding. The material is divided into three parts: the physics of motion on earth; motion in the heavens; and synthesis. We trace how ideas about celestial and terrestrial motion evolved separately at first, from the ancient ideas of Greek philosophers to the dynamics and telescopic discoveries of Galileo during the Renaissance. The two arenas finally melded under Newton's Universal Gravitation. Einstein's special and general theories of relativity eventually supplanted Newton's ideas. There is an emphasis throughout on "how do we know the laws?" These are the stories of breakthrough discoveries and brilliant insights made by fascinating people, offering a humanistic perspective.

PHYS 204 Physics of Musical Sound (I) (PBS)

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. K. Selby.

Many features of the production, propagation, and perception of musical sound can be understood in terms of physics concepts. Topics covered include how different musical instruments work and why they sound the way they do; musical scales, intervals and tunings; room acoustics; reproduction of sound; and hearing. Weekly homework assignments emphasize the development of science-writing skills as well as physics problem-solving. In addition to taking two prelim exams, students will write a research paper investigating a topic that interests them. Course content is at the level of *The Science of Sound* by Rossing, Moore, and Wheeler.

PHYS 205 Reasoning about Luck (II) (PBS)

Fall. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses and cannot be taken for credit by anyone who has taken a college-level physics course. P. Stein.

[PHYS 206 Physics in the News (I) (PBS)]

Spring. 3 credits. Prerequisite: high school algebra. Intended for nonscience majors. Does not serve as a prerequisite for further science courses. Not offered 2004–2005.

This course examines the physics concepts behind the everyday news headlines. Typical topics include space exploration, global warming, medical imaging, magnetic levitation trains and electric cars, asteroid impacts, and other interesting headlines that may occur during the semester. This course is intended for nonscience majors and is mainly descriptive. Our tools for understanding these topics are some of the most basic principles of physics, illustrated using algebra at the high school level. Detailed lecture notes are provided on the web. Readings are from the scientific press at the level of *Scientific American* and the text by Hobson listed below. Students are encouraged to explore the social and environmental aspects of some of the more debatable topics through articles

and web pages. At the level of *Physics, Concepts and Connections*, second edition, by Hobson.]

PHYS 207 Fundamentals of Physics I (I) (PBS)

Fall. 4 credits. Prerequisites: high school physics plus MATH 111, 190, or 191, or a solid grasp of the basic notions of introductory calculus, combined with coregistration in a math course approved by the instructor. Lec M W F; two recs and one lab each week. Evening exams. R. Thorne.

A two-semester introduction to physics, intended for students majoring in an analytically oriented biological science, a physical science, or mathematics. The combination of lectures illustrated with applications from the sciences, medicine, and everyday life. Weekly labs are tightly coupled to lectures that introduce computer-aided data acquisition and analysis, and recitations that emphasize cooperative problem-solving, to provide a rich exposure to the methods of physics and the basic analytical and scientific communication skills required by all scientists. Course covers mechanics, conservation laws, waves, and topics from thermal physics, fluids, acoustics, and properties of matter. At the level of *Fundamentals of Physics*, Vol. I, sixth edition, by Halliday, Resnick, and Walker.

PHYS 208 Fundamentals of Physics II (I) (PBS)

Spring. 4 credits. Prerequisites for PHYS 208: PHYS 207 or 112 or 101; students should have had substantial previous contact with introductory calculus through courses such as MATH 111, 190, or 191. PHYS 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; two rec. and one lab each week. Evening exams.

Course covers electricity and magnetism, and topics from geometrical and physical optics, quantum and nuclear physics. At the level of *Fundamentals of Physics*, Vol. II, sixth edition, by Halliday, Resnick, and Walker.

PHYS 213 Physics II: Heat/Electromagnetism (I) (PBS)

Fall, spring, (summer 6-week session). 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisites: PHYS 112 and coregistration in the continuation of the mathematics sequence required for PHYS 112. Lec, T R, two rec. each week and six 2-hour labs. Evening exams. Fall, L. Gibbons; spring, P. Stein.

Course topics include: temperature, heat, thermal energy, electrostatics, behavior of matter in electric fields, DC circuits, magnetic fields, Faraday's law, Maxwell's equations, and electromagnetic oscillations. At the level of *University Physics*, Vols. 1 and 2, by Young and Freedman. Laboratory covers electrical measurements, circuits, and some aspects of heat transfer.

PHYS 214 Physics III: Optics, Waves, and Particles (I) (PBS)

Fall, spring, (summer, 6 week session). 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisites: PHYS 213 and

familiarity with differential equations.

Two rec. each week and one 3-hour lab alternate weeks. Evening exams. Lec, T R. Fall, T. Arias; spring, staff.

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 *University Physics*, Vols. 1–3, by Young and Freedman.

PHYS 216 Introduction to Special Relativity

Fall, spring, weeks 4–6 based on preregistration. 1 credit. S-U only. Enrollment may be limited. Coregistration in this course is a requirement for registration in PHYS 217, unless the student has taken a relativity course at the level of PHYS 116 or ASTRO 106. Prerequisites: PHYS 112 or PHYS 207 or permission of instructor. Lec, T R. Fall, D. Ralph; spring, staff.

Introduction to Einstein's Theory of Special Relativity, including 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.

PHYS 217 Physics II: Electricity and Magnetism (also A&EP 217) (I) (PBS)

Fall, spring. 4 credits. Enrollment may be limited. Intended for students who have done very well in PHYS 112 or 116 and in mathematics and who desire a more analytic treatment than that of PHYS 213. Prospective physics majors are encouraged to select PHYS 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 PHYS 217 too abstract or analytical to transfer into PHYS 213, which they can do without difficulty at that time. Vector calculus is 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 PHYS 116 or is currently enrolled in PHYS 216. It is also assumed that the student has covered the material of MATH 192 and is coregistered in MATH 293 or the equivalent. Lec, M W F. Fall, A. LeClair; spring, staff.

At the level of *Electricity and Magnetism*, Vol. 2, by Purcell (Berkeley Physics Series).

PHYS 218 Physics III: Waves and Thermodynamics (I) (PBS)

Fall, spring. 4 credits. Enrollment may be limited. Intended for students who have done very well in PHYS 116 and 217 and in mathematics, and who desire a more analytic treatment than that of PHYS 214. Prospective physics majors are encouraged to select PHYS 218. Prerequisites: PHYS 217 (with a grade of B or higher) and completion of a course in differential equations or permission of instructor. Lec, M W F. Fall, D. Cassel; spring, H. Tye.

The first part of the course gives a thorough discussion of wave equations, including traveling waves, standing waves, energy, momentum, power, reflection and transmission, interference and diffraction. We

derive wave equations on strings, for sound and light, and in elastic media. We cover Fourier series and linear partial differential equations. In some semesters, elasticity theory and tensor calculus may be introduced. In the second part of the course, we introduce thermodynamics and statistical mechanics, including heat engines, the Carnot cycle, and the concepts of temperature and entropy. In some semesters random walks and diffusion may be introduced. Evening exams may be scheduled. At the level of *Physics of Waves* by Elmore and Heald.

PHYS 310 Intermediate Experimental Physics (I) (PBS)

Spring. 3 credits. Enrollment may be limited. Prerequisite: PHYS 208 or 213. Labs T R.

Students select from a variety of experiments. An individual, independent approach is encouraged. Facilities of the PHYS 410 lab are available for some experiments.

PHYS 314 Intermediate Mechanics (II) (PBS)

Spring. 4 credits. Prerequisites: PHYS 208 or 214 (or equivalent) and MATH 294 (or equivalent). Assumes prior introduction to linear algebra and Fourier analysis. Intended for physics majors with concentration outside of physics or astronomy; PHYS 318 covers similar material at a more analytical level. Lec M W F, rec F. C. Franck.

Likely topics include Lagrangian mechanics; Newtonian mechanics based on a variational principle; conservation laws from symmetries; two-body orbits due to a central force; analysis of scattering experiments; small amplitude oscillating systems including normal mode analysis; parametrically driven systems; rigid body motion; motion in non-inertial reference frames; and nonlinear behavior including bistability and chaos. Students not only become more familiar with analytic methods for solving problems in mechanics but also gain experience with computer tools. At the level of *Classical Dynamics* by Marion and Thorton.

PHYS 316 Basics of Quantum Mechanics (I) (PBS)

Fall, spring. 3 credits. Prerequisites: PHYS 214 or 218 and coregistration in at least MATH 294 or equivalent. It is assumed that majors registering in PHYS 316 will continue with PHYS 317. Lec, M W F. S. J. Davis.

Topics include breakdown of classical concepts in microphysics; light quanta and matter waves; Schrödinger equation and solutions for square well, harmonic oscillator, and the hydrogen atom; angular momentum, spin, and magnetic moments; identical particles and exclusion principle. At the level of *An Introduction to Quantum Physics* by French and Taylor.

PHYS 317 Applications of Quantum Mechanics (I) (PBS)

Fall. 3 credits. Prerequisite: PHYS 316. Lec, M W F, rec, F. G. Dugan.

Course covers a number of applications of quantum mechanics to topics in modern physics. The course topics include: the physics of single and multi-electron atoms, quantum statistical mechanics, molecular structure, quantum theory of metals, band theory of solids, superconductivity, nuclear structure, radioactivity, nuclear reactions, and elementary particle physics.

PHYS 318 Analytical Mechanics (I) (PBS)

Spring. 4 credits. Prerequisites: PHYS 116 or permission of instructor; A&EP 321 or appropriate course(s) in mathematics. Intended for junior physics majors concentrating in physics or astronomy. PHYS 314 covers similar material at a less demanding level. Assumes prior exposure to Fourier analysis, linear differential equations, linear algebra, and vector analysis. Lec, M W F; rec, F. M. Neubert.

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 *Classical Mechanics* by Goldstein, *Classical Dynamics* by Marion and Thorton, and *Analytical Mechanics* by Hand and Finch. Supplementary reading is assigned.

PHYS 323 Intermediate Electricity and Magnetism (I) (PBS)

Fall. 4 credits. Prerequisites: PHYS 208 or 213/214 (or equivalent) and MATH 293/294 (or equivalent); coregistration in A&EP 321 or appropriate course in mathematics recommended. Intended for physics majors with a concentration outside of physics or astronomy; PHYS 327 covers similar material at a more analytical level. Lec M W F, rec F. C. Franck.

Topics include electro/magnetostatics, boundary value problems, dielectric and magnetic media, Maxwell's Equations, electromagnetic waves, and sources of electromagnetic radiation. At the level of *Introduction to Electrodynamics* by Griffiths.

PHYS 327 Advanced Electricity and Magnetism (I) (PBS)

Fall. 4 credits. Prerequisites: PHYS 217/218 or permission of instructor; coregistration in A&EP 321 or appropriate course(s) in mathematics. Intended for physics majors concentrating in physics or astronomy. PHYS 323 covers similar material at a less demanding level. N.B.: PHYS 327 assumes knowledge of the material at the level of PHYS 217, and makes extensive use of Fourier transforms, vector calculus, and complex variables. Lec M W F; rec F. C. Csaki.

Course covers 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; electrostatics in media; and special relativity-transformations, four vectors, particle kinematics and dynamics, relativistic electrostatics. At the level of *Classical Electromagnetic Radiation* by Heald and Marion.

PHYS 330 Modern Experimental Optics (also A&EP 330) (I) (PBS)

Fall. 4 credits. Enrollment limited. Prerequisite: PHYS 214 or equivalent. Lec, W; lab, M T. M. Wang.

A practical laboratory course in basic and modern optics. The six 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. Students are also introduced to digital imaging and image processing techniques. At the level of *Optics* by Hecht.

PHYS 341 Thermodynamics and Statistical Physics (II) (PBS)

Fall. 4 credits. Prerequisites: PHYS 214, 316, and MATH 294. Lec, M W F; rec, R. P. Brouwer.

Course covers statistical physics, developing both thermodynamics and statistical mechanics simultaneously. Also covers concepts of temperature, laws of thermodynamics, entropy, thermodynamic relations, and free energy. Applications to phase equilibrium, multicomponent systems, chemical reactions, and thermodynamic cycles. Application of statistical mechanics to physical systems, and introduction to treatment of Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac statistics with applications. Elementary transport theory. At the level of *Fundamentals of Statistical and Thermal Physics* by Reif or *Introduction to Statistical Mechanics* by Betts.

PHYS 360 Electronic Circuits (also A&EP 363) (I) (PBS)

Fall, spring. 4 credits. S-U grade option available by permission of the instructor for students who do not require this course for their major. Prerequisites: undergraduate course in electricity and magnetism (e.g., PHYS 208, 213, or 217) or permission of the instructor. No previous electronics experience is assumed, although the course moves quickly through introductory topics such as basic dc circuits. Fall term usually has a smaller enrollment. Lec, M. Labs T R or W F; evening labs M W spring, Fall, E. Kirkland; spring, R. Thorne.

Practical electronics as encountered in a scientific or engineering research/development environment. Analyze, design, build, and test circuits using discrete components and integrated circuits. Analog circuits: resistors, capacitors, filters, operational amplifiers, feedback amplifiers, oscillators, comparators, passive and active filters, diodes and transistor switches and amplifiers. Digital circuits: combinational and sequential logic (gates, flip-flops, registers, counters, timers), analog to digital (ADC) and digital to analog (DAC) conversion, signal averaging, computer architecture and interfacing. Additional topics may include analog and digital signal processing, light wave communications, transducers, and noise reduction techniques. At the level of *Art of Electronics* by Horowitz and Hill.

PHYS 400 Informal Advanced Laboratory

Fall, spring. Variable to 3 credits. Prerequisites: 2 years of physics or permission of instructor. Lab T W. Fall, D. Hartill; spring, staff.

Experiments of widely varying difficulty in one or more areas, as listed under PHYS 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: PHYS 214 (or 310 or 360) plus 318 and 327, or permission of instructor. Lec, M; lab T W. Fall, D. Hartill; spring, staff.

Selected topics in experimental concepts and techniques. About 60 different experiments are available in acoustics, optics, spectroscopy,

electrical circuits, electronics and ionics, magnetic resonance, X-rays, low temperature, solid state, cosmic rays, and nuclear physics. The student performs three to four different experiments, depending on difficulty, selected to meet individual needs and interests. Independent work is stressed. Lectures are on experimental techniques used in experiments in the laboratory and on current research topics.

PHYS 443 Intermediate Quantum Mechanics (I) (PBS)

Spring, 4 credits. Prerequisites: PHYS 327 or 323; and PHYS 316 and A&EP 321 or appropriate course(s) in mathematics; coregistration in PHYS 314 or 318; or permission of instructor. Assumes prior experience in linear algebra, differential equations, and Fourier transforms. Lec, M W F, rec, R. S. Teukolsky.

This course provides an introduction to concepts and techniques of quantum mechanics, at the level of *An Introduction to Quantum Mechanics* by Griffiths.

PHYS 444 High-Energy Particle Physics (I) (PBS)

Spring, 4 credits. Prerequisite: PHYS 443 or permission of instructor. Lec, M W F; rec, F.

The standard model of particle physics; behavior of high-energy particles and radiation; elementary particles; basic properties of accelerators and detectors; general symmetries and conservation laws. At the level of *Introduction to Elementary Particles* by Griffiths or *Modern Elementary Particle Physics* by Kane.

PHYS 445 Introduction to General Relativity (also ASTRO 445)

Fall, 4 credits. The course is offered as an alternative to the more comprehensive, two-semester graduate sequence PHYS 553 and 554. E. Flanagan.

A one-semester introduction to general relativity, which teaches physics concepts and phenomenology while keeping mathematical formalism to a minimum. General relativity is a fundamental cornerstone of physics that underlies several of the most exciting areas of current research. These areas include theoretical high-energy physics and the search for a quantum theory of gravity, relativistic astrophysics, and in particular, cosmology, where there have been several groundbreaking observations over the last few years. It uses the new textbook *Gravity: An Introduction to Einstein's General Relativity* by James Hartle.

[PHYS 451 Classical Mechanics, Nonlinear Dynamics, and Chaos (also PHYS 551) (I) (PBS)]

Spring, 3 credits. Only students with a strong performance in PHYS 318 or the equivalent will be admitted to the course. Biweekly two-hour seminar to be scheduled. Lec, T R. Not offered 2004–2005.]

PHYS 454 Introductory Solid-State Physics (also A&EP 450) (I) (PBS)

Fall, 4 credits. Prerequisite: PHYS 443, A&EP 361, or CHEM 793 is highly desirable but not required. Lec, M W F. Computer lab: W or R. F. Wise.

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 (I) (PBS)]

Spring, 4 credits. Prerequisite: PHYS 323 or equivalent and at least coregistration in PHYS 318 or permission of instructor. Usually offered every other spring. Not offered 2004–2005.]

[PHYS 456 Introduction to Accelerator Physics and Technology (also PHYS 656) (I) (PBS)]

Fall, 3 credits. Prerequisites: Intermediate E&M (PHYS 323 or 327) and Classical Mechanics (PHYS 314 or 318). Lec, T R. Not offered 2004–2005. G. H. Hoffstaetter.

Fundamental physical principles of particle accelerators and enabling technologies, with a focus on circular high-energy colliders, such as the Cornell Electron Storage Ring (CESR).]

[PHYS 457 The Storage Ring as a Source of Synchrotron Radiation (also PHYS 657) (I) (PBS)]

Spring, 3 credits. Prerequisites: intermediate-level mechanics (PHYS 314 or 327) and E&M (PHYS 323 or 327) or permission of instructor. Previous completion of PHYS 455 is not required. Lec, T R. Not offered 2004–2005. S. Gruner and R. Talman.

Physics of synchrotron radiation with a focus on characteristics of radiation from dipole magnets, electron beam properties that influence radiation characteristics, and issues of flux, brightness, emittance, brilliance, beam stability, and beam lifetime. Regular lectures alternate with visitor lectures on specialized topics on radiation from insertion devices (i.e., wigglers and undulators), x-ray optics, coupling to beams, and coherence in x-ray beams. Special emphasis is placed on understanding the requirements of experimental x-ray applications and hands-on opportunities for doing synchrotron radiation experiments.]

PHYS 480 Computational Physics (also PHYS 680 and ASTRO 690) (I) (PBS)

Spring, 3 credits. S-U grades only. The course assumes familiarity with the standard mathematical methods for the physical sciences and engineering, differential equations and linear algebra in particular and with computer programming (e.g., Fortran or C). Lec, T R. T. Arias.

This course covers numerical methods for ordinary and partial differential equations, linear algebra and eigenvalue problems, nonlinear equations, and fast Fourier transforms from the hands-on perspective of how they are used in modern computational research in the era of open software and the web. Depending on the instructor, the course emphasizes different areas of computational science. Emphasis ranges from general methods for tackling PDEs, including finite-difference and spectral methods, to developing your own working ab initio computer program for calculating the properties of molecules and materials with the methods that won Walter Kohn and John Pople the Nobel prize in Chemistry in 1998.

PHYS 481 Quantum Information Processing (also PHYS 681 and COM S 483)

Spring, 2 credits. S-U only. The only essential prerequisite is familiarity with the theory of finite-dimensional vector spaces

over the complex numbers. Lec, T R. N. David Mermin.

A technology that successfully exploits fundamental principles of quantum physics can spectacularly alter both the nature of computation and the means available for the transmission of information. Though implementation will be extremely difficult to achieve, the theory of quantum computation offers striking new perspectives on computation and information, as well as on the quantum theory itself. This course is intended both for physicists, unfamiliar with computational complexity theory, and computer scientists and mathematicians, unfamiliar with the principles of quantum mechanics. Topics are likely to include an introduction to the relevant principles of quantum physics, a survey of elementary quantum computational magic, Shor's factoring algorithm, Grover's search algorithm, quantum error correction, quantum cryptography, and the teleportation of quantum states.

[PHYS 487 Selected Topics in Accelerator Technology (also PHYS 687)]

Fall, 2 credits. S-U only. Prerequisites: intermediate E&M (PHYS 323 or 327). Lec, T R. Not offered 2004–2005.

Fundamentals of accelerator technology. This course consists of a series of topical seminars covering the principal elements of accelerator technology.]

PHYS 488 Advanced Topics in Accelerator Physics (also PHYS 688) (I) (PBS)

Fall, 3 credits. S-U only. Lec, M W. G. H. Hoffstaetter.

Covers fundamental physical principles of particle accelerators and enabling technologies.

PHYS 490 Independent Study in Physics

Fall or spring. Variable to 4 credits. Students can apply a maximum of eight PHYS 490 credits to the physics major. Prerequisite: permission required of professor who will direct proposed work. A copy of the Request for Independent Study form must be filed with the physics department course coordinator, 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. Experiments of widely varying difficulty in one or more areas, as listed under PHYS 510, may be done to fill special requirements. Fall, D. Hartill; spring, staff.

PHYS 510 Advanced Experimental Physics

Fall, spring, 3 credits. Lab, T W. An optional lecture associated with PHYS 410, M is available. Fall, D. Hartill; spring, staff. About 60 different experiments are available in acoustics, optics, spectroscopy, electrical circuits, electronics and ionics, magnetic resonance, X-rays, low temperature, solid state, cosmic rays, and nuclear physics. Students perform three to four experiments selected to meet individual needs. Independent work is stressed. Lectures include 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: PHYS 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 PHYS 510.

PHYS 525 Physics of Black Holes, White Dwarfs, and Neutron Stars (also ASTRO 511)

Spring. 4 credits. No astronomy or general relativity prerequisites. D. Lai.

This course covers 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; Gamma-Ray bursts; and high-energy processes near supermassive blackholes, Quasars, and active galactic nuclei. Emphasis is on the application of fundamental physical principles to compact objects. Topics in diverse areas of physics are discussed, including solid-state physics, nuclear physics, relativity, fluid dynamics, and high-energy physics.

[PHYS 551 Classical Mechanics, Nonlinear Dynamics, and Chaos (also PHYS 451)]

Spring. 3 credits. Not offered 2004-2005. For description, see PHYS 451.]

PHYS 553-554 General Relativity (also ASTRO 509-510)

553, fall; 554, spring. 4 credits.

Prerequisite: knowledge of special relativity and methods of dynamics at the level of *Classical Mechanics* by Goldstein. Lec, T R. J. York.

An introductory study of Einstein's theory using methods of vector analysis, differential geometry, and tensor calculus. Topics include moving frames, connections and curvature, equivalence principle, variational principle, electrodynamics, hydrodynamics, thermodynamics, statistical mechanics in the presence of gravitational fields, special relativity from the viewpoint of GR, GR as a dynamical theory, and experimental tests of GR. At the level of *Gravitation* by Misner, Thorne, and Wheeler and *General Relativity* by Wald. Hartle's book *Gravity: An Introduction to Einstein's General Relativity* may also be useful. PHYS 554 is a continuation of 553, which emphasizes applications to astrophysics and cosmology. Topics include gravitational collapse and black holes, gravitational waves, elementary cosmology, and the use of active gravitational dynamics as a fundamental element of astrophysical and cosmological research.

PHYS 561 Classical Electrodynamics

Fall. 3 credits. R. Talman.

Course covers Maxwell's equations, electromagnetic potentials, electrodynamics of continuous media (selected topics), special relativity, and 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, classical mechanics, and an undergraduate-level thermo-dynamics or statistical mechanics class will be expected. Lec M W F. J. Sethna.

The course starts with the fundamental concepts of temperature, entropy, and free energy, defining the microcanonical, canonical, and grand canonical ensembles. We touch upon Markov chains, random walks, diffusion equations, and the fluctuation-dissipation theorem. We cover Bose-Einstein and Fermi statistics, black-body radiation, Bose condensation, superfluidity, metals, and white dwarves. We discuss fundamental descriptions of phases, and introduce Landau theory, topological order parameters, and the homotopy classification of defects. We briefly study first order phase transitions and critical droplet theory and conclude with a discussion of critical phenomena, scaling, universality, and the renormalization group.

PHYS 572 Quantum Mechanics I

Fall. 4 credits. Lec, M W F. T. M. Yan.

Course covers the general principles of quantum mechanics, formulated in the language of Dirac. Covers systems with few degrees of freedom such as hydrogen atom, including fine and hyperfine structure. Theory of angular momentum, symmetries, perturbations and collisions are developed to analyze phenomena displayed by these systems. At the level of *Quantum Mechanics: Fundamentals* by Gottfried and Yan. A knowledge of the subject at the level of PHYS 443 is assumed, but the course is self-contained.

PHYS 574 Applications of Quantum Mechanics II

Spring. 4 credits. Lec, M W F.

Possible topics include many electron atoms, second quantization, quantization of the electromagnetic field, scattering of complex systems, Bose-Einstein condensation of alkali atoms, superconductivity, and introduction to the Dirac equation. Knowledge of the concepts and techniques covered in PHYS 561 and 572 and of statistical mechanics at an undergraduate level is assumed.

[PHYS 599 Cosmology (also ASTRO 599)]

Not offered 2004-2005.

For description, see ASTRO 599.]

PHYS 635 Solid-State Physics I

Fall. 3 credits. Prerequisites: a good undergraduate solid-state physics course, such as PHYS 454, as well as familiarity with graduate-level quantum mechanics. V. Ambegaokar.

A survey of the physics of solids: crystal structures, x-ray diffraction, phonons, and electrons. Selected topics from semiconductors, magnetism, superconductivity, disordered materials, dielectric properties, and mesoscopic physics. At the level of *Atomic and Electronic Structure of Solids* by Kaxiras.

PHYS 636 Solid-State Physics II

Spring. 3 credits. Prerequisite: PHYS 635. P. Brouwer.

A continuation of PHYS 635. Topics from quantum condensed matter physics not included in that course, which may include Fermi Liquid Theory, magnetism, superconductivity, broken symmetries, elementary excitations, topological defects,

superfluids, the quantum Hall effect, mesoscopic quantum transport theory, Anderson localization, and other metal insulator transitions.

[PHYS 645 High-Energy Particle Physics

Fall. 3 credits. Not offered 2004-2005.

Course serves as an introduction to physics of baryons, mesons, and leptons.]

[PHYS 646 High-Energy Particle Physics

Spring. 3 credits. Not offered 2004-2005.

This course covers topics of current interest, such as high-energy electron and neutrino interactions, electron positron annihilation, and high-energy hadronic reactions.]

PHYS 651 Relativistic Quantum Field Theory I

Fall. 3 credits. S-U grades only.

M. Perelstein.

Topics 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. H. Tye.

This course is a continuation of PHYS 651 and introduces more advanced methods and concepts in quantum field theory. Topics include renormalization, the renormalization group, non-abelian gauge theories, functional integral methods, and quantization of non-abelian gauge theories, the renormalization group, spontaneous symmetry breaking, and anomalies. At the level of *An Introduction to Quantum Field Theory* by Peskin and Schroeder.

PHYS 653 Statistical Physics

Fall. 3 credits. Prerequisites: competence in the basic principles of quantum mechanics, statistical physics at the level of PHYS 562, and thermodynamics. S-U grades only. E. Mueller.

Survey of topics in modern statistical physics selected from dynamical statistical physics (kinetic theory, Boltzmann equation, hydrodynamics); theory of simple fluids; critical phenomena and the renormalization group; phase transitions in disordered systems; random matrix theory; and pattern formation in nonequilibrium systems.

PHYS 654 Theory of Many-Particle Systems

Spring. 3 credits. Prerequisites: PHYS 562, 574, 635, 636, and 653 or permission of instructor. S-U grades only. Staff.

Equilibrium and transport properties of microscopic systems of many particles. Formalisms such as thermodynamic Green's functions are introduced and applied to such topics as normal and superconducting Fermi systems, disordered metals, magnetism, dynamical impurity problems, and Luttinger Liquids.

[PHYS 656 Introduction to Accelerator Physics and Technology (also PHYS 456)]

Not offered 2004-2005.

For description, see PHYS 456.]

[PHYS 657 The Storage Ring as a Source of Synchrotron Radiation (also PHYS 457)]

Not offered 2004-2005.

For description, see PHYS 457.]

PHYS 661 Advanced Topics in High-Energy Particle Theory

Fall. 3 credits. Prerequisites: PHYS 652. S-U grades only. H. Tye.

This course presents advanced topics of current research interest. Subject matter varies 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, supersymmetry, current algebra, heavy quark physics, heavy quark symmetry, and phenomenological issues beyond the standard model.

PHYS 667 Theory of Stellar Structure and Evolution (also ASTRO 560)

For description, see ASTRO 560.

[PHYS 670 Instrumentation Seminar

Spring. 2 credits. S-U grades only. Not offered 2004–2005. J. Alexander.

Course covers conception, design, and performance of innovative instrumentation in condensed matter and elementary particle physics.]

PHYS 680 Computational Physics (also PHYS 480 and ASTRO 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 681 Quantum Information Processing (also PHYS 481 and COM S 453)

For description, see PHYS 481.

PHYS 682 Computational Simulations

Fall. 4 credits. Enrollment may be limited. Labs T R afternoons. J. Sethna and C. Myers.

A graduate computer laboratory, focusing on the next generation of tools for computation, simulation, and research in a broad range of fields of interest to the IGERT program and the Life Sciences Initiative. The course will be pitched at a high level of computational sophistication, but will be designed to fit into the busy schedules of first-year graduate students.

[PHYS 687 Selected Topics in Accelerator Technology (also PHYS 487)

For description, see PHYS 487. Not offered 2004–2005.]

PHYS 688 Advanced Topics in Accelerator Physics (also PHYS 488)

Fall. 3 credits.

For description, see PHYS 488.

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.

POLISH

See Department of Russian.

PORTUGUESE

See Department of Romance Studies.

PSYCHOLOGY

D. J. Bem, S. L. Bem, U. Bronfenbrenner, M. Christiansen, J. E. Cutting, R. B. Darlington, T. J. DeVogd, D. A. Dunning, S. Edelman, M. Ferguson, D. J. Field, B. L. Finlay, T. D. Gilovich, M. Goldstein, B. P. Halpern, A. M. Isen, R. E. Johnston, C. L. Krumhansl, W. W. Lambert, D. A. Levitsky, J. B. Maas, U. Neisser, M. Owren, H. S. Porte, D. T. Regan, E. A. Regan, H. Segal, M. Spivey, B. J. Strupp

The major areas of psychology represented in the department are perceptual and cognitive psychology, biopsychology, and personality and social psychology. These areas are very broadly defined, and the courses are quite diverse. Biopsychology includes animal learning, neuropsychology, interactions between hormones, other biochemical processes, and behavior. Perceptual and cognitive 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), as well as courses in fieldwork and psychopathology. In addition to the three major areas mentioned above, the department 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) and should be completed and taken to one of the faculty members whose name is listed on the form.

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) **Perceptual and cognitive 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) **Perceptual and cognitive psychology:** PSYCH 205, 209, 214, 215, 292, 305, 311, 316, 342, 412, 413, 414, 415, 416, 417, 418, 419, 436, 492.
- 2) **Biopsychology:** PSYCH 223, 307, 322, 324, 326, 332, 361, 396, 420, 422, 424, 425, 429, 431, 440, 492.
- 3) **Social, personality, and abnormal psychology:** PSYCH 128, 265, 275, 277, 280, 281, 325, 327, 328, 402, 404, 450, 481, 489, 491.
- 4) **Other courses:** PSYCH 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 PSYCH 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 SOC 301 and ILR 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 six 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.

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 members 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 PSYCH 470 (Undergraduate Research in Psychology). A written report of the research is to be given to the chair of the honors committee (currently Professor Owren) 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 Owren 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 PSYCH 223, 307, 322, 324, 326, 332, 350, 361, 396, 410, 420, 422, 424, 425, 429, 431, 440, 441, 470, 471, 472, 473, 475, 478, 479, 491, 492.

Note: 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. Changes are also available on the web site, comp9.psych.cornell.edu.

Courses**PSYCH 101 Introduction to Psychology: The Frontiers of Psychological Inquiry (III) (SBA)**

Fall, summer (6-week). 3 credits. Open to freshmen, sophomores, and juniors. Students who would like to take a discussion seminar should also enroll in PSYCH 103. M W F. 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 102 Introduction to Cognitive Science (also COGST 101, COM S 101, LING 170, PHIL 191) (III) (KCM)

Fall, summer (6-week). 3 or 4 credits (the 4-credit option involves a writing section instead of taking exams). T R. M. Spivey.

This course surveys the study of how the mind/brain works. We examine how intelligent information processing can arise from biological and artificial systems. The course draws primarily from five disciplines that make major contributions to cognitive science: philosophy, psychology, neuroscience, linguistics, and computer science. The first part of the course introduces the roles played by these disciplines in cognitive science. The second part of the course focuses on how each of these disciplines contributes to the study of five topics in cognitive science: language, vision, learning and memory, action, and artificial intelligence.

PSYCH 103 Introductory Psychology Seminars

Fall. 1 credit. Limited to 300 students. Prerequisite: concurrent enrollment in PSYCH 101. 12 different time options. J. B. Maas and staff.

A weekly seminar that may be taken in addition to PSYCH 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 are available at the second lecture of PSYCH 101.

[PSYCH 111 Brain, Mind, and Behavior (also BIONB 111 and COGST 111) (I) (PBS)]

Spring. 3 credits. Letter grades only. No prerequisites. Intended for freshman and sophomores in the humanities and social sciences; juniors and seniors not allowed. Not recommended for psychology majors; biology majors may not use the course for credit toward the major. M W F. Not offered 2004-2005. E. Adkins Regan and R. Hoy.

Understanding how the brain creates complex human behavior and mental life is a great scientific frontier of the next century. This course enables students with little scientific background from any college or major to appreciate the excitement. What are the interesting and important questions? How are researchers trying to answer them? What are they discovering? Why did the brain evolve this remarkable capacity?

[PSYCH 201 Cognitive Science in Context Laboratory (also COGST 201 and COM S 201) (III) (KCM)]

Spring. 4 credits. Prerequisite: PSYCH 102/COGST 101/COM S 101/LING 170/PHIL 191. Introduction to Cognitive Science. Knowledge of programming languages is not assumed. Limited to 24 students. Disc and demos, M W; lab, M W, plus additional hours TBA. Uris Hall 259. Not offered 2004-2005. D. Field and staff.

A laboratory course that explores the theories of cognitive science and provides direct experience with the techniques of cognitive science, in relation to the full range of both present and anticipated future activities in the workplace, the classroom, and everyday life. Discussions of laboratory exercise results, supplementation of laboratory topics, and analyses of challenging primary research literature are done in meetings of the entire class. Laboratory exercises, which are done on an individual or small group basis, include both pre-planned investigations and student-developed experiments. Use of digital computers as well as the Internet, e-mail, and web sites are integral components of the course.

The focus is on human-computer interactions that are intended to permit effective and efficient exchange of information and control of functions or operations. This approach is applied to real life settings. Students are expected to attend each discussion meeting having read and thought about assigned materials, and to attend scheduled laboratory meetings fully prepared to perform the laboratory exercises. Laboratory facilities are available to students at all times so that statistical analysis of data, preparation of laboratory reports, and collection of experimental data is facilitated.]

PSYCH 205 Perception (III)

Spring. 3 credits. Open to all students. Graduate students, see PSYCH 605. T R. 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 (III) (KCM)

Spring. 4 credits. Graduate students, see PSYCH 709. M W N. Nicastro.

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, language and social understanding in infancy and early childhood.

PSYCH 214 Cognitive Psychology (also COGST 214) (III) (KCM)

Fall. 3 credits. Sophomore standing required. Limited to 175 students. Graduate students, see PSYCH 614. M W F. S. Edelman.

The course introduces the idea of cognition as information processing or computation, using examples from perception, attention and consciousness, memory, language, and thinking. Participants acquire conceptual tools that are essential for following the current thought on the nature of mind and its relationship to the brain. Undergraduates who want 5 credits should enroll in PSYCH 214 and COGST 501.

PSYCH 215 Psychology of Language (also COGST 215, LING 215) (III) (KCM)

Spring. 3 credits. Limited to sophomores, juniors, and seniors. Prerequisites: any one course in psychology or human development. Graduate students, see PSYCH 715. T R. M. Christiansen.

This course provides an introduction to the psychology of language. The purpose of the course is to introduce students to the scientific study of psycholinguistic phenomena. It covers a broad range of topics from psycholinguistics, including the origin of language, the different components of language (phonology, morphology, syntax, and semantics), processes involved in reading, computational modeling of language processes, the acquisition of language (both under normal and special circumstances), and the brain bases of language.

PSYCH 223 Introduction to Biopsychology (I-supplementary list)

Fall. 3 credits. M W F 10:10. No prerequisites. Can be used to satisfy the psychology major breadth requirement and as an alternative prerequisite for upper-level biopsychology courses. M. J. Owen.

An introduction to psychology from a biological perspective, including both evolutionary and physiological approaches to behavior. Topics include the structure and function of the nervous system, genetic and biochemical models of behavior, hormones and behavior, biological bases of learning, cognition, communication, and language, and the evolution of social organization.

Introductory courses in social and personality psychology.

Each of the following four courses (265, 275, 277, 280) provides an introduction to a major area of study within social and personality psychology. These courses are independent of one another, and none have 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 231 Sophomore Seminar: Topics in Cognitive Studies: Mind and Reality in Science Fiction (also PSYCH 531, COGST 531)

Spring. 4 credits. 231 limited to 15 students. S. Edelman.

What does it mean to be a mind? How is a mind affected by its embodiment? By the body's immersion in the world? By not having a body in the first place, or not any longer? Is the world out there what it seems? Is there a world out there? Profound thinking about, and sometimes disturbing insights into, the nature of the human mind and its relationship to reality are found in the writings of a handful of visionaries (Philip K. Dick, Ursula K. LeGuin, Greg Egan, and others) discussed in this course. The discussions are grouped into six themes: dreaming and reality, sanity and madness, self and others, sex and embodiment, death and immortality, and humanity and transhumanity.

This is a special seminar sponsored by the John S. Knight Institute's Sophomore Seminars Program. Seminars offer discipline-specific study within an interdisciplinary context. While not restricted to sophomores, the seminars aim at initiating students into the discipline's outlook, discourse community, modes of knowledge, and ways of articulating that knowledge. Enrollment is limited to 15. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

PSYCH 265 Psychology and Law (III) (SBA)

Fall. 3 credits. M W F. 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), and on psychologists as participants in the legal system (e.g., assessing insanity and dangerousness and for expert testimony).

PSYCH 275 Introduction to Personality Psychology (also HD 260) (III) (SBA)

Spring. 3 credits. Recommended: introductory course in psychology or human development. T R. C. Hazan.

This course is designed as an introduction to theory and research in the area of personality psychology, with special emphasis on personality development. It covers the major influences including genetic, environmental, and gene-environment interactions, and involves in-depth study of the major theories. The assumptions and models of human behavior that form the basis of each theoretical orientation are examined and compared, and the relevant empirical evidence reviewed and evaluated. In addition, basic psychometric concepts and the methods for measuring and assessing personality are covered, as are the major related debates and controversies.

[PSYCH 277 Social Construction of Gender (also FGSS 277) (III)]

Fall. 3 credits. Limited to 180 students. T R. Not offered 2004–2005. S. L. Bem.

PSYCH/FGSS 277 is an interdisciplinary course that addresses two broad questions: How are an individual's gender and sexuality constructed? And how do hidden assumptions or "lenses" embedded in our social

institutions, cultural discourses, and individual psyches perpetuate male power and oppress women and sexual minorities? Three lenses in particular are emphasized: androcentrism, gender polarization, and biological essentialism. A fundamental assumption of the course is that social science has worried too much about difference per se and too little about how even our most neutral-looking institutions invisibly transform difference into disadvantage. Although some attention is given to biological perspectives, the course emphasizes the cultural and psychological processes whereby the historically contingent comes to appear as the natural. Among the many topics discussed are the importance of looking at biology in context, the parental "instinct," androcentrism in law, sexual orientation cross-culturally, egalitarian relationships, gender-liberated child-rearing, and homophobia.]

PSYCH 280 Introduction to Social Psychology (III) (SBA)

Spring, summer (3-week). 3 credits. T R. T. D. Gilovich and D. T. Regan.

An introduction to research and theory in social psychology. Topics include social influence, persuasion, and attitude change; social interaction and group phenomena; altruism and aggression; stereotyping and prejudice; and everyday reasoning and judgment.

PSYCH 282 Community Outreach (also HD 282)

Fall. 2 credits. Prerequisites: PSYCH 101 or HD 115. T. H. Segal.

This course provides students with information and perspectives essential to volunteer fieldwork with human and social service programs in the community. To gain a practical understanding of what mental health professionals do in the workplace, students examine problems that emerge in fieldwork settings that raise ethical, methodological, theoretical, and practical issues in the observation or treatment of clients or patients. Although students are not required to volunteer at a local agency, the instructor will assist students in finding sites that may provide appropriate learning opportunities. A paper, relating current research to issues relevant to community mental health, is due at the end of the course.

[PSYCH 292 Intelligence (III) (SBA)]

Spring. 4 credits. Prerequisites: one 200-level course in psychology. M W. Section meetings on Friday. Not offered 2004–2005. U. Neisser.

A scientific overview of the controversial issues that surround intelligence tests and what they measure. Topics include the history of testing, correlates of test scores, alternative approaches to mental ability, genetic and environmental contributions to diversity in intelligence, effects of schooling, worldwide IQ gains, cultural factors, and group differences.]

[PSYCH 305 Visual Perception (also VISST 305) (III)]

Fall. 4 credits. Limited to 25 students. Prerequisite: PSYCH 205 or permission of instructor. M W F. Not offered 2004–2005. J. E. Cutting.

A detailed examination of pictures and their comparison to the real world. Linear perspective in Renaissance art, photography, cinema, and video is discussed in light of contemporary research in perception and cognition.]

[PSYCH 311 Introduction to Human Memory (III)]

Spring. 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 PSYCH 611. T R. Not offered 2004-2005. Staff.

This course offers an overview of experimental findings and theoretical issues in the study of human 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 memory, and memory dysfunction and its relation to normal memory.]

[PSYCH 313 Problematic Behavior in Adolescence (also HD 313) (III)]

Fall. 3 credits. Prerequisite: HD 115 or PSYCH 101; HD 216 recommended. M W. Not offered 2004-2005. J. Haugaard.

This course explores several problematic behaviors of adolescence, including depression, drug abuse, eating disorders, and delinquency. Various psychological, sociological, and biological explanations for the behaviors are presented. Appropriate research is reviewed; treatment and prevention strategies are explored. An optional discussion section is available to students who would like an opportunity to discuss readings and lectures in greater depth.]

[PSYCH 316 Auditory Perception (III) (KCM)]

Fall. 3 or 4 credits; the 4-credit option involves a laboratory project or paper. Prerequisite: PSYCH 102, 205, 209, or 214 (other psychology, linguistics, or biology courses could serve as prerequisite with permission of the instructor). Limited to 30 students. Graduate students, see PSYCH 716. M W. C. L. Krumhansl.

A course that covers the major topics in auditory perception including: physics of sound; structure and function of the auditory system; perception of loudness, pitch, and spatial location, with applications to speech production and perception; and music and environmental sounds.

[PSYCH 322 Hormones and Behavior (also BIONB 322) (I) (PBS)]

Fall. 3 credits. Two lectures plus a section in which students read and discuss original papers in the field, give an oral presentation, and write a term paper. Limited to juniors and seniors. Prerequisites: any one of the following: a) PSYCH 223, b) BIONB 221, c) BIONB 222, or d) one year of introductory biology plus a course in psychology. Letter grade only. Graduate students see PSYCH 722. M W F. E. Adkins Regan.

Comparative and evolutionary approaches to the study of the relationship between reproductive hormones and sexual behavior in vertebrates, including humans. Also included are hormonal contributions to parental behavior, aggression, stress, learning and memory, and biological rhythms.

[PSYCH 324 Biopsychology Laboratory (also BIONB 324) (I) (PBS)]

Fall. 4 credits. Limited to 20 juniors and seniors. Prerequisites: PSYCH 223 or BIONB 221 or 222, and permission of instructor. T R. T. J. DeVoogd.

Experiments designed to provide experience in animal behavior (including learning) and its neural and hormonal mechanisms. A variety of techniques, animal species, and behavior patterns are included.

[PSYCH 325 Adult Psychopathology (also HD 370) (III) (SBA)]

Spring, summer (3-week). 3 credits. Limited to sophomores, juniors, and seniors. Prerequisites: any one course in Psychology or Human Development. M W. H. Segal.

A research-based introduction to the biological, psychological, and social (including cultural and historical) aspects of adult psychopathology. The major mental illnesses are covered, including (among others) schizophrenia, mood disorders, anxiety disorders, and personality disorders. Childhood disorders are not covered.

[PSYCH 326 Evolution of Human Behavior (I) (PBS)]

Spring. 4 credits. Prerequisite: PSYCH 223, or an introductory biology course, or an introductory anthropology course. Graduate students, see PSYCH 626. T R. Not offered 2005. 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 vary but 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, and warfare.]

[PSYCH 327 Field Practicum I (also HD 327) (III) (SBA)]

Fall only. 3 credits. Prerequisites: PSYCH 325 or HD 370 (or taken concurrently), and permission of instructor. No S-U grades. Enrollment is limited. Enrolled students must commit to taking PSYCH 328 in the spring semester. No S-U option. M W. H. Segal.

This course is composed of three components that form an intensive undergraduate field practicum. First, students spend three to six hours a week at local mental health agencies, schools, or nursing facilities working directly with children, adolescents, or adults; supervision is provided by host agency staff. Second, Cornell faculty provide additional weekly educational supervision for each student. Third, seminar meetings cover issues of adult and developmental psychopathology, clinical technique, case studies, and current research issues. Students write two short papers, two final take-home exams, and present an account of their field experience in class.

[PSYCH 328 Field Practicum II (also HD 328) (III) (SBA)]

Spring. 3 credits. Prerequisites: PSYCH 327 taken the previous term, PSYCH 325 or HD 370 (or taken concurrently), permission of instructor. No S-U grades. Enrollment is limited. M W. H. Segal.

This course continues the field practicum experience from PSYCH 327. Students spend three to six hours a week at local mental health agencies, schools, or skilled nursing facilities working directly with children, adolescents, or adults; supervision is provided by host agency staff.

[PSYCH 330 Introduction to Computational Neuroscience (also BIONB 330 and COGST 330) (I) (PBS)]

Fall. 3 credits. Limited to 25 students. Prerequisites: BIONB 222 or permission of instructor. S-U grades optional. Lecs T R 2:55-4:10. Offered alternate years. C. Linster.

This course covers the basic ideas and techniques involved in computational neuroscience. The course surveys diverse topics including neural dynamics of small networks of cells, neural coding, learning in neural networks and in brain structures, memory models of the hippocampus, and sensory coding.

[PSYCH 332 Biopsychology of Learning and Memory (also BIONB 328) (I) (PBS)]

Spring. 3 credits. Prerequisites: 1 year of biology and either a biopsychology class or BIONB 222. Limited to 60 students. Graduate students, see PSYCH 632. M W F. T. J. DeVoogd.

This course surveys the approaches that have been or are currently being used to understand the biological bases for learning and memory. Topics include invertebrate, "simple system" approaches, imprinting, avian song learning, hippocampal and cerebellar function, or research using fMRI pathology in humans. Many of the readings are from primary literature.

[PSYCH 340 Autobiographical Memory]

Spring. 3 credits. Limited to 20 students. Prerequisites: any one course in psychology or human development. M W. U. Neisser.

Much recent research has focused on people's ability to remember—and often to misremember—their own life experiences. This course will review that research, including such topics as "flashbulb" memories, "childhood amnesia," the development of memory in children, cultural differences, the "false memory syndrome," eyewitness testimony, prospective memory, sex differences, recall of school learning, the amnesic syndrome, and the relation between memory and self.

[PSYCH 342 Human Perception: Applications to Computer Graphics, Art, and Visual Display (also COGST 342 and VISST 342) (III)]

Fall. 3 or 4 credits. The 4-credit option involves a term paper. Prerequisite: PSYCH 101 or permission of instructor. PSYCH 205 strongly recommended. Graduate students, see PSYCH 642. T R. D. J. Field.

Our present technology allows us to transmit and display information through a variety of media. To make the most of these media channels, it is important to consider the limitations and abilities of the human observer. The course considers a number of applied aspects of human perception with an emphasis on the display of visual information. Topics 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 (also VISST 347) (III) (SBA)

Spring. 3 credits. Limited to 15 students. Prerequisites: PSYCH 101 and permission of instructor. R. Not offered spring 2005. 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 (II) (MQR)

Fall, summer (3-week). 4 credits. Limited to 120 students. M W F. Not offered 2004–2005. T. D. Gilovich.

Acquaints the student with the elements of statistical description (e.g., measures of average, variation, correlation) 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 NS 361)

Fall. 3 credits. Limited to 50 students in psychology and 50 students in nutritional sciences. Prerequisites: an introductory biology course and an introductory psychology course, or permission of instructor. S-U grades optional. Juniors and seniors only. M W F. B. J. Strupp.

A critical evaluation of factors thought to underlie normal and abnormal behavior and/or cognitive functioning. Psychological, biological, and societal influences are integrated. Topics include the psychobiology of learning and memory; nutritional influences on behavior/cognition (e.g., sugar, food additives, choline); cognitive dysfunction (e.g., amnesia, Alzheimer's disease); developmental exposure to environmental toxins and drugs of abuse; and psychiatric disorders (depression, eating disorders).

[PSYCH 380 Social Cognition (III) (SBA)

Fall. 4 credits. Limited to juniors and seniors. Prerequisites: PSYCH 280. T R. M. Ferguson.

What are the causes and consequences of our own and other's judgments, feelings, attitudes, and behaviors? This course introduces students to social cognition, which is a research perspective that uses both cognitive and social psychological theories and methodologies to explain such social phenomena.

[PSYCH 396 Introduction to Sensory Systems (also BIONB 396) (I) (PBS)

Spring. 4 credits. Limited to 25 students. Prerequisites: an introductory course in biology or biopsychology, plus a second course in behavior, biopsychology, cognitive science, neuroscience, or perception. Students are expected to have a knowledge of elementary physics, chemistry, and behavior. S-U grades optional. Offered alternate years, Not offered 2004–2005. Class meetings, M W F. B. P. Halpern.

This course covers both those characteristics of sensory systems that are common across living organisms and those sensory properties that represent adaptations of animals to particular habitats, environments, or niches. The principles and limitations of major

methods used to examine sensory systems are considered. Emphasis is on somesthetic, visual, and auditory systems. This course will be taught using the Socratic method, in which the instructor asks questions of the students. Students are assigned original literature in the form of printed or electronic journal articles or reviews and are expected to come to each class having read, thought about, and prepared to discuss the assigned readings and other assigned information resources. A course packet of reproduced articles, textbooks, a course web site, and Internet sites are used. Students submit brief analyses of, and comments and questions on, all assignments by e-mail to the course's electronic mailing list a day before each class meeting. The mailing list distributes submissions to all members of the class and to the instructor. In addition to these brief tri-weekly written exercises, a web site or a term paper on a topic germane to the course is required. All examinations are in take-home format. At the level of *From Sound to Synapse* by C. D. Geisler and *The Retina* by J. E. Dowling. courseinfo.cit.cornell.edu/courses/psych_nbb_396/.

[PSYCH 401 Theoretical Approaches to Psychopathology and Treatment (III)

Fall. 3 credits. Limited to 20 students. Prerequisites: PSYCH 281 or 325. TBA. Not offered 2004–2005. Staff.]

[PSYCH 402 Current Research on Psychopathology: Depression (III)

Spring. 4 credits. Limited to 20 students. Prerequisite: PSYCH 325 or HD 370 and permission of the instructor. M. Not offered 2004–2005. Staff.

Current research and theory on the nature and etiology of depression. Approaches from various perspectives (biological, psychological, sociocultural) are considered. Minimal attention given to psychotherapy and symptomatology.]

[PSYCH 404 Psychopathology and the Family (III)

Spring. 4 credits. Limited to 20 students. Prerequisite: PSYCH 325 or HD 370 and permission of the instructor. M. Not offered 2004–2005. Staff.

This course explores familial influences on the development of abnormal behavior. It examines how psychological, biological, and cultural factors in a family might contribute to such disorders as anorexia nervosa, depression, psychopathy, and psychosomatic illnesses. Emphasis is placed on early childhood experiences in the family and their impact on the development of later psychopathology. The course also discusses 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 are also examined.]

[PSYCH 405 Intuitive Judgment

Fall. 4 credits. Limited to 18 students, by application. Senior psychology majors have priority. Prerequisites: at least one course in each of social and cognitive psychology. T. Gilovich.

Judgment pervades everyday experience. Can this person be trusted? Does this relationship have promise? Is the economy likely to flourish? This course will examine how people answer such questions by examining—in depth—classic and contemporary scholarship on the subject. Readings are mostly primary sources.

[PSYCH 410 Undergraduate Seminar in Psychology

Fall or spring. 2 credits. Nonmajors may be admitted, but psychology majors are given priority. 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 (III)

Spring. 4 credits. Limited to 15 students. Prerequisite: statistics and 1 course in cognition or perception is recommended. Graduate students, see PSYCH 612. Not offered 2004–2005. M W. D. J. Field.

A laboratory course is designed to introduce students to experimental methods in perception and cognitive psychology. Students take part in a number of classic experiments and develop at least one independent project. Computers are available and used in many of the experiments although computer literacy is not required. Projects are selected from the areas of visual perception, pattern recognition, memory, and concept learning.]

[PSYCH 413 Information Processing: Conscious and Nonconscious (III)

Spring. 4 credits. Prerequisites: at least 1 course in human experimental and permission of instructor; PSYCH 350 or equivalent will be useful for evaluating empirical articles. R. Not offered 2004–2005. Staff.

In the past decade, a not-so-quiet revolution has been taking place in the field of cognition regarding the problem of conscious mental computation. Data have come from patients with striking neuropsychological syndromes, i.e., the phenomenon of "blindsight" and the "amnesic" syndrome. This signature of independent mental computations has also been amply demonstrated in normal individuals in laboratory settings. We critically evaluate the theoretical worth and empirical justification of the distinction between "conscious" and "nonconscious" mental computations in normal and patient populations. Weekly readings are from, but not limited to, topics such as visual processes, face recognition, explicit and implicit memory, language processing and social cognition. Students are required to: lead and partake in advanced level discussions of classic and current papers; submit weekly summaries of the assigned readings; and write a term paper on a topic of their interest. Students should be prepared to read extensively.]

[PSYCH 414 Comparative Cognition (also COGST 414) (III) (KCM)

Spring. 3 or 4 credits. The 4-credit option involves an annotated bibliography or creating a relevant web site. Prerequisites: PSYCH 205, 209, 214, 223, 292 or permission of instructor. Graduate students, see PSYCH 714. T R. M. J. Owen.

This course examines some of the conceptual and empirical work resulting from and fueling the recent surge of interest in animals' thinking. Specific topics may include whether nonhumans behave intentionally; whether they show concept and category learning, memory, and abstract thinking similar to that of humans; the role of social cognition in the evolution of intelligence; and whether animals are conscious or self-aware. Evidence from communication studies in which animal signals provide a "window on the mind" plays

a strong role in the deliberations, including studies of naturally occurring signaling in various species and experiments in which nonhumans are trained in human-like language behavior. Cognition in nonhuman primates is a specific focus throughout. The course is a mix of lecture and discussion, emphasizing the latter as much as possible.

PSYCH 415 Concepts, Categories, and Word Meanings (III)

Fall. 4 credits. Prerequisites: PSYCH 205, 209, 214, or 215, or permission of instructor. Graduate students, see PSYCH 615. M. Staff.

A consideration of what categories are psychologically important, how they are represented and used through concepts, and 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 categories.

PSYCH 416 Modeling Perception and Cognition (also COGST 416) (III)

Spring. 4 credits. Prerequisites: PSYCH 205, 209, 214, or 215, or permission of instructor. Graduate students, see PSYCH 616. M W F. M. Spivey.

This course offers a survey of several computational approaches to understanding perception and cognition. We explore linear systems analysis, connectionist models, dynamical systems, and production systems, to name a few. Emphasis is placed on how complex sensory information gets represented in these models, as well as how it gets processed. This course covers computational accounts of language processing, language acquisition, visual perception, and visual development, among other topics. Students complete a final project that applies a computational model to some perceptual/cognitive phenomena.

[PSYCH 417 The Origins of Thought and Knowledge (III)]

Fall. 4 credits. Prerequisite: permission of instructor. Graduate students, see PSYCH 717. M W. Not offered 2004-2005. Staff.

An in-depth analysis of current theories concerning the growth of thought and knowledge in infancy and early childhood. This course addresses the following questions: How do infants come to understand the objects and events they experience? What are the best methods for assessing development of perception, cognition, and language? How do developing perceptual, cognitive, and language skills constrain object perception? What are the applications of research on early perceptual and cognitive development to such fields as robotics and artificial intelligence?

PSYCH 418 Psychology of Music (III) (KCM)

Spring. 3 or 4 credits, depending on whether student elects to do an independent project. The course is intended for upper-level students in music, psychology, engineering, computer science, linguistics, physics, anthropology,

biology, and related disciplines. Some music background is desirable but no specific musical skills are required. Graduate students, see PSYCH 618. M W. C. L. Krumhansl.

A course that covers the major topics in the psychology of music treated from a scientific perspective. It reviews recent developments in the cognitive science of music, beginning with music acoustics and synthesis, and extending to music and its emotional and social effects.

[PSYCH 419 Neural Networks Laboratory

Spring. 4 credits. Prerequisites: at least 1 course in biology or biological psychology. 1 year of calculus, and permission of instructor. Limited to 15 students. Graduate students, see PSYCH 619. T R. Not offered 2004-2005. D. J. Field.

The course takes 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 are discussed and explored using computer simulations. Applications of networks to perceptual recognition and representation are emphasized. We consider the class of problems that different networks can solve and consider the accuracy with which they model real nervous systems. Students complete weekly lab reports and develop one independent project demonstrating the application of a neural network to a problem discussed in the course.]

[PSYCH 422 Developmental Biopsychology (III) (KCM)]

Fall. 4 credits. Prerequisites: a course in introductory biology and a course in biopsychology or neurobiology (such as PSYCH 223 or BIONB 221). Graduate students, see PSYCH 622. M W F. Not offered 2004-2005. B. L. Finlay.

We discuss the relationship of the development and evolution of the brain to the development of behavior. Topics include how neurons are generated, finding targets, and establishing 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) (I) (PBS)]

Spring. 4 credits. Prerequisites: BIONB 221 or 222 or BIOG 101-102 and permission of instructor. S-U grades optional. M W F; disc. 1 hour each week. Not offered 2004-2005. C. D. Hopkins.

Neuroethologists take a comparative and evolutionary approach to study the nervous system. They ask, how do brains of animals compare and how did they come about through the process of evolution? How are neural circuits adapted to species-typical behavior? What is the hope and interest in the study of a large diversity of animals, compared to a specialized look at just a few mammalian species? Can we hope to understand how animals with specialized behaviors have specialized nervous systems? What is the sensory world of a real animal and how does it vary from species to species? These and other questions drive this introductory survey of neuroethology: exotic senses; amazing motor programs; surprising integration.]

PSYCH 425 Cognitive Neuroscience (KCM)

Fall. 4 credits. Prerequisites: a course in introductory biology; a course in biopsychology or neurobiology (such as PSYCH 223 or BIONB 221); and an introductory course in cognitive science. Graduate students, see PSYCH 625. M W F. B. L. Finlay.

We study the relationship between structure and function in the central nervous system. The importance of evolutionary and mechanistic approaches for understanding the human behavior and cognition is stressed. The course focuses on issues in cognitive neuroscience, including 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, social interaction, and consciousness.

PSYCH 427 Evolution of Language (also COGST 427 and PSYCH 627)

Fall. 3 credits. Limited to juniors and seniors. Prerequisite: any one course in psychology or human development. Graduate students see PSYCH 627. Offered alternate years. Not offered 2004-2005. M. Christiansen.

This seminar surveys a cross-section of modern theories, methods, and research pertaining to the origin and evolution of language. We consider evidence from psychology, the cognitive neurosciences, comparative psychology, and computational modeling of evolutionary processes. Topics for discussion may include: What does the fossil record tell us about language evolution? What can we learn from comparative perspectives on neurobiology and behavior? Can apes really learn language? Did language come about through natural selection? What were the potential preadaptations for language? What is the relationship between phylogeny and ontogeny?

PSYCH 428 Connectionist Psycholinguistics (also COGST 428) (III)

Fall. 3 credits. Seniors status or permission of instructor. Graduate students see PSYCH 628. Offered alternate years. T. M. Christiansen.

Connectionist psycholinguistics involves using (artificial) "neural" networks, which are inspired by brain architecture, to model empirical data on the acquisition and processing of language. As such, connectionist psycholinguistics has had a far-reaching impact on language research. In this course, we survey the state of the art of connectionist psycholinguistics, ranging from speech processing and word recognition, to inflectional morphology, sentence processing, language production and reading. An important focus of discussion is the methodological and theoretical issues related to computational modeling of psychological data. We furthermore discuss the broader implications of connectionist models of language, not only for psycholinguistics, but also for computational and linguistic perspectives on language.

[PSYCH 429 Olfaction and Taste: Structure and Function (also BIONB 429) (I) (PBS)]

Spring. 3 or 4 credits (4-credit option requires a term paper or web site). Limited to 35 students. Preference given to junior

and senior psychology or neurobiology or biology majors and graduate students. Prerequisite: one 300-level course in biopsychology or neurobiology or equivalent. Graduate students, see PSYCH 629. T R. Not offered 2004–2005.

B. P. Halpern.

The structural and functional characteristics of smelling and tasting are explored by reading and discussing current literature in these areas. Substantial use is made of online resources. For smelling, the main olfactory system and the trigeminal system are considered, and for relevant terrestrial vertebrates, both orthonasal and retronasal input and processing. In general, structure is examined at the gross, light and electron microscope, and molecular levels. Function includes odorant and tastant access, and neurophysiological, biochemical, and molecular/genetic aspects. The emphasis is on vertebrates, especially air-breathing vertebrates in the case of smelling. Species-specific as well as general mechanisms are considered. Brief written responses (by e-mail) to questions and problems related to each set of assigned readings are required in advance of each class meeting and are automatically distributed to all members of the class. This course is 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, and to take an active part in every class. All examinations are take-home. At the level of Stevens' *Handbook of Experimental Psychology*: Vol. 1. Sensation and Perception (third edition, edited by H. Pashler and S. Yantis); *Handbook of Olfaction and Gustation* (second edition, edited by R. L. Doty); *Neurobiology of Taste and Smell* (second edition, edited by T. E. Finger, W. L. Silver, and D. Restrepo); *Smell and Taste in Health and Disease* (edited by T. V. Getchell et al.); *Mechanisms of Taste Transduction* (edited by S. A. Simon and S. D. Roper); and *Neuroscience* (edited by D. Purves et al.).

[PSYCH 431 Effects of Aging on Sensory and Perceptual Systems (also BIONB 421) (I) (PBS)]

Fall. 3 or 4 credits. The 4-credit option involves a term paper or creation of a relevant web site. Limited to 35 students. Prerequisites: an introductory course in biology or psychology, plus a second course in perception, neurobiology, cognitive science, or biopsychology. T R. Not offered 2004–2005. B. P. Halpern.

A literature-based examination of post-maturation changes in the perceptual, structural, and physiological characteristics of somesthetic, visual, auditory, and chemosensory systems. Emphasis is on human data, with nonhuman information included when especially relevant. Quality of life issues are included. Current developments in human sensory prosthetic devices, and in regeneration or replacement of receptor structures or organs are examined. Brief written statements by e-mail of questions and problems related to each set of assigned readings are required in advance of each class meeting and are automatically distributed to all members of the class. This course is 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. Readings are from the Course Info site, courseinfo.cit.cornell.edu/courses/psych431_nbb421/, from Internet sites, from a course packet, and from materials on reserve. Students are expected to come to each class having already done and thought about the assigned readings, and to take an active part in every class. All examinations are take-home.]

PSYCH 435 Olfaction, Pheromones, and Behavior (III)

Fall. 4 credits. Prerequisites: an introduction course in biology and one in neurobiology and behavior or biopsychology or a 300-level course in biopsychology or permission of instructor. R. Johnston.

This course covers chemical signals, olfaction, and behavior in vertebrates (including humans), as well as the neurobiology of olfaction and odor-mediated behaviors. Behavioral topics may vary from year to year but include evaluation of and advertisement for mates, aggression and territorial behavior, parental-young interactions, social recognition (species, sex, individual, kin reproductive state, status), memory for odors, odor and endocrine interactions, imprinting, and homing and navigation. Basic aspects of the structure and function of the olfactory system and also covered, including the molecular biology of chemo-reception, olfactory coding, and higher-order processing in the central nervous system. The format includes lectures, discussions, and student presentations.

PSYCH 436 Language Development (also COGST 436, HD 436, and LING 436) (III) (KCM)

Spring. 4 credits. Open to undergraduate and graduate students. Graduate students should also enroll under HD 633/LING 700/PSYCH 600, a supplemental graduate seminar. Prerequisite: at least 1 course in developmental psychology, cognitive psychology, cognitive development, or linguistics. S-U grades optional. T R. B. Lust.

This course surveys 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. An optional lab course supplement is available. (See COGST 450/LING 450 and PSYCH 437.)

PSYCH 437 Lab Course: Language Development (also COGST 450, HD 437, and LING 450) (in conjunction with COGST/HD/LING 436, Language Development)

Spring. 2 credits. R. B. Lust.

This laboratory course is an optional supplement to the survey course Language Development (HD/COGST/PSYCH/LING 436). The lab course provides students with a hands-on introduction to scientific research, including design and methods, in the area of first-language acquisition.

PSYCH 440 The Brain and Sleep

Fall. 4 credits. Prerequisites: at least PSYCH 223 or BIONB 221. An additional course in biology, biopsychology, or neurobiology is recommended. S-U grades optional. Graduate students, see PSYCH 640. M W. H. S. Porte.

Taking a comparative evolutionary perspective, this course examines the neural events that instigate, maintain, and disturb the states and rhythms of sleep in various species. Emphasizing human data where possible, special topics include sleep deprivation and the biological functions of sleep; biologically interesting deviations from normal sleep; and the cognitive neuroscience of sleep, including sleep's possible role in learning and memory.

PSYCH 441 Laboratory in Sleep Research

Spring. 4 credits. Prerequisite: permission of the instructor during preregistration. Laboratory fee: \$50. Graduate students, see PSYCH 641. W. H. S. Porte.

Emphasizing the neurobiology of sleep state, the course introduces students to the laboratory study of human sleep and its psychological correlates. Serving as both experimenter and subject, each student learns the physical rationale and techniques of electroencephalography and other bioelectric measures of behavioral state. Using computerized data analysis, students complete weekly laboratory reports and a collaborative term project. Sleep recordings are done during the day or evening when possible. In addition, overnight recording sessions are required.

PSYCH 450 Gender and Clinical Psychology (also PSYCH 650, FGSS 450, FGSS 650) (III)

Fall. 4 credits. Limited to 15 juniors, seniors, and graduate students.

Prerequisites: junior, senior or graduate standing and a prior course related to psychopathology and/or feminist analysis. Permission of instructor required through an application process during the preceding spring semester. Graduate students, see PSYCH 650/FGSS 650. Letter grade only. M. S. Bem.

This advanced undergraduate/graduate seminar explores feminist analyses of several interrelated topics at the intersection of clinical psychology/psychiatry and gender/sexuality. Topics include, among others, hysteria, borderline personality disorder, multiple personality, anorexia, trauma, transsexuality, and homosexuality. Course requirements include weekly informal written commentaries on the readings, a final essay examination, and an in-class presentation on a self-selected topic.

PSYCH 452 Trauma and Treatment (also FGSS 452, FGSS 652, and PSYCH 652)

Spring. 4 credits. Limited to 15 seniors, with preference given to Psychology and Human Development majors. Prerequisites: previous course work in both psychopathology and social development and consent of instructor by written application. Letter grade only. S. Bem.

An in-depth examination of psychological trauma and its treatment in psychotherapy. Special attention is given to the cultural history of trauma; trauma's aftermath in dissociation and emotional dysregulation; the special case of child abuse and its effects

on development; overlaps between PTSD and other psychiatric disorders including borderline personality; and trauma's interface with gender and sexuality.

PSYCH 460 Human Neuroanatomy (also BIONB 420, sec 02) (I or III) (PBS)

Spring. 3 or 4 credits (4 credits with one discussion/lab per week in which students dissect sheep brains, read original research papers and write a term paper). Prerequisites: PSYCH 223, or BIONB 222, or permission of the instructor. Permission required for 4-credit option. Limited to juniors, seniors, and graduate students. S-U grades and auditing not permitted. Lects, M W F; discussion section to be arranged. S. Newman.

Neuroanatomy is the substrate for the functional organization of the human nervous system. This course introduces the brain nuclei and major connecting pathways of functional neural systems: sensory, motor, and integrative. Our understanding of the functions of these systems is based in part on their dysfunction, on the symptoms of neurological and psychiatric diseases that damage or inactivate selected pathways. This course highlights neuroanatomical pathways and networks that are known, or hypothesized, to be dysfunctional in a variety of nervous system disorders.

PSYCH 465 Topics in High-Level Vision (also COGST 465 and COM S 392) (III) (KCM)

Spring. 4 credits. Graduate students see PSYCH 665. Offered alternate years. S. Edelman.

High-level vision is a field of study concerned with functions such as visual object recognition and categorization, scene understanding, and reasoning about visual structure. It is an essentially cross-disciplinary endeavor, drawing on concepts and methods from neuroanatomy and neurophysiology, cognitive psychology, applied mathematics, computer science, and philosophy. The course concentrates on a critical examination of a collection of research publications, linked by a common thread, from the diverse perspectives offered by the different disciplines. Students write biweekly commentaries on the assigned papers and a term paper integrating the material covered in class.

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. 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. Staff. Advanced experience in planning, conducting, and reporting independent laboratory, field,

and/or library research. One, and preferably two, semesters of PSYCH 470 is required. The research should be more independent and/or involve more demanding technical skills than that carried out in PSYCH 470.

PSYCH 472 Multiple Regression

Spring, weeks 1-7. 2 credits. Prerequisite: 1 solid semester of introductory statistics. Analysis of variance is helpful but not required. M W F. R. B. Darlington.

Course covers uses and pitfalls of multiple regression in causal analysis, path analysis, and prediction. Emphasis is on analyzing data collected under uncontrolled conditions. Includes collinearity, indicator variables, sets, adjusted and shrunken R^2 , suppressors, hierarchical analysis, overcontrol, and experimental design. Students may use the Minitab, SPSS, Stata, SAS, or Systat statistics packages.

PSYCH 473 General Linear Model

Spring, weeks 8-14. 2 credits. Prerequisite: PSYCH 472 or equivalent. M W F. R. B. Darlington.

Course topics include multicategorical variables, corrections for multiple tests, diagnostic methods, nonlinear relationships, interaction, main and simple effects, and basic power analysis. Student may use Minitab, SPSS, Stata, SAS, or Systat.

PSYCH 475 Multivariate Analysis of Psychological Data

Fall. 2 credits. Prerequisite: PSYCH 473 or permission of instructor. R. B. Darlington.

Students vote on topics to cover, choosing among time series, cluster analysis, multidimensional scaling, component analysis, factor analysis, MANOVA, canonical correlation, repeated measures, logistic regression, log-linear models, ANOVA with empty cells, meta-analysis, and other topics. First class sketches all these topics before voting.

PSYCH 481 Advanced Social Psychology (III)

Fall. 4 credits. Limited to 15 students, by application. Senior psychology majors have priority. Graduate students, see PSYCH 681. T R. 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 are mostly primary sources. Among the theoretical approaches to social behavior we may discuss are social comparison theory, cognitive dissonance, attribution processes and social judgment, dramaturgy and impression management, and evolutionary perspectives.

[PSYCH 489 Seminar: Beliefs, Attitudes, and Ideologies (also PSYCH 689, FGSS 488/688) (III) (CA)]

Fall. 4 credits. Prerequisites: admission is by application during the spring pre-registration period for the fall semester. Juniors, seniors and graduate students are given priority. Not offered 2004-2005. M. D. J. Bem.

This course in cultural analysis examines the properties of beliefs and attitudes, how they are formed and changed, the psychological functions they serve, and how they get organized into ideologies. Several specific issues involved in America's "culture wars" are examined, such as abortion, gender, sexual orientation, and affirmative action. Other topics include the culture of childhood,

deaf culture, and the ideologies of science. Participants write weekly commentaries on the readings and a term paper examining a particular ideology.]

PSYCH 491 Research Methods in Psychology (also COGST 491)

Spring. 4 credits. Enrollment limited to 20 students. Recommended: permission of instructor, PSYCH 350, experience in upper-division psychology courses, or graduate standing. Graduate students, see PSYCH 691. T R. D. A. Dunning.

An intensive examination of the basic research methods used in social, personality, cognitive, and developmental psychology. The course focuses 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 also discuss what makes a research study interesting. The course in addition, covers test construction, survey methods, and "quasi experiments." Students 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, VISST 492) (II) (PBS)]

Spring. 4 credits. Limited to 25 students. Prerequisite: a 300-level course in biopsychology, or BIONB 222 or BIOAP 311, or equivalent. Students are expected to have a knowledge of elementary physics, chemistry, and behavior. S-U grades optional. Graduate students, see PSYCH 692. M W F. Offered alternate years. Not offered 2004-2005.

B. P. Halpern and H. C. Howland.

In general, this course has covered classical topics in sensory function such as vision, hearing, touch, and balance, as well as some more modern topics like sensory processing, location of stimulus sources in space, the development of sensory system, and nonclassical topics such as electroreception and internal chemoreceptors.]

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 Uris 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 518 Topics in Psycholinguistics

PSYCH 519-520 Cognition

PSYCH 521 Psychobiology (Developmental Seminar)

PSYCH 522 Topics in Perception and Cognition

PSYCH 523 Hormones and Behavior

PSYCH 527 Topics in Biopsychology

PSYCH 530 Structure in Vision and Language (also COGST 530 and LING 530, COM S 393)

Spring. 4 credits. Graduate seminar. Prerequisites: a course each in cognitive psychology, linguistics, computer science, or permission of instructor. Enrollment limited to 20 graduate students. Offered alternate years; next in 2006. S. Edelman.

One of the central puzzles of cognition is the manner in which brains deal with structured information such as scenes composed of a variety of objects, or sentences composed of words and phrases. The processing of structure by the brain is constrained by the neuronal architecture, as well as by general principles of information processing that are studied in computer science. This course focuses on insights from these different disciplines, striving for understanding couched in abstract computational terms, yet compatible with the basic neurobiological constraints, with behavioral data, and with philosophical intuition.

PSYCH 531 Topics in Cognitive Studies: Mind and Reality in Science Fiction (also COGST 531 and LING 531)

Spring. 4 credits. S. Edelman and H. Segal. What does it mean to be a mind? How is a mind affected by its embodiment? By the body's immersion in the world? By not having a body in the first place, or not any longer? Is there a world out there what it seems? Is there a world out there? Profound thinking about, and sometimes disturbing insights into, the nature of the human mind and its relationship to reality are found in the writings of a handful of visionaries (Philip K. Dick, Ursula K. LeGuin, Greg Egan, and others) discussed in this course. The discussions are grouped into six themes: dreaming and reality, sanity and madness, self and others, sex and embodiment, death and immortality, humanity and transhumanity.

PSYCH 535 Evolutionary Perspectives on Behavior**PSYCH 541 Statistics in Current Psychological Research****PSYCH 550 Special Topics in Cognitive Science**

Spring. 4 credits. Not offered 2004–2005. M. Spivey.]

PSYCH 580 Experimental Social Psychology**PSYCH 600 General Research Seminar**

Fall or spring. No credit.

PSYCH 605 Perception (also PSYCH 205)

Spring. 4 credits. Non-arts graduate students only. T R. J. E. Cutting.

[PSYCH 607 Chemosensory Perception (also PSYCH 307)

Fall. 4 credits. T R. Not offered 2004–2005. B. P. Halpern.]

[PSYCH 611 Introduction to Human Memory (also PSYCH 311)

Spring. 4 credits. T R. Not offered 2004–2005. Staff.]

[PSYCH 612 Laboratory in Cognition and Perception (also PSYCH 412)

Spring. 4 credits. M W. Not offered 2004–2005. D. J. Field.]

PSYCH 613 Obesity and the Regulation of Body Weight (also NS 315)

Spring. 3 credits. Limited to 30 students. Prerequisites: 1 course in psychology

and 1 course in nutrition. Undergraduate students may register with permission of instructor. S-U grades optional. Offered alternate years. T R. 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 Cognitive Psychology (also PSYCH 214)

Fall. 4 credits. M W F. S. Edelman.

[PSYCH 615 Concepts, Categories, and Word Meaning (also PSYCH 415)

Fall. 4 credits. M. Not offered 2004–2005. Staff.]

PSYCH 616 Modeling Perception and Cognition (also PSYCH 416 and COGST 416)

Spring. 4 credits. M. Spivey.

PSYCH 618 Psychology of Music (also PSYCH 418)

Spring. 4 credits. M W. C. Krumhansl.

[PSYCH 619 Neural Networks Laboratory (also PSYCH 419)

Spring. 4 credits. T R. Not offered 2004–2005. D. J. Field.]

[PSYCH 622 Developmental Biopsychology (also PSYCH 422)

Fall. 4 credits. M W F. Not offered 2004–2005. B. L. Finlay.]

[PSYCH 625 Cognitive Neuroscience (also PSYCH 425)

Fall. 4 credits. M W F. Not offered 2005. B. L. Finlay.]

PSYCH 626 Evolution of Human Behavior (also PSYCH 326)

Spring. 4 credits. T R. R. E. Johnston.

PSYCH 627 Evolution of Language (also COGST 427 and PSYCH 427)

Fall. 4 credits. M. Christiansen.

PSYCH 628 Connectionist Psycholinguistics (also PSYCH 428)

Fall. 4 credits. W. M. Christiansen.

[PSYCH 629 Olfaction and Taste: Structure and Function (also PSYCH 429 and BIONB 429)

Spring. 4 credits. T R. Not offered 2005. B. P. Halpern.]

PSYCH 631 Effects of Aging on Sensory and Perceptual Systems (also PSYCH 431 and BIONB 421)

Fall. 4 credits. T R. B. P. Halpern.

PSYCH 632 Biopsychology of Learning and Memory (also PSYCH 332 and BIONB 328)

Spring. 4 credits. M W F. T. J. DeVoogd.

PSYCH 640 The Brain and Sleep (also PSYCH 440)

Fall. 4 credits. M W. H. S. Porte.

PSYCH 641 Laboratory in Sleep Research (also PSYCH 441)

Spring. 4 credits. W. H. S. Porte.

PSYCH 642 Human Perception: Applications to Computer Graphics, Art, and Visual Display (also PSYCH 342 and COGST 342)

Fall. T R. D. J. Field.

[PSYCH 650 Gender and Clinical Psychology (also PSYCH 450 and FGSS 450 and 650)

Fall. 4 credits. Not offered 2004–2005. W. S. L. Bem.]

PSYCH 652 Trauma and Treatment (also PSYCH 452, FGSS 452, and FGSS 652)

Spring. 4 credits. S. Bem.

PSYCH 665 Topics in High-Level Vision (also PSYCH 465, COGST 465, and COM S 392)

Spring. 4 credits. S. Edelman.

PSYCH 681 Advanced Social Psychology (also PSYCH 481)

Fall. 4 credits. T R. D. T. Regan.

[PSYCH 689 Seminar: Beliefs, Attitudes, and Ideologies (also PSYCH 489)

Fall. 4 credits. Not offered 2004–2005. M. D. J. Bem.]

PSYCH 691 Research Methods in Psychology (also PSYCH 491)

Spring. 4 credits. T R. D. A. Dunning.

[PSYCH 692 Sensory Function (also PSYCH 492 and BIONB 492)

Spring. 4 credits. M W F. Not offered 2004–2005. B. P. Halpern and H. C. Howland.]

[PSYCH 696 Introduction to Sensory Systems (also PSYCH 396 and BIONB 396)

Spring. 4 credits. M W F. Not offered 2004–2005. B. P. Halpern.]

PSYCH 700 Research in Biopsychology**PSYCH 709 Developmental Psychology (also PSYCH 209)**

Spring. 4 credits. M W. N. Nicastro.

PSYCH 710 Research in Human Experimental Psychology**PSYCH 713 Information Processing: Conscious and Nonconscious (also PSYCH 413)**

Spring. 4 credits. R. Staff.

PSYCH 714 Comparative Cognition (also PSYCH 414 and COGST 414)

Spring. 4 credits. T R. M. J. Owren.

PSYCH 715 Psychology of Language (also PSYCH 215)

Spring. 4 credits. T R. M. Christiansen.

PSYCH 716 Auditory Perception (also PSYCH 316)

Fall. 4 credits. M W. C. L. Krumhansl.

[PSYCH 717 The Origins of Thought and Knowledge (also PSYCH 417)

Fall. 4 credits. M W. Not offered 2004–2005. S. Johnson.]

PSYCH 720 Research in Social Psychology and Personality**[PSYCH 722 Hormones and Behavior (also PSYCH 322 and BIONB 322)**

Fall. 4 credits. M W F. Not offered 2004–2005. E. A. Regan.]

PSYCH 775 Proseminar in Social Psychology I

Fall. 2 credits. Limited to 10 graduate students in social psychology. Prerequisite: permission of instructors. D. Dunning, M. Ferguson, T. Gilovich, and D. Regan. This is the first half of a yearlong discussion-seminar course intended to give graduate students an in-depth understanding of current research and theory in social psychology.

The course emphasizes social cognition, but other topics, such as group dynamics, social influence, the social psychology of language, and emotional experience, are covered.

PSYCH 776 Proseminar in Social Psychology II

Spring. 2 credits. Limited to 10 graduate students in social psychology. Prerequisite: permission of instructors. D. A. Dunning, T. D. Gilovich, and D. T. Regan.

This is the second half of a yearlong discussion-seminar course intended to give graduate students an in-depth understanding of current research and theory in social psychology. The course emphasizes social cognition, but other topics, such as group dynamics, social influence, the social psychology of language, and emotional experience are 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 are 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 102 Introduction to Cognitive Science
- PSYCH 128 Introduction to Psychology: Personality and Social Behavior
- PSYCH 199 Sports Psychology
- PSYCH 223 Introduction to Biopsychology
- PSYCH 280 Introduction to Social Psychology
- PSYCH 350 Statistics and Research Design

QUECHUA

See Romance Studies.

RELIGIOUS STUDIES MAJOR

C. M. Arroyo, A. Blackburn, D. Boucher, R. Brann, R. G. Calkins, M. Campos, C. M. Carmichael, K. Clinton, P. Edgell, J. Fajans, D. Fredericksen, D. Gold, S. Greene, K. Haines-Eitzen, E. Hamori, J. S. Henderson, T. D. Hill, D. Holmberg, P. R. Hyams, C. V. Kaske, W. J. Kennedy, J. M. Law, S. MacDonald, D. Mankin, K. S. March, C. Minkowski, R. L. Moore, D. I. Owen, J. R. Piggott, D. S. Powers, C. Robinson, J. S. Rusten, P. S. Sangren, J. Schuld, D. R. Shanzer, S. Toorawa, M. Washington, A. Willford

The Religious Studies Program, an academic unit providing a major in the scholarly study of religion through the College of Arts and

Sciences, offers a wide variety of courses. In addition to courses addressing various approaches to, and topics in, the study of religion, we have integrated curricula within our program for in-depth studies of Judaism, Christianity, the Hindu tradition, and Buddhism. We also offer an increasing number of courses on Islam.

The Religious Studies Program is designed to meet the needs of three classes of students: 1) students planning to pursue advanced degrees in the academic study of religion or allied disciplines or subdisciplines (e.g., history of religions, religion and literature, religion and psychology, ethics, theology, area studies); 2) students seeking courses on topics relating to religion to fulfill distribution requirements; and 3) students desiring a more systematic exposure to the academic study of religion as a significant component of a liberal arts education. To all students, our program offers an excellent opportunity to develop a deeper understanding and appreciation of the complex ways in which religious traditions, with their individual, communal, and doctrinal dimensions, inform human thought and behavior. The courses offered through our program are built on the established scholarly tradition of the study of religion as an academic, as opposed to confessional pursuit. Religious traditions are explored in all of their complexity through comparative, contextual (in specific historical or cultural contexts), and thematic studies.

The program also hosts lecture series, conferences, symposia, and periodic social gatherings for faculty members and students throughout the academic year to foster a sense of intellectual community.

The Major in Religious Studies

Signing into the major: To sign into the major in Religious Studies, a student must have completed at least one course in religious studies prior to scheduling an appointment with the program director. Here is the process:

- 1) Schedule an appointment with the director of the Religious Studies program, whose name and e-mail address can be found on the Religious Studies web site.
- 2) In addition to a copy of your current Cornell transcript (the informal one you regularly receive is acceptable), please bring to your meeting with the director all of these forms, which are available in the Religious Studies office, 409 White Hall:
 - a) a completed Religious Studies Major Application Form
 - b) a proposed "Course of Study," which will be used as a guide in your conversation with the director and revised for formal submission to the program upon your entrance as a major
 - c) a College of Arts and Sciences Adviser/Major form, which will be signed by the director and your adviser. Your adviser will be assigned in your meeting with the director based on your interest.

Advising in the Religious Studies Program:

Upon entering the major in Religious Studies, a student is assigned a faculty adviser whose area of expertise most closely matches the proposed interest of the student. An up-to-

date approved adviser list is available in the Religious Studies office. Please note that not all faculty members who cross-list courses with RELST can serve as RELST advisers. Working closely with one's RELST adviser when selecting courses is an important component of this program, enabling students to fulfill the requirements for the major while creating an integrated and coherent course of study out of our large number of multidisciplinary course offerings.

To graduate as a major in Religious Studies, a student must 1) complete with letter grades the program's three core courses, RELST 250 Introduction to Asian Religions, RELST 251 Introduction to Judaism, Christianity, and Islam, and RELST 449 History and Methods of the Academic Study of Religion; and 2) complete with letter grades seven 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 seven 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 (RELST 250, also ASIAN 250) might lead a student to take Japanese Buddhism (RELST 359, also ASIAN 359), and then to combine these with two courses on Judaism, Introduction to Ancient Judaism (RELST 244, also NES 244/JWST 244) and Hebrew Bible and Arabic Qur'an in Comparative Perspective (RELST 299 also NES 299/JWST 299/COM L 299). Or a student might take four unrelated courses such as Introduction to Christian History (RELST 295 also NES 295/JWST 295/HIST 299), Religion and Reason (RELST 262 also PHIL 263), Myth, Ritual, and Symbol (RELST 320 also ANTHR 320), and Muhammad and Mystics (RELST 254 also NES 250/COM L 250) 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 seven 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 Indian Religious Worlds (RELST 351 also ASIAN 351) with Tantric Traditions (RELST 347, also ASIAN 347) or Classical Indian Philosophical Systems (RELST 395 also ASIAN 395/CLASS 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 Indian Buddhism (RELST 354/654 also ASIAN 354/654) or Theravada Buddhism (RELST 363 also ASIAN 356), 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 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. Courses used to satisfy this foreign language proficiency requirement may not be applied to the course requirements described under 2a and 2b. Choice of language to fulfill this requirement is determined by the student in consultation with his or her adviser and is decided at the time the student enters the major.

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, 409 White Hall.

Graduating with Honors in Religious Studies:

GENERAL INFORMATION

- 1) **Eligibility.** 3.0 cumulative average and 3.5 average inside the major with no grade in the major below B-. Program director notifies eligible candidates during the spring semester of the junior year or prior to commencement of final year.
- 2) **Honors Courses.** Candidates must sign into RELST 495 (Senior Honors Essay) for eight credits (two courses) for two semesters. After the first term, an R in the transcript indicates that this course (usually for 8 credits) is a yearlong course. When the project is completed at the end of the second semester, the grade recorded counts for all eight credits. (The eight-credit limit is the result of the conviction/belief that earning more than eight credits for a single "piece" of one's undergraduate education is unwise.)
The student submits the honors proposal (with and according to the program's instruction/cover sheet) to the Religious Studies administrator before the end of the spring term of your junior year, or not later than Sept. 15 of the final year. She/he then approves the student's signing into the honors courses.
- 3) **Honors Committee—three faculty members.** While students are required to have three faculty members on their committee at the time of the submission of the final draft, only two of them must be identified when the proposal is submitted. In the event the adviser is on leave, the program will assign a committee member from the list of approved RELST advisers. The three members should be:
 - a) The professor who has agreed to work closely with the student over the year and to be the supervisor/grader of the project is chair of the committee.
 - b) The student's Religious Studies major adviser (required)
 - c) Another knowledgeable faculty member

Sometimes the adviser is the supervisor/chair. If that is the case, the student needs two additional knowledgeable professors for the committee of three.

Courses Approved for the Major Sponsored by Religious Studies

[RELST 123-124 Introduction to Biblical Hebrew I and II (also NES 123-124, JWST 123-124)]

123, fall; 124, spring. 3 credits. Enrollment limited to 17 students. Not offered 2004-2005. Staff.

For description, see NES 123-124.]

[RELST 131 Elementary Pali (also PALI 131-132)]

Fall. 3 credits. Not offered 2004-2005. Staff.
For description, see PALI 131-132.]

[RELST 133-134 Introduction to Qur'anic and Classical Arabic (also NES 133-134)]

133, fall; 134, spring. 4 credits. 133, fall, S. Toorawa; 134, spring, Not offered 2004-2005. D. Powers.

For description, see NES 133-134.]

[RELST 211 Black Religious Traditions: Sacred and Secular (also AM ST 251 and HIST 211)]

Fall. 4 credits. M. Washington.

For description, see HIST 211.

[RELST 213 Classical Arabic Texts (also NES 213)]

Spring. 3 credits. Not offered 2004-2005. D. Powers.

For description, see NES 213.]

[RELST 214 Qur'an and Commentary (also NES 214)]

Spring. 3 credits. D. Powers.

For description, see NES 214.

[RELST 220 Buddhism in America (also ASIAN 220)]

Winter. 3 credits. Not offered 2004-2005. J. M. Law.

For description, see ASIAN 220.]

[RELST 223 Introduction to the Bible (also NES 223, JWST 223)]

Spring. 3 credits. E. Hamori.

For description, see NES 223.

[RELST 224 Introduction to the Bible (also NES 224, JWST 224)]

3 credits. Not offered 2004-2005. Staff.

For description, see NES 224.]

[RELST 227 The Bible and Ancient Near Eastern Civilization (also NES 227, JWST 227, ARKEO 227)]

Spring. 3 credits. Not offered 2004-2005. J. Zorn.

For description, see NES 227.]

[RELST 229 Introduction to the New Testament (also NES 229, JWST 229)]

Fall. 3 credits. Not offered 2004-2005. K. Haines-Eitzen.

For description, see NES 229.]

[RELST 230 Monuments of Medieval Art (also ART H 230)]

Fall. 4 credits. Not offered 2004-2005. P. Morin.

For description, see ART H 230.]

[RELST 237 Greek Religion and Mystery Cults (also CLASS 237)]

Spring. 3 credits. Not offered 2004-2005. K. Clinton.

For description, see CLASS 237.]

[RELST 239 Cultural History of Jews of Spain (also NES 239, JWST 239, SPANL 239)]

Fall. 3 credits. Staff.

For description, see NES 239.

[RELST 242 Religion and Politics in American History (also HIST 242, NES 242, AM ST 242)]

Fall. 4 credits. Sophomore seminar. Limited to 15. Permission required. R. L. Moore.

For description, see HIST 242.

[RELST 244 Introduction to Ancient Judaism (also NES 244, JWST 244)]

Fall. 3 credits. Not offered 2004-2005. Staff.

For description, see NES 244.]

[RELST 250 Introduction to Asian Religions (also ASIAN 250)]

Spring. 3 credits. D. Boucher.

For description, see ASIAN 250.

[RELST 251 Judaism, Christianity, and Islam (also NES 251, JWST 251)]

Spring. 3 credits. Not offered 2004-2005.

R. Brann, K. Haines-Eitzen.

For description, see NES 251.]

[RELST 252 The Sufi Path: Mysticism in Islam (also NES 252)]

Spring. 3 credits. Not offered 2004-2005.

S. Toorawa.

For description, see NES 252.]

[RELST 254 Muhammad and Mysticism in the Literatures of the Muslim World (also NES 250)]

Spring. 3 credits. Not offered 2004-2005.

S. Toorawa.

For description, see NES 250.]

[RELST 255 Introduction to Islamic Civilization (also NES 255, HIST 253)]

Spring. 3 credits. D. Powers.

For description, see NES 255.

[RELST 256 Introduction to the Qur'an (also NES 256, JWST 256)]

Spring. 3 credits. Not offered 2004-2005.

S. Toorawa.

For description, see NES 256.]

[RELST 259 Islam in Theory and Practice (also NES 259)]

Fall. 3 credits. S. Toorawa.

For description, see NES 259.

[RELST 261 Daily Life in the Biblical World (also ARKEO 260, JWST 262, and NES 262)]

Spring. 3 credits. J. Zorn.

For description, see NES 262.

[RELST 262 Religion and Reason (also PHIL 263)]

Spring. 4 credits. S. MacDonald.

For description, see PHIL 263.

[RELST 264 Introduction to Biblical History and Archaeology (also NES 263, JWST 263, ARKEO 263)]

Spring. 3 credits. Not offered 2004-2005.

J. Zorn.

For description, see NES 263.]

[RELST 265 The Middle Ages: An Introduction (also HIST 262)]

Fall. 4 credits. Not offered 2004-2005.

P. Hyams.

For description, see HIST 262.]

[RELST 266 Jerusalem Through the Ages (also NES 266, JWST 266)]

Fall. 3 credits. J. Zorn.

For description, see NES 266.

RELST 277 Meditation in Indian Culture (also ASIAN 277)

Spring. 3 credits. D. Gold.
For description, see ASIAN 277.

[RELST 290 Buddhism: A Survey (also ASIAN 299)]

Fall. 4 credits. Not offered 2004-2005.
D. Boucher.
For description, see ASIAN 299.]

[RELST 295 Introduction to Christian History (also NES 295, JWST 295, HIST 299)]

Spring. 3 credits. Not offered 2004-2005.
K. Haines-Eitzen.
For description, see NES 295.]

[RELST 296 Jesus in History, Tradition, and the Cultural Imagination (also NES 296)]

Spring. 3 credits. Not offered 2004-2005.
K. Haines-Eitzen.
For description, see NES 296.]

RELST 298 Issues in Catholic Thought (also NES 298)

Fall. 3 credits. J. Schuld.
For description, see NES 298.

[RELST 299 The Hebrew Bible and the Arabic Qur'an in Comparative Perspective (also NES 299, JWST 299, COM L 299)]

Spring. 3 credits. Not offered 2004-2005.
R. Brann.
For description, see NES 299.]

[RELST 306 Zen Buddhism (also ASIAN 306)]

Spring. 4 credits. Not offered 2004-2005.
J. M. Law.
For description, see ASIAN 306.]

RELST 315 Medieval Philosophy (also PHIL 315)

Fall. 4 credits. S. MacDonald.
For description, see PHIL 315.

RELST 319 Spenser and Malory (also ENGL 321)

Fall. 4 credits. C. Kaske.
For description, see ENGL 321.

RELST 320 Myth, Ritual, and Symbol (also ANTHR 320)

Spring. 4 credits. A. Willford.
For description, see ANTHR 320.

[RELST 321 Heresy and Orthodoxy in Early Christianity (also NES 321)]

Spring. 4 credits. Not offered 2004-2005.
K. Haines-Eitzen.
For description, see NES 321.]

[RELST 323 Reinventing Biblical Narrative Apocrypha and Pseudepigrapha (also NES 323, JWST 323)]

Spring. 4 credits. Not offered 2004-2005.
K. Haines-Eitzen.
For description, see NES 323.]

[RELST 326 Christianity and Judaism (also COM L 326)]

Spring. 4 credits. Not offered 2004-2005.
C. Carmichael.
For description, see COM L 326.]

RELST 328 Literature of the Old Testament (also COM L 328)

Fall. 4 credits. C. Carmichael.
For description, see COM L 328.

[RELST 329 Introduction to the New Testament Seminar (also NES 329, JWST 329)]

Fall. 1 credit. Prerequisite: concurrent enrollment in RELST 229 and one year of ancient Greek. Not offered 2004-2005.
K. Haines-Eitzen.
For description, see NES 329.]

[RELST 333 Greek and Roman Mystery Cults and Early Christianity (also CLASS 333)]

Fall. 4 credits. Not offered 2004-2005.
K. Clinton.
For description, see CLASS 333.]

RELST 334 Islamic Spain: Culture and Society (also NES 339/639, JWST 339, COM L 334, SPAN L 339/639)

Fall. 4 credits. R. Brann.
For description, see NES 339.

RELST 342 Introduction to the History of Daoism (also ASIAN 343)

Spring. 3 credits. T. Hahn.
For description, see ASIAN 343.

[RELST 345 Intellectual and Cultural Life of Nineteenth-Century Americans (also HIST 345, AM ST 345)]

Fall. 4 credits. Not offered 2004-2005.
R. L. Moore.
For description, see HIST 345.]

[RELST 347 Tantric Traditions (also ASIAN 347)]

Fall. 4 credits. Not offered 2004-2005.
D. Gold.
For description, see ASIAN 347.]

[RELST 348 Indian Devotional Poetry (also ASIAN 348)]

Spring. 4 credits. Not offered 2004-2005.
D. Gold.
For description, see ASIAN 348.]

RELST 349 Modernization of the American Mind (also AM ST 346 and HIST 346)

Spring. 4 credits. R. Moore.
For description, see HIST 346.

[RELST 350/651 Law, Society, and Culture (also NES 351/651, HIST 372/652)]

Spring. 4 credits. Not offered 2004-2005.
D. Powers.
For description, see NES 351/651.]

[RELST 351 Indian Religious Worlds (also ASIAN 351)]

Fall. 4 credits. Not offered 2004-2005.
D. Gold.
For description, see ASIAN 351.]

RELST 354 Indian Buddhism (also RELST 654, ASIAN 354/654)

Fall. 4 credits. D. Boucher.
For description, see ASIAN 354/654.

[RELST 355 Japanese Religions: A Study of Practice (also ASIAN 355)]

Spring. 4 credits. Not offered 2004-2005.
J. M. Law.
For description, see ASIAN 355.]

[RELST 356 Islamic Law and Society (also NES 357)]

Spring. 4 credits. Not offered 2004-2005.
D. Powers.
For description, see NES 357.]

[RELST 357 Chinese Religions (also ASIAN 357)]

Fall. 4 credits. Not offered 2004-2005.
D. Boucher.
For description, see ASIAN 357.]

[RELST 359 Japanese Buddhism (also ASIAN 359)]

Spring. 4 credits. Not offered 2004-2005.
J. M. Law.
For description, see ASIAN 359.]

RELST 368 Marriage and Sexuality in Medieval Europe (also HIST 368, FGSS 368)

Fall. 4 credits. P. Hyams.
For description, see HIST 368.

[RELST 381 Anthropology and Religion (also ANTHR 381)]

Spring. 4 credits. Not offered 2004-2005.
A. Willford.
For description, see ANTHR 381.]

RELST 390 Catholicism and Social Justice

Spring. 4 credits. J. Schuld.
For description, see NES 390.

[RELST 393 Jews and Christians in the Modern Middle East (also NES 393)]

Fall. 4 credits. Not offered 2004-2005.
M. Campos.
For description, see NES 393.]

[RELST 394 Gender, Sexuality, and the Body in Early Christianity (also NES 394, FGSS 394)]

Spring. 3 credits. Not offered 2004-2005.
K. Haines-Eitzen.
For description, see NES 394.]

[RELST 395 Classical Indian Philosophical Systems (also ASIAN 395, CLASS 395)]

Spring. 4 credits. Not offered 2004-2005.
C. Minkowski.
For description, see ASIAN 395.]

RELST 410 Latin Philosophical Texts (also PHIL 410)

Spring. Variable credit. Prerequisite: knowledge of Latin and permission of instructor. S. MacDonald.
For description, see PHIL 410.

RELST 412 The Classical in Colonial Asia (also S HUM 410)

Fall. 4 credits. A. Blackburn.
For description, see S HUM 410.

[RELST 418 Seminar on Islamic History (also RELST 618, NES 418/618, HIST 461/671)]

Spring. 4 credits. Not offered 2004-2005.
D. Powers.
For description, see NES 418/618.]

RELST 420 Readings in the Biblical Hebrew Prose (also NES 420)

Fall. 4 credits. E. Hamori.
For description, see NES 420.

[RELST 421 Religious Reflections on the Human Body (also ASIAN 421)]

Spring. 4 credits. Not offered 2004-2005.
J. M. Law.
For description, see ASIAN 421.]

[RELST 423 Readings in Biblical Hebrew Poetry (also NES 421, JWST 421)]

Spring. 4 credits. Prerequisite: one year of Biblical or Modern Hebrew. Not offered 2004-2005. Staff.
For description, see NES 421.]

RELST 424 The Hebrew Bible in the Middle Ages (also NES 424)

Spring. 4 credits. E. Alfonso.
For description, see NES 424.

[RELST 426 New Testament Seminar (also COM L 426)]

Spring. 4 credits. Not offered 2004–2005.
C. Carmichael.
For description, see COM L 426.]

RELST 427 Biblical Seminar (also COM L 428)

Fall. 4 credits. C. Carmichael.
For description, see COM L 428.

[RELST 429 Adam's Rib and Other Divine Signs: Reading Biblical Narrative (also ENGL 429)]

Spring. 4 credits. Not offered 2004–2005.
L. Donaldson.
For description, see ENGL 429.]

[RELST 430 Gnosticism and Early Christianity (also NES 428, JWST 428)]

Spring. 4 credits. Not offered 2004–2005.
K. Haines-Eitzen.
For description, see NES 428.]

[RELST 438/638 Monks, Texts, and Relics (also ASIAN 438/638)]

Spring. 4 credits. Not offered 2004–2005.
A. Blackburn.
For description, see ASIAN 438.]

RELST 441 Mahayana Buddhism (also ASIAN 441)

Spring. 4 credits. D. Boucher.
For description, see ASIAN 441.

[RELST 449 History and Methods of the Academic Study of Religion (also ASIAN 449)]

Spring. 4 credits. Required of Religious Studies majors. Not offered 2004–2005.
D. Boucher.
For description, see ASIAN 449.]

[RELST 450 Rescreening the Holocaust (also THETR 450, GERST 449, COM L 453)]

Fall. 4 credits. Not offered 2004–2005.
D. Bathrick.
For description, see THETR 450.]

RELST 460 Indian Meditation Texts (also ASIAN 460)

Fall. 4 credits. D. Gold.
For description, see ASIAN 460.

[RELST 462/662 Religion, Colonialism, and Nationalism in South and Southeast Asia (also ASIAN 462/662)]

Spring. 4 credits. Not offered 2004–2005.
A. Blackburn.
For description, see ASIAN 462.]

RELST 490–491 Directed Study

490, fall; 491, spring. 2–4 credits each term. For majors in Religious Studies; permission of director required. Staff.

RELST 495 Senior Honors Essay

Fall and spring. 2 semesters. 8 credits. Required for honors in Religious Studies. Staff.

RELST 497 Seminar: Religion and Bioethics (also NES 497)

Spring. 4 credits. J. Schuld.
For description, see NES 497.

[RELST 618 Seminar on Islamic History (also RELST 418, NES 418/618, HIST 461/671)]

Spring. 4 credits. Not offered 2004–2005.
D. Powers.
For description, see NES 618.]

RELST 639 Islamic Spain: Culture and Society (also COM L 334, JWST 339, NES 339, NES 639, RELST 334, SPANL 339, and SPANL 639)

Spring. 4 credits. R. Brann.
For description, see NES 339/639.

[RELST 650 Seminar on Asian Religions (also ASIAN 650)]

Fall. 4 credits. Graduate students only, limited to 10. Reading knowledge of modern Japanese desirable. Not offered 2004–2005. J. M. Law.
For description, see ASIAN 650.]

RELST 654 Indian Buddhism (also RELST 354, ASIAN 354/654)

Fall. 3 credits. D. Boucher.
For description, see ASIAN 354/654.

Additional courses offered by cooperating departments may also be approved through petition for the major in Religious Studies. For details see the program director, whose name and e-mail address can be found on the Religious Studies web site.

ROMANCE STUDIES

The Department of Romance Studies (M. Greenberg, chair) offers courses in the following areas: French, Italian, and Spanish literature; Catalan, French, Italian, Portuguese, Quechua, and Spanish language; Francophone, Italian, and Hispanic culture; and linguistics and semiotics. 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.

Catalan

Faculty: J. R. Resina

CATAL 121–122 Elementary Catalan

121, fall; 122, spring. 4 credits each term.
CATAL 121 must be taken before CATAL 122. J. R. Resina and staff.

Catalan is a Romance language spoken by some 10 million people in four European states (Andorra, France, Italy, and Spain). Prior knowledge of another Romance language is an advantage in learning Catalan. The course provides a thorough grounding in all language skills: speaking, listening, reading, and writing, and is designed to provide students with the basis for establishing linguistic contact with Catalan culture.

French

T. Alkire, A. Berger (director of graduate studies), A. Cahn Fung, J. Coursil (visiting), N. Furman, M. Greenberg (chair), C. Howie (Mellon Postdoctoral Fellow), R. Klein, P. Lewis, S. LoBello, K. Long, J. Luks, T. McNulty, K. Proux, C. Sparfel, S. Tun, M. C. Vallois (director of undergraduate studies), C. Waldron. Emeriti: J. Bereaud, A. Colby-Hall, D. I. Grossvogel, A. Seznec. Adjunct Associate Professor: S. Tarrow.

The Major

The major in French is divided into two options: French Cultural Studies and French Literature. 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. Please see M. C. Vallois, mv46@cornell.edu, the director of undergraduate studies, in 310 Morrill Hall. This consultation is especially important for finding out what sequence of courses will follow the current choice of courses.

Students interested in majoring in French linguistics should contact the Department of Linguistics.

French Literature

This option is designed to give students mastery of the oral and written language, as well as knowledge and understanding of French and Francophone literatures and cultures, and to develop their skills in literary analysis.

To be admitted to the major, a student should have completed FRLIT 221, and FRROM 219 or equivalent.

To complete the major, a student must:

- 1) Acquire advanced knowledge of and competence in the French language. This competence is demonstrated by the successful completion of FRROM 312 or its equivalent, such as properly accredited study abroad, or the passing of a special language test (the CASE examination), or the permission of the major advisor or of the director of undergraduate studies.
- 2) Take the three core courses for the major: FRLIT 321 (Readings in Modern French Literature and Culture); FRLIT 322 (Readings in Early Modern French Literature and Culture); FRLIT 323 (Readings in Francophone Literature and Culture).
- 3) Take five more courses at the 300 level or above, at least three of which must be FRLIT courses. At least one of these courses must be on material created prior to the nineteenth century. The remaining two may be in related fields such as art history, comparative literature, government, history, linguistics, visual studies, women's studies, or another relevant discipline, only if there is a significant French component to the course.

French Cultural Studies

This option is designed to give students mastery of the oral and written language, as well as a broader knowledge of French and Francophone culture in an interdisciplinary context.

To be admitted to the major, a student should have completed FRLIT 224.

To complete the major, a student must:

- 1) Acquire advanced knowledge of and competence in the French language. This competence is demonstrated by the successful completion of FRROM 312, or its equivalent, such as properly accredited study abroad or the passing of a special language test (the CASE examination) or the permission of the major advisor or of the director of undergraduate studies.

- 2) Take the three core courses for the major: FRLIT 321 (Readings in Modern French Literature and Culture); FRLIT 322 (Readings in Early Modern French Literature and Culture); FRLIT 323 (Readings in Francophone Literatures and Cultures).
- 3) Take five more courses at the 300 level or above, in no more than three of any related disciplines, as long as the course has a significant French component: art history, comparative literature, French literature, government, history, linguistics, visual studies, women's studies, or any other relevant discipline. These courses must be approved by the major advisor or by the director of undergraduate studies, and must represent a coherent program with a clear focus.

Administration of French Area Studies

Students are admitted to the major by the director of undergraduate studies in the French section of the Department of Romance Studies but are guided by their individual advisers. A copy of each student's program is given to the director of undergraduate studies for approval and safe-keeping.

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 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 FRRM 219 or its equivalent in advanced credit or placement by the Cornell CASE examination. The taking of FRRM 301 and/or 312 is, however, strongly recommended.

Students interested in studying in France are encouraged to consider the special benefits offered by EDUCO, the program in Paris cosponsored by Cornell and by Emory and Duke universities. EDUCO 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 semester as fully matriculated students at the University of Paris VII 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 in French history, society, and daily life. While it is possible to enroll in EDUCO for a single semester, admission preference will be given to students planning to study abroad for the full academic year.

EDUCO maintains a center in Paris with appropriate support staff. The resident director, chosen annually from the Cornell, Emory, 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.

Honors. The honors program encourages well-qualified students majoring in French literature and 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.

To be eligible for honors, students must have a general grade-point average of at least 3.0 and a grade-point average of at least 3.5 in their French major.

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 FRLIT 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 senior essay is to be made available for reading by the jury on or before April 15. The awarding of honors is determined by the student's grades in the major and the quality of the honors essay.

Language

Enrollment in a language course is conditional upon the student's eligibility for the particular level and on attendance of the first scheduled class session. A student who fails to attend the first three days of class will be automatically dropped from the course.

All French language courses are offered by the Department of Romance Studies, and French linguistics courses are offered by the Department of Linguistics.

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, some of which may be taken concurrently with FRRM 206, 209, or 219.

FRRM 121-122 Elementary French

121, fall; 122, spring. 4 credits each term. Prerequisite for 121: This course is intended for students with no experience in French. To be eligible for FRRM 121, students who have previously studied French must have an LPF score lower than 37 or SAT II score lower than 410. Prerequisite for 122: LPF score of 37-44 or SAT II score of 410-480, and FRRM 121. J. Luks (course coordinator) and staff.

These courses provide the thorough grounding in the language and insights into French language and Francophone cultures that students need to function in basic situations in a French-speaking culture. Small classes provide intensive, context-specific practice in speaking, reading, writing, and listening comprehension.

FRRM 123 Continuing French

Fall or spring. 4 credits. *Provides language qualification.* Prerequisite: FRRM 122 or an LPF score of 45-55 or SAT II score of 490-590. Recommended courses after FRRM 123: FRRM 206 or FRRM 209. K. Proux (course coordinator) and staff.

This 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 the language within the context of its culture.

FRRM 202 Pronunciation of Standard French

Spring. 3 credits. *Provides language proficiency and satisfies Option 1.*

Prerequisites: FRRM 123, LPF score of 56 or better, or permission of instructor. T. Alkire.

This intermediate-level course focuses on accent reduction. Students will learn how to transcribe French sounds while simultaneously engaging in systematic listening and pronunciation exercises. The exercises target vowels, consonants, and basic intonational patterns. Expressive intonation may be addressed near the end of the semester if time permits. Class work will include memorization of short dialogues and scenes from films. Students will achieve better pronunciation, greater fluency, and increased self-assurance in spoken French by the end of the course.

FRRM 206 French Intermediate Reading and Writing

Fall or spring. 3 credits. *Provides language proficiency and satisfies Option 1.*

Prerequisite: FRRM 123, LPF score of 56-64, or SAT II score of 600-680. Conducted in French. Recommended courses after FRRM 206: FRRM 219, FRLIT 220, or FRLIT 221. S. Tun.

This course is designed for students who want to focus on their reading and writing skills. Emphasis is placed on grammar review and expansion, vocabulary development, and appreciation of different styles of language. Diverse text types are used, including a contemporary novel and student-selected material.

FRRM 209 French Intermediate Composition and Conversation I

Fall, spring, or summer. 3 credits. *Provides language proficiency and satisfies Option 1.* Prerequisite: FRRM 123, LPF score of 56-64, or SAT II score of 600-680. Recommended courses after FRRM 209: FRRM 219 or FRLIT 221. Fall: C. Sparfel (course coordinator), C. Waldron, and staff; spring: C. Sparfel (course coordinator) and staff; summer: C. Waldron.

The course is designed to strengthen grammar skills, to improve reading, speaking, and writing ability; and to help students become independent learners.

FRRM 219 French Intermediate Composition and Conversation II

Fall or spring. 4 credits. Prerequisite: FRRM 206 or 209, or permission of instructor, or Q+ on the Cornell Advanced Standing Examination (CASE). Conducted in French. Recommended courses after FRRM 219: FRLIT 221, FRRM 301, or FRRM 305. FRRM 219 may be taken concurrently with FRLIT 221. Fall: S. LoBello (course coordinator) and A. Cahn Fung; spring: A. Cahn Fung (course coordinator) and K. Proux.

The emphasis of this course is on improving grammatical accuracy and on enriching vocabulary in oral and written expression of French. Varied types of reading, including newspaper articles. Short videos, films, and presentations by students provide the basis

for writing assignments and class discussions. Themes and emphases may vary from section to section.

FRROM 300 Directed Studies

Fall or spring. 1-4 credits variable.
Prerequisite: permission of instructor. Staff. Taught on a specialized basis to address particular student needs. Times arranged with instructor.

FRROM 301 Advanced French (I)

Fall or spring. 4 credits. Prerequisite: FRROM 219 or Q++ on the Cornell Advanced Standing Examination (CASE). Recommended course after FRROM 301: FRROM 312. FRLIT 220 or FRLIT 221 may be taken concurrently with 301. S. LoBello and staff.

Class discussions based on reading contemporary texts: half short stories, half articles on current events taken from French magazines or newspapers. All texts are chosen for thematic or cultural interest and linguistic quality. Special attention is given to accuracy in French through grammar review and weekly papers (essays or translations). Each student gives one or more oral presentations in class. Course required of French majors.

FRROM 305 French through Film

Fall or spring. 4 credits. Prerequisite: Q++ on the Cornell Advanced Standing Examination (CASE), FRROM 219, or permission of instructor. Recommended courses after FRROM 305: FRROM 301 or 312. FRROM 305 may be taken concurrently with FRLIT 221. C. Waldron.

Analysis of French contemporary films and related readings, used to study the language. Particular emphasis is on the culture and historical context as it relates to French contemporary society. Guest speakers provide enrichment on selected topics.

FRROM 312 Advanced French (II)

Fall or spring. 4 credits. Prerequisite: FRROM 301 or 305, or Q++ on the Cornell Advanced Standing Examination (CASE). T. Alkire.

This course on stylistics and translation aims to help students develop a richer, more nuanced, and idiomatic command of both the spoken and written language. Systematic study of grammar is discontinued as more attention is devoted to topics such as descriptive and prescriptive stylistics, authorial style, varieties of spoken and written French and their literary representations, rhetorical figures, poetics, as well as translation theory and textual analysis. Writing exercises include *pastiche*, *précis*, *explication de texte*, an *exercice de style*, and *thème*. Additional exercises will target vocabulary development. Seminar-style participation in class discussions is expected, as are two oral presentations.

FRROM 313 French in the News

Spring. 4 credits. Prerequisite: FRROM 301 or FRROM 305, or placement by the Cornell Advanced Standing Examination (CASE). C. Waldron.
The study of French televised news broadcasts and other media places students at the heart of today's France. A flexible approach allows students to perfect their language skills.

**FRROM 315 Translating from French—
Translating from Spanish (also
COM L 314 and SPANR 315)**

Fall. 4 credits. Prerequisite: FRROM 312 or SPANR 312 or permission of the instructor. J. Routier-Pucci.

This seminar-type course—open to students who have successfully passed the highest 300-level language course offered in either Spanish or French—will focus on translating from the source language into the target language (i.e., English). The objective of the course is to learn and practice the skill of translating from one of the source languages into English, and in so doing, to investigate the various technical, stylistic, and cultural difficulties encountered in the process. To attain this objective, the students will be exposed to a series of translation tasks, conducted individually or in groups: they will be asked to justify their translations, compare different translations of the same passage, work on different types of texts, and edit each other's translations.

**FRROM 630 French for Reading—
Graduate Students**

Spring only. 3 credits. Limited to graduate students. Staff.

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.

Literature

**FRLIT 221 Modern French Literature (IV)
(LA)**

Fall or spring. 3 credits. Prerequisites: FRROM 206 or FRROM 209 or CASE Q+. Conducted in French. Fall: T. McNulty and staff; spring: K. Long and staff.

This is a course designed to introduce students to methods of textual analysis, through the reading and discussion of works in various genres (narrative prose, drama, poetry) from the French and Francophone world. Emphasis will be placed on the development of analytical skills, in particular close readings of works by a variety of authors from different periods.

**FRLIT 224 The French Experience (also
HIST 270) (III or IV) (CA)**

Fall. 3 credits. Conducted in English. Readings available both in French and in English translation. N. Furman and M. Steinberg.

An examination of French society, culture, and institutions through key moments in French history in an attempt to understand what makes French culture so distinctive. Looking attentively at texts, images, and contexts, we will attempt to unravel some of the defining enigmas of the French experience. Two lectures each week in English. Readings available in French and in English translation. Discussion sections available in French when possible.

Note: Prerequisite for all 300-level courses in French literature: FRLIT 220, 221 or the equivalent.

FRLIT 313 Creative Writing

Spring. 4 credits. Prerequisites: FRLIT 321, 322, 323, and FRROM 301 or FRROM 305 or CASE placement, or permission of instructor. A. Berger.

The aim of this course is threefold: to further students' understanding of the peculiarities of the French language; to further their understanding of literary writing (hence their reading ability); and to allow them to put these skills to the test by writing creatively themselves. We will read short pieces of literature, looking at the grammar, the rhetoric, the figures, and the rhythm—at anything that produces a literary effect and a richness of meaning. Then students will write short pieces themselves, based on their linguistic discoveries and understanding of the literary process. Both the texts read and the texts produced weekly by the students will be subjected to commentary and careful scrutiny.

**FRLIT 314 New York, Paris, Baghdad:
Poetry of the City (also NES 314)**

Spring. 4 credits. S. Toorawa.
For description, see NES 314.

**FRLIT 320 Introduction to Twenty-First-
Century France (IV) (LA)**

Fall. 4 credits. Prerequisite: FRLIT 221 or 224, and FRROM 301 or 305 or CASE placement. Conducted in French. P. Lewis.

The broad focus of this course will be the art, literature, culture, and society of contemporary France. These interlocking dimensions of what the French take to be their national identity will be examined through a wide variety of representations: descriptions published in newspapers, magazines, and scholarly journals of the social, political, and religious controversies that have been prominent since the spring 2003 elections; a sampling of narratives, theatre, poetry, and opera produced since 2000; documentary films and standard movies produced for mass consumption; publicity for museums, exhibitions, monuments, and urban organizations; essays by politicians, journalists, and scholars about the so-called "decline of France"; and conflicting accounts of France's place in the European Union and its tense relations with the United States.

**FRLIT 321 Readings in Modern French
Literature and Culture (IV)**

Fall or spring. 4 credits. Prerequisite: FRLIT 221 or 224, and FRROM 301 or 305 or CASE placement. Conducted in French. Fall: A. Berger; spring: R. Klein.

This course is designed to teach ways of reading and understanding works created from the Romantic period to the present day, in their cultural contexts. A range of texts from various genres will be presented, and students will refine their analytical skills and their understanding of various methodologies of reading. Texts by authors such as Balzac, Baudelaire, Cixous, Colette, Duras, Genet, Mallarmé, Michaux, Proust, Rimbaud, Sarraute, and Sartre.

**FRLIT 322 Readings in Early Modern
Literature and Culture (IV)**

Spring. 4 credits. Prerequisite: FRLIT 221 or 224, and FRROM 301 or 305 or CASE placement. Conducted in French. M. C. Vallois.

This course is designed to familiarize students with works from the Renaissance, the Classical period, and the Enlightenment, as well as the cultural and historical context in which these texts were created, reflecting a dynamic period of significant change for France. We will study texts by such authors as Corneille, Diderot, de Lafayette, du Bellay, Marguerite de Navarre, Molière, Montaigne, Perrault, Racine, Ronsard, and Rousseau.

FRLIT 323 Readings in Francophone Literatures and Cultures @ (IV)

Fall. 4 credits. Prerequisite: FRLIT 221 or 224, and FRRM 301 or 305 or CASE placement. Conducted in French. J. Coursil.

This course is designed to enrich students' knowledge of the Francophone literatures and cultures in their diversity and social and cultural complexity. Various works from France, West Africa, the Magreb, and the Caribbean Islands will be considered and various methodologies of analysis will be presented. We will study works by such authors as Cheik Amadou Kane, Ampatè Bâ, Rachid Boudjedra, Aimé Césaire, René Depestre, and Raphaël Confiant.

FRLIT 334 The Novel as Masterwork (also FRLIT 684) # (IV) (LA)

Spring. 4 credits. Conducted in French. Prerequisite: FRLIT 321, 322, 323, and FRRM 301 or 305, or CASE placement, or permission of instructor. N. Furman.

A study of three nineteenth-century novels by masters of the genre: Stendhal's *Le Rouge et le Noir*, Flaubert's *Madame Bovary*, and Zola's *Nana*.

FRLIT 336 French Film (IV)

Fall. 4 credits. Conducted in English. T. Murray.

This course is a survey of major French films, and directors and trends in French film. Beginning with classic French films by directors such as Melies, Bresson, Carné, Vigo, Duvivier, and Renoir, we will consider the development of the New Wave (Truffaut, Godard, Rohmer, and Rivette), the Left Bank (Marker, Varda, and Resnais), and trends in post-'68 cinema, video, and new media (Assayas, Kuntzel, Boissier, and Ikam). Discussions of films will take into account the major critical and intellectual trends informing them, with particular emphasis on French film theory since the *Cahiers du Cinéma*. Weekly screenings will be in French with English subtitles (required screenings on Monday evening TBA); papers in French or English.

FRLIT 341 Empire and Decolonization in Francophone Literature (IV) (LA)

Spring. 4 credits. Conducted in French. Prerequisite: FRLIT 321, 322, 323, and FRRM 301 or 305, or CASE placement, or permission of instructor. J. Coursil.

The course is a broad survey of the history of the French empire as it is shown and criticized in major postcolonial texts (novels, poems, theatre, and essays), by writers from West Africa, the Magreb, Madagascar, the Antilles, and France. The course is an introduction to the most important issues of the field, colonial wars, slavery, racism, negritude, revolutions, deculturation and identities. We will also discuss the relevance of these questions with regard to the current phenomenon of globalization.

FRLIT 344 Introduction to Psychoanalysis (IV) (KCM)

Spring. 4 credits. Conducted in English. T. McNulty.

This course will provide an introduction to key concepts of psychoanalysis (the death drive, repression, the unconscious, the fantasy, and the mechanism of transference) as they are elaborated in the work of Sigmund Freud, especially as they help to elucidate questions of sexuality (infantile sexuality, the phallus and sexual difference, and masculinity and femininity) and the different logics

and stakes of the three psychic structures (neurosis, psychosis, and perversion). We will also examine Freud's cultural criticism (on totemism, the incest prohibition, group psychology, and war), as well as work by subsequent psychoanalysts (especially Jacques Lacan) on language and sexual difference.

FRLIT 355 He Said, She Said: The Battle of the Sexes in Medieval Renaissance Writing (also FGSS 356 and ITALL 355)

Spring. 4 credits. Conducted in English. K. P. Long and M. Migiel.

The Middle Ages and the Renaissance have been described by some modern scholars as the crucible of modern subjectivity, the period in which we see the emergence of the "individual" and the elaboration of new and dissenting perspectives on the relation between the self and the divine, as well as between the self and the social order. Our seminar will focus upon these emerging perspectives by exploring how human experience has been articulated differently by men and women. Literary works of the period reveal a spirited debate about gender roles and notions of romantic love and sexuality. Gender, language, and power are enmeshed in these writings. Men and women wield words both to reinforce the status quo and to transform social reality, posing questions that continue to be asked today. Are men and women fundamentally different? Do they experience the same event in different ways? Do men acknowledge and respond to women's authority? How do women present themselves when they respond to male authority and assume authority themselves? We will look for answers to these questions in such works as the *Letters* of Heloise and Abelard, the *Lais* of Marie de France, Boccaccio's *Decameron*, Marguerite de Navarre's *Heptameron*, and poetry by Veronica Franco.

FRLIT 370 The French Enlightenment and the Modern Citizen # (IV) (CA)

Fall. 4 credits. Conducted in French. Prerequisite: FRLIT 321, 322, 323, and FRRM 301 or 305, or CASE placement, or permission of instructor. M. C. Vallois.

Through a reading of various works of the French eighteenth century (by Montesquieu, Voltaire, Diderot, and Rousseau, as well as other, less canonical authors), we will study the emergence of new literary discourses and practices aiming at a "secularization" of the literary field, in conjunction with the ideological and epistemological changes that took place under the name of "Enlightenment." One of the most important of those changes is often seen as the production of the modern citizen.

FRLIT 372 Dandies in the Era of Decadence

Spring. 4 credits. Conducted in French. Prerequisite: FRLIT 321, 322, 323, and FRRM 301 or 305, or CASE placement, or permission of instructor. N. Furman.

A study of the dandy phenomenon and the concept of decadence in the later part of the nineteenth century. Readings will include Theophile Gautier's *Mademoiselle de Maupin*, Barbey d'Aurevilly's *Les Diaboliques*, Villiers de L'Isle-Adam's *Contes Cruels*, and J.-K. Huysman's *A Rebours*.

FRLIT 376 Classicism: Literature and Culture

Spring. 4 credits. Prerequisites: FRLIT 321, 322, 323, and FRRM 301 or 305, or CASE placement, or permission of the instructor. P. Lewis.

Properly entitled *Art, Literature, Culture, and Propaganda in French Neo-Classicism*, this course will examine three decades of cultural production—the 1660s, 1670s, and 1680s—in relation to the consolidation of the French monarchy under Louis XIV and the efforts of the state to direct artistic work toward the glorification of the crown. The works to be studied—by such major writers as Pascal, La Rochefoucauld, La Fontaine, La Bruyère, Madame de Lafayette, Madame de Sévigné, Saint-Simon, Boileau, Perrault, Lulli, and Fénelon—will provide a general introduction to French neo-classicism and its eventual contestation, as well as an account of the formation of a "world of letters" in Paris. The course will also include an overview of the moralists and their muted critiques of the social relations and political institutions that were being consolidated during this period.

FRLIT 382 Literature and Science in the Nineteenth Century # (IV)

Fall. 4 credits. Conducted in French. Prerequisites: FRLIT 321, 322, 323, and FRRM 301 or 305, or CASE placement, or permission of the instructor. N. Furman.

From medicine to physics, from biology to mechanics, the major scientific discoveries of the nineteenth century held the promise of either a better or a more frightful future. Literature reflects these hopes and fears. We will be studying the nineteenth-century obsessive interest in science in the works of Balzac, Flaubert, Zola, Maupassant, Verne, and Villiers de L'Isle-Adam.

FRLIT 392 The Roots of Modernism

Spring. 4 credits. Prerequisites: FRLIT 321, 322, 323, and FRRM 301 or 305, or CASE placement, or permission of the instructor. Conducted in French. R. Klein.

The Modernist era in art, which is associated with movements like Cubism, Surrealism, and Dada, has its roots in "the Banquet Years," the effervescent *fin de siècle* in Europe that lasted until 1913. In France, the period includes writers like Jarry, Apollinaire, Gide, Valéry, Cocteau, Tzara, and Proust; composers such as Satie and Stravinsky; and artists like Cézanne and Rousseau. In this course, individual works will be examined with an eye to their role as precursors of more familiar recent forms of artistic expression.

FRLIT 411 Rousseau and Anthropology (also ANTHR 410)

Fall. 4 credits. Conducted in English. A. Berger and J. Siegel.

Lévi-Strauss once wrote that Rousseau's work laid the theoretical grounds for modern anthropology. Kant, a reader of Rousseau, coined the term "anthropology" at the end of the eighteenth century. Philosophers, scientists, and people of letters of that time all strived to produce a "knowledge of man" and to understand "human diversity." They denounced "ethnocentrism" and reflected on differences. We will study proto-anthropological works of that period and ask in which ways Enlightenment thinking has inflected and continues to inflect anthropology today. Readings may include Buffon, Rousseau, Diderot, Lévi-Strauss, Mauss, and contemporary anthropologists.

FRLIT 412 Poetry and Poverty: Nineteenth-Century French Lyricism and the Times of Indigence (also FRLIT 617)

Spring. 4 credits. A. Berger.

From *Pauvres Gens* (Hugo) to the "pauvre Lélian" (Verlaine), from Baudelaire's "poor" to Rimbaud's 'scum,' French poetry takes up the poor's claim. But poverty as a social phenomenon doesn't simply become a poetical theme by striking lyricism's sentimental chord. If poverty is the main issue of the century, as French nineteenth-century political and social thinkers agree, and if the question of the modern times is indeed the question of poverty ("la misère"), as Michelet and Heidegger suggest in various ways, then the lyrical treatment of poverty raises the question of poverty's relation to modernity, and more specifically to the economy that defines it. Through a close examination of poems by Hugo, Baudelaire, Rimbaud, Verlaine, Mallarmé, and Jehan-Rictus, read along with Michelet, Benjamin, and Heidegger (among others), we will address the question of poetry's relations to the modern experience of lack and need, as well as to the poor as a figure of the outcast. How can poetry give (itself) and what can it give in times of want, that is in times of the retreat of the gift?

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 429-430 Honors Work in French (IV)

429, fall; 430, spring. 8 credits [yearlong course]. An R grade is given at the end of the fall semester and a final letter grade at the end of the spring semester. Open to juniors and seniors. Consult the director of the honors program for more information. M. C. Vallois.

FRLIT 438 Francophone Women Writers (also FRLIT 638)

Spring. 4 credits. Conducted in French. J. Coursil.

This course is designed to study works by women writers in relation with the postcolonial Francophone field. We will discuss questions such as artificial societies and democracy, sexuality in colonial contexts, post-colonial cultural identities, as well as racism and aesthetics of phenotypes. Texts by authors such as Mayotte Capécia, Maryse Condé, Simone Schwarz-Bart, Aminata Sow Fall, Leïla Sebbar, and Hélène Cixous. We will also study references from the works of Sigmund Freud, Simon de Beauvoir, Simone Weil, and others.

FRLIT 442 Sex in French (also FRLIT 642)

Spring. 4 credits. Prerequisites: FRLIT 221 or permission of instructor. Conducted in French. C. Howie.

Does a close investigation of French culture sustain its reputation for sexual provocation? From the medieval *guerelle de la rose* to the recent bestseller *La vie sexuelle de Catherine M.*, the boundaries between representing sex and philosophizing about it are more or less constantly permeable. We'll look at a few particularly fraught moments in this history of permeability, beginning with the medieval dirty stories known as *fabliau* and the debates that grew out of the *Roman de la rose*, Sade's *Philosophie dans le boudoir*, Cocteau's *Le livre*

blanc; Genet's *Miracle de la rose*; Bataille's *Erotisme*; Duras's *Les yeux bleus cheveux noirs*; and films by Patrice Chereau, Cyril Collard, Catherine Breillat, and François Ozon.

FRLIT 446 The Medieval Society of the Spectacle (also FRLIT 646 and ITALL 446/646)

Fall. 4 credits. Conducted in English, with biweekly discussion section in French and Italian for interested students. C. Howie. What does it mean to be dazzled? This course aims to explore some of the ways in which medieval France and Italy were the site of an exhaustion of the visible: in courtly and religious ritual; in theatrical display; in so-called mystical experience; and in reliquaries, cathedrals, and the bodies alleged to illumine them from within. More specifically, does vision eclipse the other senses; does it eclipse interpretation; and what is at stake in the notion of eclipse? We will have ample opportunity to reflect upon both public and private modes of vision—that is, the spectacle as both mass spectacle and mirror—and to question the relationship of vision to the other senses, to language, and to meaning. Our texts will come from a variety of genres, some historically more visible than others: from medieval French theatre (Adam de la Halle, Rutebeuf) to vernacular devotion (Marguerite Porete's *Miroir des âmes simples*, Catherine of Siena's letters); from the *Roman de la rose* and Dante's engagement with the political and psychic field of the visible; from Guy Debord to Kaja Silverman and Jean-Luc Nancy.

FRLIT 447 Medieval Literature # (IV) (LA)

Spring. 4 credits. Prerequisite: FRLIT 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 theatre.

FRLIT 451 Marguerite Duras (IV) (LA)

Spring. 4 credits. Prerequisite: FRLIT 220, 221, or permission of instructor. Conducted in French. T. McNulty.

This course will examine works representing the many different dimensions of Duras' oeuvre: novels, theatre, screenplays, films, and nonfiction. We will focus our attention on the problematic of time (memory and forgetting; narrative time; past, present, and future tenses); genre and media (why Duras so frequently retells the "same" story in a different medium or literary genre); politics (the French colonization of Indochina; the death camps of WW II and the French Resistance; the bombing of Hiroshima); and language and sexual difference (Duras' desire to reinvent literary form to tell the story of "the girl" and her interest in the political stakes of feminine speech). Our close readings of individual works will be complemented by critical essays by Blanchot, Cixous, Deleuze, Freud, Lacan, Heidegger, and others.

FRLIT 453 Ovid in the Renaissance (also FRLIT 653)

Fall. 4 credits. Conducted in French. K. Long.

Ovid, the Renaissance schoolboy's text of choice, offers a cornucopia of material on myths, monsters, heroes, transsexuals, and other wonders. This seminar will examine not only the significance of this material for the Renaissance imagination, but the importance of Ovid's work for notions of imitation and for the expression of broader philosophical

debates on the nature of knowledge, gender, and authority. Works to be read and discussed will include Ovid's *Metamorphoses*, Ronsard's *Amours*, Montaigne's *Essais*, d'Aubigné's *Les Tragiques*, and Paré's *Des Monstres et Prodiges*.

FRLIT 464 Orality, Literature, Community (also FRLIT 664)

Spring. 4 credits. M. C. Vallois. The goal of this course is to re-examine the question of the relationship between orality and literature in the production of French and Francophone cultures. We will look at this question in a cross-disciplinary perspective (linguistic, ethnological, philosophic, and historical), but the major focus of the course will be the close analysis of some emblematic examples that illustrate the problematic encounter of orality, literature, and community: medieval popular genres such as tales, proverbs, and songs; fairy tales and fables; dialogic and oratory texts, orality literature . . . To do so we will read some of the major contributions on the subject by critical thinkers such as Zumthor, Jolles, Bakhtine, Derrida, de Certeau, and Glissant. Scrutinizing authorial and nonauthorial works and productions, we will evaluate the ways that centrality, erasure, marginalization, or idealization of the key notions of "literature," "community," and "orality" translate (or don't) a parallel movement in the social, sexual, or national hierarchies of what is traditionally defined as French and Francophone culture.

FRLIT 607-608 Proseminar (also ITALL 607-608 and SPANL 607-608)

607, fall; 608, spring. 2 credits each term. M. Greenberg.

This proseminar is the place for sustained exchanges among graduate students, faculty members, and visiting lecturers. Activities include reading and discussion of seminal texts, chapters from dissertations and works-in-progress, and articles and essays from visiting lecturers.

FRLIT 611 Postcolonial Discourse Theory in Francophone Texts

Fall. 4 credits. J. Coursil. Based on Francophone texts, both colonial and post-colonial, this course is designed as a discussion of different theories in contemporary literary criticism such as semiology, postmodernism, and deconstruction. We will focus on questions such as poetics and narrativity through works by Laotréumont, Victor Segalen, Aimé Césaire, Saint John Perse, Edouard Glissant, and others. The theoretical issues will be studied in authors such as Heidegger, Merleau-Ponty, Foucault, Barthes, Lyotard, Derrida, Saussure (new manuscripts), Benveniste, and Bakhtin.

FRLIT 617 Poetry and Poverty: Nineteenth-Century French Lyricism and the Times of Indigence (also FRLIT 412)

Spring. 4 credits. A. Berger. For description, see FRLIT 412.

FRLIT 623 Althusser and Lacan (also COM L 686, GERST 686, and GOVT 679)

Fall. 4 credits. Reading knowledge of French not required. G. Waite. This seminar takes up the old "dialogue" or "confrontation" between Marxism and psychoanalysis as it continues in our "postmodern" or "post-communist" era, based on close readings of selected works by Louis Althusser and by Jacques Lacan.

Specific topics include: the significance of their personal relationship; the role of "anti-philosophical" Lacanian concepts in Althusser's philosophy or "aleatory materialism"; writers of common interest (from Spinoza to Freud); the homology between the "return to Marx" and the "return to Freud"; their modes of interpretation and argumentation; the technique of "symptomatic reading"; differing concepts of "structure," "over determination," and "contradiction"; the question whether "ideology is (the) unconscious"; and their critiques of Marxism, Stalinism, and capitalism. Other writers include Badiou, Balibar, Butler, Copjec, Freud, Gramsci, Machiavelli, Marx, Mao, Negri, Spinoza, and Zizek.

FRLIT 624 Psychoanalysis

Spring. 4 credits. M. Greenberg.
The class is intended to be an introduction for beginning graduate students to the history and theory of psychoanalysis. We will be primarily interested in reading the early texts of psychoanalysis, especially Freud, while indicating the different directions analytic theory and practice will take in their later developments.

FRLIT 638 Francophone Women Writers (also FRLIT 438)

Spring. 4 credits. Conducted in French. J. Coursil.

For description, see FRLIT 438.

FRLIT 639-640 Special Topics in French Literature

639, fall; 640, spring. 2-4 credits each term. Staff.

Guided independent study for graduate students.

FRLIT 642 Sex in French (also FRLIT 442)

Spring. 4 credits. Prerequisites: FRLIT 221 or permission of instructor. Conducted in French. C. Howie.

For description, see FRLIT 442.

FRLIT 646 The Medieval Society of the Spectacle (also FRLIT 446 and ITALL 446/646)

Fall. 4 credits. C. Howie.

For description, see FRLIT 446.

FRLIT 653 Ovid in the Renaissance (also FRLIT 453)

Fall. 4 credits. K. Long.
For description, see FRLIT 453.

FRLIT 664 Orality, Literature, Community (also FRLIT 464)

Spring. 4 credits. M. C. Vallois.

For description, see FRLIT 464.

FRLIT 691 Femininity, Ethics, and Aesthetics (also COM L 679)

Fall. 4 credits. Conducted in English. T. McNulty.

This course will serve as a theoretical introduction to psychoanalytic treatments of femininity, especially in Freud and Lacan. The structure of femininity, distinct from biological sex or social gender, is understood as a particular ethical response to the death drive and to the signifier or law that seeks to limit its insistence. The first half of the course will explore the logic of femininity, its difference from masculinity, and its contestation of the phallic signifier; the second half will focus on the stakes of aesthetics in femininity, as a possible solution to the impasses of the signifier. We will examine other important formulations of femininity (Jones, Riviere,

Klan, Montrelay), and its relation to aesthetics (Kant, Cixous, Lyolard), as well as works of fiction and visual art.

Italian

Faculty: T. Alkire, M. Baraldi, K. Bättig von Wittelsbach, T. Campbell (director of undergraduate studies), F. Cervesi, M. Migiel, M. Scotto, S. Stewart-Steinberg, P. Swenson. Emerita: A. Grossvogel.

The Major

The Italian section offers a major in Italian with tracks in Italian Literature and Culture and Italian Studies. The first track is designed for students who wish to study Italian language, literature, and culture through the works of writers, artists, and cultural figures who have developed rich and varied aesthetic traditions. The track in Italian Studies includes a broader progression of courses that entails work in related disciplines. Both are designed to provide students with proficiency in reading, speaking, and writing in Italian, to familiarize them with Italian culture, and to assist them in analyzing Italian texts in related fields. For further information, students are asked to consult the acting director of undergraduate studies.

Track 1: Italian Literature and Culture

Track 1 of the major in Italian is designed for students who 1) wish to study Italian language, literature, and culture through the works of writers, artists, and cultural figures who have developed rich and varied aesthetic traditions; and 2) may wish to pursue a Ph.D. in Italian.

Admission: The prerequisite for official admission to track 1 of the Italian major is successful completion of any ITALL course at the 200 level or higher conducted in Italian.

Students who wish to major in Italian are advised to consult with the director of undergraduate studies, Timothy Campbell (tcc9@cornell.edu), in 323C Morrill Hall. Professor Campbell will take into account the student's interest, preparation, and career goals, will assign the student to an adviser. 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 and cultural history, and to develop some skill in textual and cultural analysis. With the major adviser, the student will craft an individualized plan of studies that will meet the minimum requirements for the major in Italian as listed here:

At least ten ITALL courses at the 200 level and higher. (The prerequisite may be counted toward this requirement. The 1-credit Italian practicum and the 1- or 2-credit independent-study options do not count as full courses). One of these courses must be at the 400 level and one must be in the pre-eighteenth century. With permission of the adviser, the student may substitute for two of these courses others that are deemed relevant to the student's study of Italian (e.g., a course in another national literature, a course in critical theory, or a course in European history).

At least 20 credits in courses conducted entirely in Italian. The Italian practica may be used to fulfill three of these credits. Twelve of these credits must be in courses in Italian at the 300-level or above.

Competency in the Italian language (as demonstrated by examination or by course work approved by the director of undergraduate studies).

ITALA 402 (History of the Italian Language) and ITALA 403 (Linguistic Structure of Italian) may be counted toward the ten courses required for the major. (Note: An introductory linguistics course is a prerequisite for ITALA 402 and 403.)

Track 2: Italian Studies

The Italian Studies option is designed primarily for students who wish to pursue individual interests that do not fall within the Italian option of the major. Students select courses from the Italian section as well as courses from other departments that have a substantial Italian component, such as History of Art, Architecture, Government, Music, and Comparative Literature. For the list of approved Italian Studies courses, please see the acting director of undergraduate studies.

Admission: By the end of their sophomore year, prospective majors in track 2 should have taken ITALA 219 (Intermediate Conversation and Composition) or demonstrated the equivalent level of fluency.

To complete the program, students must:

- 1) demonstrate competence in the Italian language by completing ITALA 313 (Advanced Conversation and Composition) or its equivalent;
- 2) complete the core series of Italian Studies courses: ITALL 290 (Perspectives in Italian Culture [offered in the fall]), ITALL 295 (Italian Cinema [offered in the spring]), and ITALL 297 (Introduction to Italian Literature [offered in the fall]);
- 3) complete at least five courses (20 credits) from the approved list of Italian Studies courses at the 300 level **from no more than three departments**. Those students planning on studying abroad for a year or a semester in Italy should plan their course work to emphasize their individual interests;
- 4) select a committee of one or more faculty advisers to help formulate a coherent program of study. One of the advisers must come from the Italian Studies section.

Students are encouraged to enrich the program by combining this option with other majors in related fields such as history of art, religious studies, music, comparative literature, or architecture.

Study Abroad in Italy: Italian Studies strongly encourages students to consider studying abroad in Italy. There students will have the opportunity to immerse themselves in Italian and gain a singular perspective on the Italian cultural context.

Students are urged to consider the Bologna Cooperative Studies Program (BCSP), of which Cornell is an associate member. BCSP offers qualified undergraduate students an opportunity to study for credit for a full academic year or a second semester at the University of Bologna. During each semester of the academic year, which begins in October and extends through June, BCSP students enroll in one or two regular University of Bologna courses with Italian students. Students may also take special courses in

Italian literature, language, art history, film studies, civilization, and contemporary politics.

Language

Enrollment in a language course is conditional upon the student's eligibility for the particular level and on attendance of the first scheduled class session. Students who fail to attend the first three days of class will be automatically dropped from the course.

ITALA 121-122 Elementary Italian

121, fall; 122, spring. 4 credits each term. Prerequisite for ITALA 122: ITALA 121, or an LPI score of 37-44, or an SAT II score of 370-450. Intended for beginners or students placed by examination. At the end of ITALA 122, students who score lower than 56 on the LPI may take ITALA 123, while those with 56 or higher on the LPI qualify and may enter the 200-level sequence; otherwise ITALA 123 is required for qualification. Evening prelims. Fall: F. Cervesi (course coordinator), M. Baraldi, S. Stewart-Steinberg, P. Swenson, and staff; spring: F. Cervesi (course coordinator), M. Baraldi, S. Stewart-Steinberg, and staff.

This course provides a thorough grounding in all the language skills: listening, speaking, reading, and writing, with practice in small groups. Lectures cover grammar and cultural information.

ITALA 123 Continuing Italian

Fall or spring. 4 credits. Provides language qualification. Limited to students who have previously studied Italian and have an LPI score of 45-55 or an SAT II score of 460-580. T. Alkire.

An all-skills course designed to improve speaking and reading ability, to establish groundwork for correct writing, and to provide a substantial grammar review.

ITALA 209 Italian Intermediate Composition and Conversation I

Fall or spring. 3 credits. Provides language proficiency. Prerequisite: ITALA 123 or LPI score of 56-64, or SAT II score of 590-680, or CASE Q. Students wishing to major in Italian and students wishing to study abroad in Italy are strongly encouraged to enroll concurrently in ITALL 214. K. Battig.

A guided review of conversation, composition, reading, pronunciation, and grammar, emphasizing the development of accurate and idiomatic expression in the language.

ITALA 219 Italian Intermediate Composition and Conversation II

Spring. 3 credits. Prerequisite: ITALA 209 or equivalent. Students wishing to major in Italian and students wishing to study abroad in Italy are strongly encouraged to enroll concurrently in ITALL 214. K. Battig. 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, cultural studies, and cinema; see separate listings under ITALL 214, 215, 216, and 217 for descriptions of these courses.

ITALA 300 Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor. Staff.

Taught on a specialized basis to address particular student needs. Times are arranged with instructor.

ITALA 313 Advanced Conversation and Composition

Fall. 3 credits. Prerequisite: ITALA 219 or equivalent or permission of instructor. P. Swenson.

Conducted in Italian, this course focuses on developing oral and written language skills through the study of cultural and social issues of contemporary Italy. Students will improve their fluency in the language through oral exercises, compositions, as well as group and individual presentations. The course will also entail a grammar review of selected points and analysis of present-day Italian.

Literature

ITALL 214 World News, Italian Views (IV) (CA)

Fall. 3 credits. Satisfies language Option I. Course limited to eighteen students. Prerequisite: permission of instructor. Conducted in Italian. M. Migiel.

In this seminar, we read, discuss, and write about a variety of global and transnational issues that get debated in the Italian media. Our approach to these cultural issues is grounded in rhetorical and discourse analysis. Students are required to read articles from Italian and English (both U.S. and British) sources. Students who read other languages (e.g., French and Spanish) are encouraged to offer points of comparison. Topics include current events, international politics, developments in science and technology, economic and business ventures, literary bestsellers, movies, and sports.

ITALL 221 The Italian Renaissance (also HIST 350) # (III or IV)

Fall. 4 credits. J. Najemy. For description, see HIST 350.

ITALL 290 Perspectives in Italian Culture

Fall. 3 credits. Conducted in English with a discussion session in Italian. T. Campbell. Offered every year as part of the "core courses" for Italian Studies majors, this course gives students with the tools to understand the most important social, political, and artistic developments in contemporary Italian culture, such as the role of immigration in Italy; the Italian immigrant experience in the twentieth century, particularly in the United States; the politics of food; and recent Italian cinema. Using a cultural-studies perspective, students will select an area of Italian culture that will complement their principal interest, and at semester's end will present a research project on it. Through background lectures; discussions of readings in anthropology, history, sociology, literature, and cultural studies; and film screenings, students will be introduced to resources employed in the production and consumption of Italian culture globally today. Primary readings include selections from Eco, Fallaci, Levi, and Sciascia; and films from Amelio, Bertolucci, Benigni, Moretti, and Muccino. A group of secondary readings will stimulate our discussion of the historical and cultural panorama of contemporary Italy.

ITALL 295 The Cinematic Eye of Italy (IV)

Spring. 3 credits. Conducted in Italian. Prerequisite: ITALA 209 or permission of instructor.

In this sophomore seminar, Italian film is used to explore the basics of film theory as well as some of the most important issues in modern Italian cultural history. Films viewed include neorealist works, spaghetti westerns and "trash" films, and political films from the 1970s (Wertmüller, Cavani, Bertolucci). Readings are designed to introduce students to film criticism and recent debates in Italian visual and cultural studies.

ITALL 297 Introduction to Italian Literature

Fall. 3 credits. Conducted in Italian. Note: students who have taken ITALL 216 or 217 are not eligible to take this course. T. Campbell.

One of the "core courses" in the Italian Studies major, this course aims to introduce students to Italian literature of the twentieth century. The first half of the semester is dedicated to the short-story genre, in particular to prose works by Pirandello, Moravia, Buzzati, and Sciascia. In the second half, we will turn to the writings of Primo Levi, reading his classic *Se questo è un uomo*, as well as Carlo Levi's *Cristo si è fermato ad Eboli*. Throughout we will be especially interested in the "Southern Question," the Shoah, and representations of life under fascism. In addition, the class includes significant practice in grammar and composition. To this end, the course includes a daily grammar component and students are required to write five papers of medium length over the course of the semester as well as take a final exam.

ITALL 300 Italian Practicum

Fall or spring. 1 credit. Conducted in Italian. Staff.

Students enrolled in an Italian literature or culture course that is conducted in English (e.g., ITALL 221, 301, 351, 355, 446, and 456) may opt to take this one-credit practicum in Italian, provided that they have already attained proficiency in the language. Students in the practicum spend one class hour per week discussing selected issues or texts in Italian; they also complete an appropriate amount of written work in Italian.

ITALL 301 Screening "Cosa Nostra": The Mafia and the Movies from Scarface to The Sopranos

Spring. 4 credits. Conducted in English. T. Campbell.

From Al Capone to Tony Soprano, the mafia has been the subject of numerous films over the course of seventy years, so many in fact that one might well speak of a "mafia obsession" in American popular culture. Drawing upon a large number of American and Italian films, this course examines the cultural history of the mafia through film. We will explore issues related to the figure of the gangster, the gender and class assumptions that underpin it, and the portrayal—almost always stereotypical—of Italian-American immigrant experience that emerges from our viewings. The aim will be to enhance our understanding of the role the mafia plays in American and Italian culture in the twentieth and twenty-first centuries. Film screening will include *Little Caesar*, *Scarface: Shame of the Nation*, *The Godfather I and II*, *Goodfellas*, *The Funeral*, *Donnie Brasco*, and episodes of *The Sopranos*. We will also watch a number of Italian treatments of the mafia: *Excellent Cadavers*, *Salvatore Giuliano*, *Johnny Stecchino*, and *The 100 Steps*, among others.

Readings from Leonardo Sciascia, Alexander Stille, and Regina Barcecca will provide the necessary cultural and historical contexts.

ITALL 351 Machiavelli (also HIST 351) # (III or IV)

Spring, 4 credits. Conducted in English. J. Najemy.
For description, see HIST 351.

ITALL 355 He Said, She Said: The Battle of the Sexes in Medieval and Renaissance Writing (also FGSS 356 and FRLIT 355)

Spring, 4 credits. Conducted in English. M. Migiel and K. Long.
The Middle Ages and the Renaissance have been described by some modern scholars as the crucible of modern subjectivity, the period in which we see the emergence of the "individual" and the elaboration of new and dissenting perspectives on the relation between the self and the divine, as well as between the self and the social order. Our seminar will focus upon these emerging perspectives by exploring how human experience has been articulated differently by men and women. Literary works of the period reveal a spirited debate about gender roles and notions of romantic love and sexuality. Gender, language, and power are enmeshed in these writings. Men and women wield words both to reinforce the status quo and to transform social reality, posing questions that continue to be asked today. Are men and women fundamentally different? Do they experience the same event in different ways? Do men acknowledge and respond to women's authority? How do women present themselves when they respond to male authority and assume authority themselves? We will look for answers to these questions in such works as the letters of Heloise and Abelard, the *Lais* of Marie de France, Boccaccio's *Decameron*, Marguerite de Navarre's *Heptameron*, and poetry by Veronica Franco.

ITALL 389 The Modern Novel: "Heroines, Their Authors, Their Critics" (also ITALL 689) (IV) (LA)

Fall, 4 credits. S. Stewart-Steinberg.
The modern Italian novels focused on in this course were all written in the nineteenth and early twentieth centuries, and they are thematically linked by their concern with feminine heroes that deviate from their required heteronormative existence. They are all either adulteresses, vampires, ghosts, or hysterics. In this course we analyze not only how and why such figures of woman are constructed, but also how Italian literary criticism during the period comes to terms with such constructions. Readings include novels by Giovanni Verga, Antonio Fogazzaro, Edmondo De Amicis, Igino Tarchetti, Luigi Capuana, Sibilla Aleramo, and Matilde Serao and the critics Francesco De Sanctis, Benedetto Croce, and Antonio Gramsci.

ITALL 419-420 Special Topics in Italian Literature

419, fall; 420, spring, 2-4 credits each term. Prerequisite: permission of instructor. T. Campbell, M. Migiel, and S. Stewart-Steinberg.
Guided independent study of specific topics.

ITALL 429-430 Honors in Italian Literature

429, fall; 430, spring, 8 credits [year-long course]. An R grade is given at the end of the fall semester fall and a final letter grade at the end of the spring semester. Limited to seniors. Prerequisite: permission of instructor. T. Campbell and staff.

ITALL 445 Boccaccio

Fall, 4 credits. Conducted in Italian. M. Migiel.
This seminar will be dedicated to a reading of Boccaccio's *Decameron* (1349-51). Particular attention will be dedicated to exploring how the stories of the *Decameron* represent competing notions of love, marriage, sexuality, truth, and honor, as well as how the *Decameron* represents a world caught between aristocratic ideals and the interests of a new mercantile and business class.

ITALL 446 The Medieval Society of the Spectacle (also FRLIT 446, FRLIT 646, and ITALL 646)

Fall, 4 credits. Conducted in English. C. Howie.
For description, see FRLIT 446.

ITALL 456 Opera, History, Politics, and Gender (also COM L 459, FGSS 454, HIST 460, MUSIC 474, and S HUM 459) (III or IV)

Fall, 4 credits. Conducted in English. S. Stewart-Steinberg and M. Steinberg.
For description, see HIST 456.

ITALL 465 The Modern Post-Postmodernism in Italy (also ITALL 665) (IV)

Spring, 4 credits. Conducted in Italian. T. Campbell.
The subject of this seminar is the examination of postmodernism in the Italian and American contexts principally through the medium of narrative. Postmodernism is nominally an interdisciplinary phenomenon that skirts the fields of architecture, political economy, and literature, but as this seminar is offered under the heading of literature, the analyses are centered chiefly on Italian novels of the last twenty years that urge postmodernism forward as their theme. As such the course is embedded both in the discipline of Italian Studies (for these novels are by their very nature representative of a certain literary genre well known in Italy) and in a critical discourse that goes by the name of theory. Students stand to gain much from such an alliance: greater familiarity with recent developments in narrative theory; a deeper understanding of the contemporary novel in Italy and the United States; and—most importantly—a sustained opportunity to think about and discuss issues that are absolutely central to informed judgments about contemporary aesthetics and culture. Texts include: Jameson's *Postmodernism*, or *The Cultural Logic of Late Capitalism*; Nabokov's *Pale Fire*; Eco's *The Name of the Rose*; Tabucchi's *The Missing Head of Damasceno Monteiro*; Delillo's *Libra*; and Calvino's *Invisible Cities* and *If on a Winter's Night a Traveler*.

ITALL 607-608 Proseminar (also FRLIT 607-608 and SPANL 607-608)

607, fall; 608, spring, 2 credits each term. M. Greenberg.
The proseminar is the place for sustained exchanges among graduate students, faculty members, and visiting lecturers. Activities include reading and discussion of seminal

texts, chapters from dissertations and works-in-progress, and articles and essays from visiting lecturers.

ITALL 639-640 Special Topics in Italian Literature

639, fall; 640, spring, 4 credits each term. T. Campbell, M. Migiel, and S. Stewart-Steinberg.

ITALL 646 The Medieval Society of the Spectacle (also FRLIT 446, FRLIT 646, and ITALL 446)

Fall, 4 credits. Conducted in English. C. Howie.
For description, see FRLIT 446.

ITALL 665 The Modern Post-Postmodernism in Italy (also ITALL 465) (IV)

Spring, 4 credits. Conducted in Italian. T. Campbell.
For description, see ITALL 465.

Portuguese

Faculty: J. Oliveira.

PORT 121-122 Elementary Brazilian Portuguese

121, fall; 122, spring, 4 credits each term. Intended for beginners, for students with little or no fluency in Spanish. Students may attain qualification upon completion of PORT 122 by achieving a satisfactory score on a special examination. J. Oliveira.
A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

PORT 209 Intermediate Conversation: Portuguese for Spanish Speakers @

Fall or spring, 3 credits. *Provides language proficiency and satisfies Option 1.*
Prerequisites: PORT 122 or permission of instructor. J. Oliveira and staff.

Intended for students who have taken PORT 121-122, and for students who are either native or near-native speakers of Spanish or another Romance language (or CASE Q++). This fast-paced review is designed to improve grammatical accuracy and enrich vocabulary. An all-skills course, it incorporates listening comprehension and speaking activities, and particularly emphasizes Brazilian Portuguese as spoken within the context of its culture.

PORT 219 Intermediate Composition: Portuguese for Spanish Speakers @

Spring, 3 credits. Prerequisite: PORT 209. J. Oliveira.

This course further refines the development of accurate writing and oral expression. It provides a continuation of grammar review with special attention to pronunciation and the development of a more accurate, conversational, and colloquial communication of Brazilian Portuguese. It includes readings in contemporary Portuguese and Brazilian prose and some writing practice.

PORT 319 Readings in Luso-Brazilian Literature of the Nineteenth Century @ # (IV)

Fall, 4 credits. Prerequisite: permission of instructor. J. Oliveira.

A broad approach to selected writings of representative Luso-Brazilian authors from the nineteenth century to the present, including Machado de Assis, Aluísio de Azevedo, Lima Barreto, Manoel Antonio de Almeida, and Eça de Queiroz. The course is divided into small sections. The students may read all works either in Portuguese or in translation.

Assignments will include short book reports, and students will select a topic for in-depth research leading to the writing of a final term paper.

PORT 320 Readings in Luso-Brazilian Literature of the Twentieth Century @ (IV)

Spring. 4 credits. Prerequisite: permission of the instructor. J. Oliveira.
A broad approach to selected writings of contemporary Brazilian and Portuguese authors such as Graciliano Ramos, J. L. do Rego, Jorge Amado, Clarice Lispector, Moacyr Scliar, Fernando Pessoa, and Joao Saramago. The course is divided into small sections. The students may read all works either in Portuguese or in translation. Assignments will include short book reports, and students will select a topic for in-depth research leading to the writing of a final term paper.

PORT 630 Portuguese Reading for Graduates

Fall. 3 credits. Limited to graduate students. Staff.
Designed for those with little or no background in Portuguese and little exposure to written Portuguese, this course primarily aims to develop skill in reading Portuguese. Grammar basics, extensive vocabulary, and strategies for reading in a foreign language are covered. The choice of texts depends on the interest of the students in the course.

Quechua

Faculty: L. Morató-Peña.

QUECH 121-122 Elementary Quechua

121, fall; 122, spring. 4 credits each term. Prerequisite for 122: QUECH 121. L. Morató-Peña.
A beginning conversation course in Quechua.

QUECH 136 Quechua Writing Lab

Spring. 1 credit. Prerequisite: concurrent enrollment in QUECH 122 or instructor's approval. Letter grade only. L. Morató-Peña.
Computer-assisted drill and writing instruction in elementary Quechua.

QUECH 209/219 Continuing Quechua @

209, fall; 219, spring. 3 credits each term. 209 provides language proficiency and satisfies Option 1. Prerequisites: for QUECH 209: QUECH 122 or equivalent; for QUECH 219: QUECH 209 or equivalent. L. Morató-Peña.

An intermediate conversation and reading course. Study of the Huarochiri manuscript.

QUECH 300 Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor. L. Morató-Peña.
Taught on a specialized basis to address particular student needs. Times arranged with instructor.

Romance Studies

ROM S 321 History of Romance Languages (also LING 321) # (III or IV) (HA)

Fall. 4 credits. C. Rosen.
For description, see LING 321.

ROM S 407 Methodology of Romance Language Learning and Teaching

Spring. 4 credits. J. Luks, N. Díaz-Insensé.
This course, designed for the novice teacher in Romance languages, focuses on teaching as facilitation of learning, thus on the learner's processing of language acquisition and the promotion of reflective teaching. A further objective is the development of an analytical grasp of the target languages, so that the novice teacher is better able to meet the needs of the learner in the understanding and acquisition of linguistic forms, notions, and functions. Pedagogical approaches are addressed from a learner-centered perspective involving effective language learning strategies and analysis.

ROM S 433 The Lesser-Known Romance Languages (also LING 433) (III) (KCM)

Spring. 4 credits. Prerequisite: LING 101 or equivalent and qualification in any Romance language. C. Rosen.
The course surveys three or four Romance languages or dialects, examining their sound systems, grammars, and historical evolution from Latin. It includes some demonstrations by native speakers. Readings represent both the modern languages and their earliest attested stages. Topic for fall 2004: Catalan, Romanian, a Northern Italian dialect, and a Rheto-Romance language.

ROM S 439 Poetry and Poetics of Translation (also COM L 439, COM L 639, and ROM S 639)

Fall. 4 credits. Limited to 15 students. J. Monroe.
Is poetry—the poetry of poetry—what gets lost in translation, as some would claim, or is it what comes through after all, across linguistic and cultural differences? How are we to understand what makes poetry (un)translatable, and the complex ways it both resists and invites translation? In the context of contemporary globalization, what challenges face translators and readers interested in situating poetry within international frames of reference? How do the tasks of translating poetry differ from those of translating other contemporary discourse? What is it about poetry that has given rise in recent years, in the wake of 1989 and 9/11, in the United States and elsewhere, to a renewed sense of poetry's urgency and resonance? This seminar will explore these related questions through the work of such writers as Adonis, Adorno, Alcalay, Agamben, Badiou, Benjamin, Bernstein, Block, Brathwaite, Brecht, Carson, Celan, Césaire, Darwish, Enzensberger, Glissant, Jabes, Lacoue-Labarthe, Walcott, and Waldrop.

ROM S 639 Poetry and Poetics of Translation (also COM L 439, COM L 639, and ROM S 439)

Fall. 4 credits. Limited to 15 students. J. Monroe.
For description, see ROM S 439.

Spanish

Faculty: S. Amigo-Silvestre, M. Blume, B. Bosteels, L. Carrillo, D. Castillo (director of undergraduate studies), N. Díaz-Insensé, E. Dozier (associate chair for language instruction), M. A. Garcés, J. Rodríguez García, Z. Iguina, C. Lawless, N. Maldonado-Méndez, L. Morató-Peña, S. Pinet, J. E. Paz-Soldán, P. Perez del Solar, M. K. Redmond, J. R. Resina, J. Routier-Pucci, E. Sánchez-Blake, M. Scotto, A. Stratakos-Tió, M. Stycos
Emeritus: C. Morón Arroyo, J. W. Kronik

The Major

The Spanish 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, and 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, Debra Castillo (dac9@cornell.edu), in 323D Morrill Hall. Professor Castillo will admit them to the major, and assign to them an adviser from the Spanish faculty, with whom they will work out a plan of study. Spanish majors have great flexibility in devising their programs of study and areas of concentration. Previous training and interests as well as vocational goals will be taken into account when the student's program of courses is determined.

All tracks include the following core:

SPANL 218 and SPANR 219 (or equivalent) are prerequisite to entering the major in Spanish. All majors will normally include the following core courses in their programs:

- 1) SPANR 310, 311, and 312 (two of these three courses)
- 2) SPANL 316, 318, and 319 (not necessarily in that order)

The Spanish Literature Option

The Spanish Literature Option normally includes at least 20 credits of SPANL beyond the core courses. Literature majors are strongly urged to include in their programs courses in all the major periods of Hispanic literature.

Spanish Language Option

The Spanish Language Option is a combination of literature and linguistics.

Area Studies Option (Spanish, Latin American, or U.S. Latino Studies)

At least 20 credits of courses at the 300 level and above in any of these focus areas beyond the core, all courses to be approved through consultation with the major advisor. Courses should reflect interdisciplinary interests in the area and may include up to three other academic fields of interest. For example, a student interested in Latin American studies may want to include courses on such topics

as Latin American history, government, development sociology, and economics. Students who want to specialize in U.S. Latino issues may want to include such topics as sociology of Latinos, Latino history, and Latino medical issues in addition to further studies in literature. Students planning on spending a year or semester in Seville (but not exclusively such students) frequently plan their coursework to emphasize Spanish history, art, political economy, and other related field courses, such as courses on Islam and Moorish Spain.

Students are 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 Latino Studies sponsor relevant courses in a variety of areas.

The J. G. White Prize and Scholarships are available annually to undergraduate 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 month before the fall semester begins in an orientation session at the University of Seville, where they take course work in Spanish language and culture and take advantage of special lectures and field trips in Andalucía. The College of Arts and Sciences awards 3 credits for orientation. Once the semester begins, students enroll in regular classes at the University of Seville and at the program's center facility. Center courses are designed for the program and include a seminar offered by the resident director, from the faculty of either Cornell, Michigan, or Pennsylvania. Other center courses typically include history of art, history of the Mediterranean region, a literature course, and Spanish composition and syntax. In Seville, students live in private homes and a rich array of cultural activities and excursions are organized every semester.

Applicants are expected to have at least completed SPANR 219 prior to departure. Completion of SPANR 311 is highly recommended. Students are strongly encouraged to study abroad for the entire year rather than one semester. Students interested in the study abroad program should visit the Cornell Abroad office in 474 Uris Hall and take a look at the Cornell Abroad Web site at www.einaudi.cornell.edu/cuabroad.

Study Abroad in Bolivia: The summer program in Cochabamba, Bolivia is sponsored by the Latin American Studies Program and accepts both undergraduate and graduate students. Students live with Bolivian families and normally take two courses with Cornell faculty members who participate in this program. In addition to course work in Bolivian culture, politics, and social movements, the program features the opportunity to do intensive study in Quechua, the native language spoken by many Bolivians, as well as in Spanish, and to participate in research and internships with grassroots communities, government offices, and businesses.

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 essay (see SPANL 429-430).

Language

Enrollment in a language course is conditional upon the student's eligibility for the particular level and on attendance of the first scheduled class session. Students who fail to attend the first three days of class will be automatically dropped from the course.

All Spanish language courses are offered by the Department of Romance Studies, and Spanish linguistics courses are offered by the Department of Linguistics.

SPANR 112 Elementary Spanish: Review and Continuation

Fall only. 4 credits. Prerequisite: LPS score of 37-44. S. Amigo-Silvestre (course coordinator) and staff.

This course is designed for students who have taken some Spanish and who have a placement score of 37-44 or SAT II score of 370-450. It provides a basic review and then moves on to cover new material for the remainder of the term. Students who have taken SPANR 121 may enroll for this course. As part of the final exam, students take the LPS and, according to their score, may place into SPANR 123 (score below 56) or into the 200-level courses (score 56 or above).

SPANR 121-122 Elementary Spanish

121, fall and summer; 122, spring. 4 credits each term. Prerequisite: for SPANR 122: SPANR 121 or LPS score of 37-44 or SAT II score of 370-450. N. Díaz-Insensé (course coordinator) and staff.

This course is intended for students with no experience in Spanish. (Students who have previously studied two or more years of Spanish are not eligible for SPANR 121 unless they have an LPS score lower than 37 or an SAT II score lower than 370.) The course provides a thorough grounding in all language skills.

SPANR 123 Continuing Spanish

Fall, spring, or summer. 4 credits. *Provides language qualification.* Prerequisite: SPANR 112 or SPANR 122, or an LPS score of 45-55 or SAT II score of 460-580. Fall: M. K. Redmond (course coordinator), L. Morató-Peña, M. Scotto, and staff; spring: M. K. Redmond (course coordinator), S. Amigo-Silvestre, and L. Morató-Peña; summer: A. Stratakos-Tiö.

This is a lower-intermediate level course that provides an intensive grammar review in communicative contexts and practice in all skills. After this course, the student may take SPANR 200, 207, or 209.

SPANR 200 Spanish for English/Spanish Bilinguals (also LSP 202)

Fall or spring. 3 credits. *Provides language proficiency and satisfies Option 1.* Prerequisite: LPS score of 56 or higher, SAT II score of 590 or higher, CASE placement, or permission of instructor. N. Maldonado-Méndez (course coordinator) and staff.

This is 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. It is not available to students who have taken SPANR 207 or 209.

SPANR 207 Intermediate Spanish for the Medical and Health Professions

Fall or spring. 3 credits. *Provides language proficiency and satisfies Option 1.* Prerequisite: SPANR 123, LPS score of 56-64, or SAT II score of 590-680, or Q on CASE exam, or permission of instructor. Students who have taken SPANR 200 or 209 should speak to the instructor. A. Stratakos-Tiö.

This course provides a conversational grammar review, with dialogues, debates, compositions, and readings on health-related themes. Special attention is given to relevant cultural differences.

SPANR 209 Spanish Intermediate Composition and Conversation I

Fall or spring. 3 credits. *Provides language proficiency and satisfies Option 1.* Prerequisite: SPANR 123, LPS score of 56-64, or SAT II score of 590-680. Not available to students who have taken SPANR 207. Fall: J. Routier-Pucci (course coordinator), M. Blume, N. Maldonado-Méndez, P. Pérez del Solar, and staff; spring: N. Maldonado-Méndez (course coordinator), M. Blume, P. Pérez del Solar, M. Scotto and staff.

This course provides a conversational grammar review with special attention to the development of accurate and idiomatic oral and written expression. Assignments include composition-writing, the reading and discussing of Spanish and Spanish American short stories and poetry, and the viewing of several films.

SPANR 219 Spanish Intermediate Composition and Conversation II

Fall or spring. 4 credits. *Provides language proficiency and satisfies Option 1.* Prerequisite: SPANR 207 or 209, or CASE Q+. Fall: E. Dozier (course coordinator), Z. Iguina, and N. Maldonado-Méndez; spring: Z. Iguina (course coordinator) and E. Dozier.

This is an advanced-intermediate course designed for students who want to further broaden their knowledge of the language and related cultures, as well as improve their comprehension and communication skills.

SPANR 300 Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor. Times to be arranged with instructor. Staff. Taught on a specialized basis to address particular student needs.

SPANR 310 Advanced Spanish Conversation and Pronunciation

Fall or spring. 3 credits. Prerequisite: SPANR 219, or CASE Q++, or permission of instructor. Z. Iguina.

This is a conversation course with intensive oral practice obtained through the production of video programs. Students practice the fundamental aspects of communication in standard spoken and written Spanish, with some focus on dialectal variations. There are weekly pronunciation labs.

**SPANR 311 Advanced Spanish
Composition and Conversation I**

Fall or spring, 4 credits. Prerequisite: SPANR 219, or CASE Q++, or equivalent. M. Stycos and staff.

Advanced language skills, developed through reading, grammar review, and intensive practice in speaking and writing. Analysis of present-day Spanish usage in a wide variety of oral and written texts.

**SPANR 312 Advanced Spanish
Composition and Conversation II**

Fall or spring, 4 credits. Prerequisite: SPANR 311 or permission of instructor. M. Stycos.

Readings and class discussion focus on the stylistic analysis of modern texts. Increased emphasis, through weekly essays, on students' development of an effective Spanish prose style.

**SPANR 315 Translating from Spanish—
Translating from French (also COM L
314 and FRROM 315)**

Fall, 4 credits. Prerequisite: FRROM 312, or SPANR 312, or permission of the instructor. J. Routier-Pucci.

This seminar-type course, open to students who have successfully passed the highest 300-level language course offered in either Spanish or French, will focus on translating from the source language into the target language (i.e., English). The objective of the course is to learn and practice the skill of translating from one of the source languages into English, and in so doing, to investigate the various technical, stylistic, and cultural difficulties encountered in the process. To attain this objective, the students will be exposed to a series of translation tasks, conducted individually or in groups: they will be asked to justify their translations, compare different translations of the same passage, work on different types of texts, and edit each other's translations.

SPANR 630 Spanish for Reading

Spring, 3 credits. Limited to graduate students. J. Routier-Pucci.

Designed for those with little or no background in Spanish and little exposure to written Spanish, this course primarily aims to develop skill in reading Spanish. Grammar basics, extensive vocabulary, and strategies for reading in a foreign language are covered. The choice of texts depends on the interests of the students in the course.

Literature**SPANL 218 Introduction to Hispanic
Literature @ (IV) (LA)**

Fall or spring, 3 credits. *Provides language proficiency and satisfies Option 1.*

Prerequisite: SPANR 200, or 207, or 209, or CASE Q+. The course is divided into small sections and is taught mainly in Spanish. The literature course that normally follows SPANL 218 is either 316 or 318. C. Lawless and staff.

An intermediate 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, and 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 239 Cultural History of the Jews
of Spain (also COM L 239, JWST 239,
NES 239, and RELST 239) # (IV) (HA)**

Fall, 4 credits. Conducted in English. E. Alfonso.

For description, see NES 239.

**SPANL 246 Contemporary Narratives by
Latina Writers (also FGSS 246 and
LSP 246) (IV) (LA)**

Fall, 3 credits. Conducted in English. L. Carrillo.

This course offers a survey of narratives, including novels, short fiction, essays, political/feminist manifestoes, and memoirs by representative Latina writers of various Latino ethnic groups in the United States and the Americas, including Chicana, Chilean, Cuban, Dominican, and Puerto Rican. We investigate the parallel development of a Latina perspective on personal, social, and cultural issues alongside that of the U.S. ethnic liberation/revitalization movements of the 1960s through to contemporary feminist activism and women-of-color movements. We investigate these works as artistic attempts to deal with issues of culture, language and bilingualism, family, gender, sexuality, and domesticity. We account for regional distinctions and contributions. Readings include works by Julia Alvarez, Elena Castedo, Sandra Cisneros, Judith Ortiz Cofer, Cristina García, and Ana Lydia Vega.

**SPANL 248 Poetry of the Latino
Experience**

Spring, 3 credits. Conducted in English. L. Carrillo.

This course offers a survey of the central importance of poetry in the modern and contemporary Latino/a experience. Readings will chart and critique the developments beginning in the Civil Rights struggles during the 1960s among Chicanos/as in the West and Southwest United States and among Nuyorican writers in the East Coast through to the 1980s development of feminist, lesbian, and gay poetry, and the Cuban poets emerging as the "American" generation; and concluding with recent poetry produced in the atmosphere of immigration, labor issues, globalization, and the institutional academy.

SPANL 301 Hispanic Theatre Production

Fall or spring, 1–2 credits. D. Castillo. Students in this course develop a specific dramatic text for full-scale production. They will select an appropriate play, closely analyze its literary aspects, and, as a group, evaluate its representational value and effectiveness. All students signing up for the course are involved in some aspect of production of the play, and write a final paper as a course requirement. Credit is variable depending upon the student's role in play production: a minimum of fifty hours of work is required for 1 credit; a maximum of 2 credits will be awarded for 100 or more hours of work.

**SPANL 303 After Immigration (also LSP
303) (IV)**

Spring, 4 credits. D. Castillo. Beginning with a close reading of Michael Jones-Correa's seminal study of Latinos in New York, *Between Two Nations*, we focus class discussion on recent Latin American immigration to the United States through two complementary perspectives and meditations on the immigrant experience: that of the

individuals who have arrived in the U.S., and that of individuals who have chosen to remain in the countries of origin. The class covers films like *Nueva Yol* and *Jardin de Edén*; Latin American authors like Carlos Fuentes, Ana Lydia Vega, and Ariel Dorfman; and U.S. Latinos like Julia Alvarez, Francisco Goldman, and Cristina García. Students are encouraged to individually tailor research projects that may include autobiographical or ethnographic elements as well as literary analysis and theoretical inquiries.

SPANL 313 Creative Writing Workshop

Spring, 4 credits. Prerequisite: SPANL 218, or SPANL 219, or CASE Q++, or permission of instructor. Conducted in Spanish. J. Volpi.

Focused on the practice of narrative writing in Spanish. We will explore what make a novel and a short story work, paying close attention to narrative structure, plot, beginnings/endings, character development, and theme. We will read classic novels and short stories as points of departure for the discussion. Since the course is a workshop, students are expected to write their own fiction.

**SPANL 316 Readings in Modern Spanish
Literature (IV)**

Fall or spring, 4 credits. Conducted in Spanish. Prerequisite: SPANL 218, and either SPANR 311, or placement by CASE exam, or permission of instructor. Fall: C. Lawless; spring: J. R. Resina.

Readings and discussion of representative texts from Spain from the Romantic period to the present, including Bécquer, Galdós, Unamuno, García Lorca, and Cela.

**SPANL 318 Readings in Modern Spanish
American Literature @ (IV) (LA)**

Fall or spring, 4 credits. Conducted in Spanish. Prerequisite: SPANL 218, and either SPANR 311 or placement by CASE exam, or permission of instructor. Fall: J. M. Rodríguez-García and M. Stycos; spring: C. Lawless and M. García.

Readings and discussion of representative texts of the nineteenth and twentieth centuries from various regions of Spanish America. Among the authors considered are Sarmiento, Hernández, Martí, Darío, Agustini, Borges Cortázar, García Márquez, Poniatowska, and Valenzuela.

Note: The prerequisites for the following courses, unless otherwise indicated, are SPANL 316 and 318 or permission of instructor.

**SPANL 319 Renaissance Hispanisms #
(IV) (LA)**

Fall or spring, 4 credits. Conducted in Spanish. Prerequisite: SPANL 316 and SPANL 318. SPANR 312 is recommended. Fall: S. Pinet; spring: M. A. Garcés.

Fall: In the study of Hispanic culture, 1492 works not only as the date of a watershed event but as cipher of the many discourses that came into conflict as the new continent was put on the map. The Golden Age will be addressed in this course from both sides of the Atlantic, setting out tendencies, continuities, conflicts, and ruptures. Readings may include texts by Columbus, Garcilaso, Cabeza de Vaca, Cervantes, Inca Garcilaso, Lope de Vega, Sor Juana, and Calderón.

Spring: In Spain, the cultural revolution known as the Renaissance produced a glittering array of artistic works—both in literature and the arts—that gave rise to the

term "Golden Age." There was a darker side to the Renaissance, however, that juxtaposed the conquest of America with the establishment of the Inquisition and the expulsion of the Jews. The tale of these relations of exclusion and fascination with the other is recapitulated by the literature of the period. Readings may be drawn from Columbus, Cabeza de Vaca, *Lazarillo de Tormes*, Garcilaso de la Vega, San Juan de la Cruz, Cervantes, María de Zayas, Quevedo, Lope de Vega, and Calderón.

SPANL 320 Perspectives on Latin America (also LSP 301) @ (IV) (CA)

Spring. 3 credits. Conducted in English. C. Lawless and M. Roldan.

This interdisciplinary, cotought course is offered every spring through the Latin American Studies Program. It is highly recommended for Latin American Studies concentrators. Topics will vary by semester, but readings always focus on current research in various disciplines and regions of Latin America. The range of issues addressed include the economic, social, cultural, and political trends and transitions in the area. In the weekly meetings, instructors and guest lecturers facilitate student discussions. Students taking the course are required to participate in all class discussions and write one research paper in their chosen focus area.

SPANL 323 Perspectives on Spain

Fall. 4 credits. J. R. Resina.

The question of a "national" culture vs. other types of collective culture: Women's Studies, Religious Studies, etc. Discussions on the identity and the problems of Spanish culture in the twentieth century: Unamuno, Ortega y Gasset, Eugenio D'Ors, Laín Entralgo. The present constitution of Spain: "A nation of nations". From Roman Hispania to the medieval kingdoms; 1492; Don Quixote and Don Juan; the obsession for Europeization since 1713. The main names and trends in Spanish art and music.

SPANL 333 The Spanish-American Short Story (IV) (LA)

Spring. 4 credits. J. Volpi.

A study of the short narrative genre as it has been practiced in Spanish America during the past two centuries. In addition to representatives of the Romantic, Realist, Modernist, and criollista schools, the course focuses on contemporary writers such as Arreola, Borges, Cortázar, Fuentes, García Márquez, and Rulfo.

SPANL 339 Islamic Spain: Culture and Society (also COM L 334, COM L 639, JWST 639, NES 339, NES 639, RELST 334, and SPANL 639) @ # (IV) (CA)

Spring. 3 credits. R. Brann.

For description, see NES 339.

SPANL 353 The Literature of the Caribbean

Spring. 4 credits. M. García.

An exploration of the narrative strategies and themes of writers of the region who grapple with issues of colonialism, class, race, ethnicity, and gender in a context of often-conflicting allegiances to North and South America, Europe, and Africa. This course examines Caribbean literature from ca. 1950 to 2000, with emphasis on the last four decades.

SPANL 377 Combat and Cultural Memory

Fall. 4 credits. J. R. Resina.

The course explores Western representations of war, the myths of the war experience, the

community of war, the cultural memory of war, and the relation between violence and narration (or reportage). The Spanish Civil War (the last of the Romantic wars) is the course's primary focus, but we also consider other historical conflicts that have decisively shaped the Western imagery of collective violence.

SPANL 390 Latin American Film

Fall. 4 credits. Prerequisite: SPANL 318. D. Castillo.

This course will look at the role of contemporary media in Latin America. We will be studying a range of documentary, fictional, straight-to-video, and experimental films from various countries. Each class will consist of a film screening, after which discussion will take place. Work for the course will include individual and group projects.

SPANL 401 Navigations: Theoretical Examinations, Hispanic Textualities

Spring. 4 credits. A. Bush.

In his originality as a literary and cultural theorist, Cuban poet and novelist José Lezama Lima enables Hispanists to contest the customary route of theory from "Europe" across the Atlantic and the Pyrenees, such that Hispanic letters are ever in the situation of dependency. Lezama's dialogical model for literary imagination based on the tropes of islands and the oblique journeys to them, which give the title to this course, and other conceptualizations in his writing provide the bases for the pursuit of a set of relations—of poetry to prose, of literature to visual arts, of Spanish America to Spain—through the reading of a series of novels and poetry from both sides of the Atlantic in which those tropes are at play, including such figures as Sor Juana, Juan Ramón Jiménez, Alejo Carpentier, Carme Riera, Juan Goytisolo, and Cristina Peri Rossi. Lezama's posthumous novel, *Oppiano Licario*, will be a principal interlocutor (and note that his theoretical writings will also be set in conversation with those of Benjamin, Derrida, Gadamer, and Zambrano). Among the critical tasks in this reading will be an effort to move counter-current from Lezama's understanding of insularity to a theorization of "peninsularity," in which the model and myths of transatlantic navigation are brought to bear on the insularity of Spain as problematized by the relations with North Africa.

SPANL 411 The Multicultural Alhambra (also S HUM 411)

Fall. 4 credits. Limited to 15 students.

C. Robinson.

An interdisciplinary seminar structured around the mythic (and, as presented by most extant scholarship, quintessentially Islamic) palace built by the Nasrid dynasty in Granada, Spain, and its function as both subject and object in a myriad of cultural translations (textual, visual, ideological, and religious). We will use primary sources in various genres, critical writings in the field of post-colonial theory, and secondary literature spanning the nineteenth, twentieth, and now twenty-first centuries, including Elena Díez Jorge's *Para una lectura multicultural de la Alhambra de Granada* (Granada, 2000), to approach this enigmatic structure and place it in a variety of contexts. We will consider the building through the variety of lenses offered by Washington Irving, Ibn al-Khatib, Pedro el Cruel, Isabel la Católica, Charles V, and others, to deconstruct the mythology of

its uniqueness and view it as a monument supremely representative of the continuous performance of cultural translations offered by late medieval Iberia. The seminar will be taught in conjunction with "Interrogating Iberian Frontiers. A Cross-Disciplinary Research Symposium on Mudejar history, Religion, Art and Literature," to be held at Cornell during the fall of 2004. Students will attend the symposium and participate in discussions, both organized and informal, with the speakers, including Dr. Díez Jorge.

SPANL 419-420 Special Topics in Hispanic Literature

419, fall; 420, spring. 2-4 credits each term. Prerequisite: permission of instructor. Staff.

Guided independent study of specific topics. For undergraduates interested in special problems not covered in courses.

SPANL 421 Spatial Histories of Latin America (also S HUM 419)

Spring. 4 credits. Limited to 15 students. R. Craib.

This course examines the relationship between history and geography. It does so primarily by looking at how space is translated into text through acts of exploration, surveying, and map making in Latin America, from its geographical construction as part of a New World to the present. Readings are mostly secondary texts from history, literary criticism, anthropology, geography, and art history.

SPANL 423 Translating Tradition (also S HUM 423)

Spring. 4 credits. Limited to 15 students. J. Rodríguez-García.

This seminar will examine the modernist articulation of orthodox and heterodox traditions following historicist patterns of flourishing and decay, and of precedent and return. We will focus on the two most influential poet-critics (T. S. Eliot and Octavio Paz) who have linked tradition with the translation or transfer of political and cultural authority from one nation to another. Secondary readings will include works by Benjamin, de Man, Kermodé, Said, Spivak, Bhabha, Clifford, Rama, Garc Canclini, Bartra, Lefort, and Nancy.

SPANL 426 Colonialism and Modernity (also S HUM 426)

Spring. 4 credits. Limited to 15 students. J. Blanco.

This course investigates a series of political and literary fictions that produce the anomalous character of "colonial modernity": the attempt to translate Western Enlightenment ideas of reason, freedom, and contract into the terms of colonial sovereignty, and the legacies of that project in the postcolonial era.

SPANL 429-430 Honors Work in Hispanic Literature

429, fall; 430, spring. 8 credits [yearlong course]. An R grade is given at the end of the fall semester fall and a final letter grade at the end of the spring semester. Limited to seniors with a superior academic record. Prerequisite: permission of instructor. D. Castillo and staff.

SPANL 441 Iberian Communities (also SPANL 641)

Fall. 4 credits. Prerequisite: SPANL 316 or permission of instructor. J. M. Rodríguez-García.

This seminar is a survey of peninsular/Iberian poets, fiction writers, and cultural critics who

based their work on ideas of community, tradition, and nationhood between about 1860 and 1960. Authors studied will include several Galician and Catalan poets read in bilingual (Galician/Spanish, Catalan/Spanish) editions.

SPANL 455 Cervantes: Don Quijote (1605–2005) (also NES 455, NES 653, and SPANL 653) (IV)

Spring. 4 credits. Conducted in Spanish. Prerequisites: Any two of SPANL 316, 318, and 319. M. A. Garcés.

The year 2005 marks the four-hundredth anniversary of the publication of *Don Quijote*. Four centuries after its appearance, Cervantes's masterpiece lives on as a paradigm of creation. *Don Quijote* is not only "the first modern work of literature," as Foucault noted, but also "the first European novel," as hailed by the Czech novelist Kundera. In fact, Foucault believed that Cervantes's discovery of the arbitrary relation of words and things ushered in the modern age. A revolutionary document of its own age, *Don Quijote* confronts us with the complex history of Christians, Muslims, and Jews in early modern Spain. Cervantes questions the meaning of madness, inquiring into the close bonds between delusions and fantasy, dreams, and artistic production. Stressing a critique of creation within Cervantes's own creation, our close reading of *Don Quijote* will explore its links to the network of institutions, practices, and beliefs that constituted early modern Spanish culture.

SPANL 471 Virtual Embodiments: Spanish and Latin American Narrative of the 1990s

Fall. 4 credits. C. Henseler.

As technology—telephone, computers, televisions—continues to isolate us, and as consumer culture increasingly replaces reality with an image, we find ourselves looking for our identities. Authors and characters of the narrative production of the 1990s fuse and confuse their identities with the commercial culture that surrounds them. The result is a neorealism infused with virtual embodiments, a body (of narrative) contaminated by the influence of video clips, advertising, films, reality television shows, and cyberspace. In this class, the globalizing influence of the culture industry erases the transatlantic divide and allows for a simultaneous study of authors from Spain and Latin America, including José Ángel Mañas, Ray Loriga, Lucía Etxebarria, Gabriela Bustelo, Andrés Neuman, and Alberto Fuguet. The objective is to study how commercial culture and technology contribute to the construction of contemporary identities inside and outside of the text. To this end, students will analyze novels, short stories, and academic articles; they will examine Web pages, book covers, book reviews, interviews, and promotional materials.

SPANL 605 Caribbean Urban Imaginaries

Fall. 4 credits. M. García.

Over the past several decades, increased critical attention has been paid to questions of space, and it has become an important focus within several academic disciplines. We are now witnessing the encounters between different cultures and the repercussions that these have on definitions of space and identity. More specifically, major metropolitan centers throughout the hemisphere are often studied as sites of development, hybridity, transgression, and transnationalism.

SPANL 607–608 Proseminar (also FRLIT 607–608 and ITALL 607–608)

607, fall; 608, spring. 2 credits each term. M. Greenberg.

The proseminar is the place for sustained exchanges among graduate students, faculty members, and visiting lecturers. Activities include reading and discussion of seminal texts, chapters from dissertations and works-in-progress, and articles and essays from visiting lecturers.

SPANL 639–640 Special Topics in Hispanic Literature

639, fall; 640, spring. 2–4 credits each term. Staff.

SPANL 641 Iberian Communities (also SPANL 441)

Fall. 4 credits. J. M. Rodríguez-García. For description, see SPANL 441.

SPANL 647 Theory of the Novel

Fall. 4 credits. S. Pinet.

This seminar will explore the beginnings of the genre of the novel through the genres of late medieval and early modern Spain—chivalric, sentimental, pastoral, and picaresque fiction—and the critique of theories of the novel.

SPANL 653 Cervantes: Don Quijote (1605–2005) (also NES 455, NES 653, and SPANL 455)

Spring. 4 credits. Conducted in Spanish. Prerequisites: Two of these three courses: SPANL 316, 318, and 319. M. A. Garcés. For description, see SPANL 455.

SPANL 657 Spanish Cinema

Spring. 4 credits. J. R. Resina.

In this seminar, we will study the most salient instances of Spanish cinema since the 1930s, considering visual and narrative strategies of ideological production. The seminar will also serve as an introduction to the historical background of Francoism and the transition to democracy, considering such issues as the fictional and allegorical reconstruction of the past, the struggle around memory, and the promotion of a postmodern aesthetic as a vehicle for a historical break with the past.

SPANL 674 Contemporary Poetry and Poetics (also COM L 674 and ENGL 697)

Spring. 4 credits. J. Monroe.

What gives contemporary poetry and poetics its resonance and value? What are its dominant features, audiences, and purposes? In the age of globalization and the World Wide Web, what has become of such familiar distinctions as the "traditional" and the "experimental," and the "mainstream" and the "alternative"? How does contemporary poetry situate itself among competing discourses (e.g., fiction, film, and electronic media)? How are we to understand its evolving public spheres and its relationship to the central cultural and historical developments of our time? With special attention to the period since 1989, this seminar will explore these and related questions in a range of works that open onto the rich interplay of contemporary poetry and poetics with issues concerning Bernstein, Kamau Brathwaite, Theresa Hak Kyung Cha, Joy Harjo, June Jordan, Willie Persomo, Adrienne Rich, Juliana Spahr, Cecilia Vicuna, and Barrett Watten.

RUSSIAN

N. Pollak, chair (226F Morrill Hall); P. Carden, director of undergraduate studies (on leave spring 2005) (226B Morrill Hall); S. Paperno, director of Russian language program (226E Morrill Hall); W. Browne, R. Krivitsky, S. Senderovich (on leave fall 2004), G. Shapiro, V. Tsimberov. Visiting: K. Golkowska

For updated information, consult our web sites:

(literature) www.arts.cornell.edu/russian

(language) <http://russian.cornell.edu>

The Russian Major

Russian majors study Russian language, literature, and linguistics and emphasize their specific fields of interest. It is desirable, although not necessary, for prospective majors to complete RUSSA 121–122, RUSSA 203–204, and RUSSL 209 as freshmen and sophomores, because 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 RUSSA 122 or the equivalent. Students who elect to major in Russian should consult the director of undergraduate studies as soon as possible. For a major in Russian, students are required to complete 1) RUSSA 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.

With the permission of the instructor, students may add one additional credit to certain literature courses by registering for RUSSA 491. Such courses involve a one-hour section each week with work in the Russian language. Students may count two one-hour credits toward the 12 hours of Russian literature in the original language required for the major.

Satisfying the Foreign Language Requirement

1) Under Options 1a and 1b:

1a) Any Russian language (RUSSA) course totaling 3 or 4 credits at the 200 level or above (with the exception of RUSSA 300 Directed Study) satisfies the Arts and Sciences language requirement under Option 1a.

1b) After completing the prerequisites RUSSA 121 and RUSSA 122, students may complete the language requirement by taking RUSSL 209 in the fall term. Students who qualify may satisfy the language requirement by taking RUSSL 212 in the spring term. Other Russian literature (RUSSL) courses that are taught in Russian may also be used when appropriate.

2) Under Option 2:

- In two semesters: RUSSA 103 + RUSSA 121 in the fall, RUSSA 104 + RUSSA 122 in the spring.
- In three semesters: RUSSA 121 in the fall, RUSSA 122 in the spring, RUSSA 203 the following fall.
- In four semesters: RUSSA 121 in the fall, RUSSA 122 in the spring, RUSSA 125 the following fall, RUSSA 126 the following spring.

Study Abroad

Students from Cornell frequently participate in the Council on International Educational Exchange and the American Council of Teachers programs for language study, as well as other Russian language programs. Opportunities are available for study during the summer, a single semester, or the full year. Further information is available from Prof. Wayles Browne in the Department of Linguistics (220 Morrill Hall) and from the Cornell Abroad Office.

Honors. Students taking honors in Russian undertake individual reading and research and write an honors essay. Students planning to take honors should consult the director of undergraduate studies in their junior year.

Russian Language

Detailed information and schedules of the Russian language courses, as well as office hours of the instructors, are available at: <http://russian.cornell.edu>.

Suggested tracks for first- and second-year Russian language study:

- First-year intensive: 103 + 121 in the fall, 104 + 122 in the spring
- First-year non-intensive: 121 in the fall, 122 in the spring
- Second-year intensive: 125 + 203 in the fall, 126 + 204 in the spring
- Second-year non-intensive: 203 in the fall, 204 in the spring
- Second-year "mostly reading; lighter load": 125 in the fall, 126 in the spring

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. M W 10:10-11:00. R. Krivitsky.

The course reinforces the speaking skills learned in RUSSA 121 and 122. Homework includes assignments that must be done in the language lab or on the students' own computers.

RUSSA 121-122 Elementary Russian through Film

121, fall or summer; 122, spring or summer. 4 credits each term. Prerequisite: for RUSSA 122: completion of RUSSA 121. M T W R F 11:15-12:05 (section 1) or 12:20-1:10 (section 2). R. Krivitsky, S. Paperno, V. Tsimberov.

A thorough grounding is given in all the language skills: listening, speaking, reading and writing. Course materials include clips from original Russian films and TV programs. Homework includes assignments that must be done in the language lab or on the students' own computers.

RUSSA 125-126 Reading Russian Press

125, fall; 126, spring. 2 credits each term. Section 1 is for non-native speakers of Russian; section 2 is for native speakers of Russian. Prerequisite for 125 section 1: RUSSA 122 or placement by the department; for 126 section 1: RUSSA 125 or placement by the department. Times to be arranged with instructors. Please see starred (*) note at the end of RUSSA section. S. Paperno, V. Tsimberov.

The emphasis is on reading unabridged articles on a variety of topics from current

Russian periodicals and web pages and translating them into English; a certain amount of discussion (in Russian) may also be undertaken.

RUSSA 203-204 Intermediate Composition and Conversation

203, fall; 204, spring. 3 credits each term. *RUSSA 204 satisfies Option 1.* Prerequisite for RUSSA 203: completing RUSSA 122 and RUSSA 104, or completing RUSSA 122 with a grade higher than B, or placement by department; for RUSSA 204: RUSSA 203 or equivalent. M T R F 1:25-2:15. R. Krivitsky, S. Paperno, V. Tsimberov.

Guided conversation, translation, reading, pronunciation, and grammar review, emphasizing the development of accurate and idiomatic expression in the language. Course materials include video clips from an original Russian feature film and work with Russian web sites.

RUSSA 300 Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor. Times to be arranged with instructor. Please see starred (*) note at end of RUSSA section. Staff.

Taught on a specialized basis for students with special projects (e.g., to supplement a non-language course or thesis work).

RUSSA 303-304 Advanced Composition and Conversation

303, fall; 304, spring. 4 credits each term. *RUSSA 304 satisfies Option 1.* Prerequisite for RUSSA 303: RUSSA 204 or equivalent; for RUSSA 304: RUSSA 303 or equivalent. M W F 2:30-3:20. R. Krivitsky, S. Paperno, V. Tsimberov.

Reading, writing, and conversation: current Russian films (feature and documentary), newspapers, TV programs, Russian web sites, and other materials are used. Completing interviews with native speakers of Russian is a component of RUSSA 304.

RUSSA 305-306 Reading and Writing for Heritage Speakers of Russian

305, fall; 306, spring. 2 credits each term. Prerequisite: placement by the department. Times to be arranged with instructor. Please see starred (*) note at end of RUSSA section. S. Paperno.

This course is intended for students who speak Russian at home but have not learned to read or write grammatically correct Russian (or have not learned to write Russian at all). The syllabus may differ from year to year depending on the needs and interests of the students.

RUSSA 309-310 Advanced Reading

309, fall; 310, spring. 4 credits each term. Section 1 is for non-native speakers of Russian; section 2 is for native speakers of Russian. *RUSSA 310 satisfies Option 1.* Section 1 prerequisite for RUSSA 309: RUSSA 204; for RUSSA 310: RUSSA 309 or equivalent. Times to be arranged with instructors. Please see starred (*) note at end of RUSSA section. S. Paperno, V. Tsimberov.

Course designed to teach advanced reading skills. In section 1, weekly reading assignments include 20-40 pages of unabridged Russian, fiction or nonfiction. In section 2, the weekly assignments are 100-130 pages. Discussion of the reading is conducted entirely in Russian and centered on the content of the assigned selection

[RUSSA 401-402 History of the Russian Language (also LING 417-418) (III) (HA)]

401, fall; 402, spring. 4 credits each term. Prerequisite for RUSSA 401: permission of instructor; for RUSSA 402: RUSSA 401 or equivalent. Offered alternate years. Not offered 2004-2005. Times to be arranged with instructor. Please see double-starred (**) note at end of RUSSA section. W. Browne.

Phonological, morphological, and syntactic developments from old Russian to modern Russian.]

[RUSSA 403-404 Linguistic Structure of Russian (also LING 443-444) (III) (KCM)]

403, fall; 404, spring. 4 credits each term. Prerequisite for RUSSA 403: reading knowledge of Russian; for RUSSA 404: RUSSA 403 or equivalent. Offered alternate years. Not offered 2004-2005. Times to be arranged with instructor. Please see double-starred (**) note at end of RUSSA section. W. Browne.

A synchronic analysis of the structure of modern Russian. RUSSA 403 deals primarily with phonology and its relation to syntax and 404 with syntax and word order.]

[RUSSA 409 Teaching Russian as a Foreign Language]

Fall or spring. 1 credit each term. Prerequisite: very good command of Russian language. Not offered 2004-2005. Times to be arranged with instructor. Please see starred (*) note at end of RUSSA section. S. Paperno.

Designed to equip the teacher of Russian with the ability to practice language instruction in the classroom. 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. Prerequisite for RUSSA 413: RUSSA 304 or equivalent; for RUSSA 414: RUSSA 413 or equivalent. Times to be arranged with instructor. Please see starred (*) note at end of RUSSA section. V. Tsimberov.

Discussion of authentic Russian texts and films (feature or documentary) in a variety of non-literary styles and genres.

RUSSA 491 Reading Course: Russian Literature in the Original Language

Fall or spring. 1 credit each term. Prerequisite: permission of instructor. Times to be arranged with instructor. Please see starred (*) note at end of RUSSA section. Staff.

This course is to be taken in conjunction with any Russian literature course at the advanced level. Students receive one credit for reading and discussing works in Russian in addition to their normal course work.

[RUSSA 601 Old Church Slavonic (also LING 661)]

Fall. 4 credits. Prerequisite: students must know a Slavic or ancient Indo-European language. This course is a prerequisite for RUSSA 602 and 651. Offered alternate years. Times to be arranged with instructor. Please see double-starred (**) note at end of RUSSA section. Not offered 2004-2005. W. Browne.

Grammar and reading of basic texts.]

[RUSSA 602 Old Russian Texts (also LING 662)]

Spring, 4 credits. Prerequisite: RUSSA 601 or LING 661. Offered alternate years. Times to be arranged with instructor. Please see double-starred (**) note at end of RUSSA section. Not offered 2004–2005. W. Browne.

Grammatical analysis and close reading of Old Russian texts.]

[RUSSA 633–634 Russian for Russian Specialists]

633, fall; 634, spring, 1–4 credits variable. Prerequisite: 4 years of college Russian or equivalent. For graduates and advanced undergraduates. Times to be arranged with instructor. Please see starred (*) note at end of RUSSA section. Staff.

The course is designed for students whose areas of study require advanced active control of the language. Fine points of syntax, usage, and style are discussed and practiced.

[RUSSA 651–[652] Comparative Slavic Linguistics (also LING 671–672)]

651, spring; [652], 4 credits each term. Prerequisite for RUSSA 651: RUSSA 601 taken previously or simultaneously, or permission of instructor; for RUSSA 652: RUSSA 651 or permission of instructor. Offered alternate years. 652 not offered 2004–2005. Times to be arranged with instructor. Please see double-starred (**) note at end of RUSSA section. W. Browne.

Covers sounds and forms of the Slavic languages and of prehistoric common Slavic and the main historical developments leading to the modern languages.

[RUSSA 700 Seminar in Slavic Linguistics]

Offered according to demand. 1–4 credits. Times to be arranged with instructor. Please see double-starred (**) note at end of RUSSA section. Not offered 2004–2005. W. Browne.

Topics chosen according to the interests of staff and students.]

* For RUSSA courses marked "Time to be arranged with instructor(*)," bring your class schedule to the organizational meeting, usually held on the second or third day of the semester, where class meeting times will be chosen to accommodate as many students as possible. The date, time, and place of the organizational meeting is announced at <http://russian.cornell.edu> and posted at the Russian Department office (226 Morrill Hall). You may also contact the department office at 255-8350 or russiandep@cornell.edu.

** For courses marked "Time to be arranged with instructor (**)" taught by Wayles Browne, contact Professor Browne (ewb2@cornell.edu or 255-0712) for the time and place of his organizational meeting.

Russian Literature

A variety of courses are offered in Russian literature: some courses assign readings in English translation, others in the original Russian, others may employ both; see the course descriptions for details. The connection between Russian history, society, and literature is particularly close, so instruction and discussion in class often encompass culture and intellectual history as well as

literature. Some courses are cross-listed with appropriate departments.

First-Year Writing Seminars: consult the John S. Knight Institute brochure for times, instructors, and descriptions. Not offered 2004–2005.

[RUSSL 207–[208] Themes from Russian Culture # (IV) (LA)]

207, spring; [208 not offered 2004–2005]. M W F 2:30–3:20. 3 credits. G. Shapiro.

Courses deal with various aspects of Russian culture, e.g., literature, art, music, religion, philosophy, and social thought. RUSSL 207 extends over the period from the beginning through the eighteenth century. [RUSSL 208 covers the nineteenth and twentieth centuries.] Russian culture is presented as part of Western civilization, with attention to its distinctive character. Basic texts are moderate-length literary works in English translation. Classes incorporate audiovisual presentations (slides, tapes, film).

[RUSSL 209 Readings in Russian Prose and Poetry # (LA)]

Fall, 3 credits. Satisfies language Option 1. M W F 11:15–12:05. N. Pollak.

Short nineteenth- to early twentieth-century classics including Pushkin, Dostoevsky, Tolstoy, Blok, Pasternak (in Russian). Conducted in English. For students with 2+ semesters of Russian language (121/122 or equivalent). Assignments adjusted for native fluency. May be used as a prerequisite for RUSSL 300–400 courses with reading in Russian.

[RUSSL 212 Readings in Twentieth-Century Russian Literature (IV) (LA)]

Spring, 3 credits. Satisfies language Option 1. M W F 1:25–2:15. G. Shapiro.

Course goals are to introduce students to twentieth-century Russian literature in the original and to improve their Russian reading and writing skills. Readings are from twentieth-century masters such as Bunin, Bulgakov, and Nabokov. All reading, writing, and discussion in Russian. Course designed for students with native background needing another course to satisfy the language requirement. May be used as a prerequisite for RUSSL 300–400 courses with reading in Russian.

[RUSSL 233 Soviet Social and Family Life, WW II (also HIST 233) (III) (CA)]

Not offered 2004–2005. P. Holquist.

For description, see HIST 233.]

[RUSSL 279 The Russian Connection, 1830–1867 (also COM L 279) # (IV) (LA)]

Fall, 4 credits. Not offered 2004–2005. P. Carden.

As Russian prose began to find its voice, it responded with enthusiasm to the European prose tradition. One line of development in the Russian novel began with Rousseau's division between the needs of individual growth, nourished by solitude and introspection, and the demands of society. Tolstoy's *War and Peace* can be read as a summary and a testing of the novelistic tradition that grew out of the work of Rousseau, in both European and Russian literature. We follow the line that leads to Tolstoy's multifaceted inquiry, beginning with two short novels that set the tone for the introspective novel in the two traditions, Constant's *Adolphe* and Lermontov's *Hero of Our Time*. Looking at relevant excerpts from

a range of European prose writers, Rousseau, Musset, Goethe, Stendhal, and Thackeray among others, we think about the possibilities and limitations of the introspective novel as a form, especially as manifested in one of the monuments of the genre, *War and Peace*.]

[RUSSL 280 The Russian Connection, 1870–1960 (also COM L 280) (IV) (LA)]

Spring, 4 credits. Not offered 2004–2005. P. Carden.

The European novel of introspection developed a second line of inquiry, in some respects counter to the tradition that grew out of the writings of Rousseau. Diderot's *Rameau's Nephew* may be taken as emblematic of a novel that goes beyond the search for self-understanding to focus on alienation, resentment, and rebellion. Dostoevsky was the inheritor of this line in the European prose tradition. His works, in particular *Notes from Underground* and *The Idiot*, are the focal point of our discussion. We follow up the tradition as Dostoevsky's influence returns the line to Europe in the works of writers like Camus and Sarraute.]

[RUSSL 331 Introduction to Russian Poetry # (IV)(LA)]

Fall, 4 credits. Prerequisite: proficiency in Russian or permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Not offered 2004–2005. S. Senderovich.

A survey of Russian poetry, with primary emphasis on the analysis of individual poems by major poets.]

[RUSSL 332 Russian Drama and Theater (also THEAT 322, COM L 322) # (IV) (LA)]

Spring, 4 credits. Not offered 2004–2005; next offered 2005–2006. S. Senderovich.

Covers selected topics. Includes discussion of several of the most representative Russian plays of the nineteenth and twentieth centuries in chronological order. Offers introductions to the historical period, cultural atmosphere, literary trends, and crucial moments in the history of Russian theater. Works studied include Gogol's *Inspector General*, Ostrovsky's *The Storm*, and Chekhov's *The Cherry Orchard*. All readings are in English translation. Additional assignments in critical literature are made for graduate students.]

[RUSSL 333 Twentieth-Century Russian Poetry (IV) (LA)]

Spring, 4 credits. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Not offered 2004–2005. N. Pollak.

Course involves close readings of lyrics by major twentieth-century poets. All readings are in Russian.]

[RUSSL 334 The Russian Short Story # (IV) (LA)]

Spring, 4 credits. Prerequisite: proficiency in Russian or permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Not offered 2004–2005. P. Carden.

This course is a survey of two centuries of Russian storytelling. Emphasis is on the analysis of individual stories by major writers, on narrative structure, and on related landmarks of Russian literary criticism.]

RUSSL 335 Gogol # (IV) (LA)

Fall. 4 credits. T R 11:40-12:55. G. Shapiro. Selected works of Gogol are read closely and viewed in relation to his life and to the literature of his time. Readings are in English translation.

[RUSSL 337 Films of Russian Literary Masterpieces (also COM L 338) (IV)

Fall. 4 credits. Not offered 2004-2005; next offered 2005-2006. S. Senderovich.]

RUSSL 338 Lermontov's Hero of Our Time # (LA)

Spring. 4 credits. M W F 12:20-1:10. N. Pollak.

The focus of the course is Mikhail Lermontov's *Hero of Our Time*, which has been called the first major Russian novel. Readings, including also Lermontov's verse, are in Russian, with attention to linguistic and literary problems.

RUSSL 350 Education and the Philosophical Fantasies (also COM L 350) # (IV) (LA)

Fall. 4 credits. M W F 10:10-11:00. 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 context 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. We examine several key philosophical fantasies, among them Plato's *Republic*, Rousseau's *Emile*, and Tolstoy's *War and Peace*. Our aim is to understand how the discourse on education became a central part of our modern tradition.

[RUSSL 367 The Russian Novel (also COM L 367) # (IV) (LA)

Spring. 4 credits. Students who read Russian may sign up for a discussion section of the Russian text for 1 credit (RUSSA 491). Not offered 2004-2005. N. Pollak.

This course considers the rise of the Russian novel in the nineteenth century. May include works by Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov.]

[RUSSL 368 Russian Literature from 1917 to the Present (IV) (LA)

Spring. 4 credits. Students who read Russian may sign up for a discussion section of the Russian text for 1 credit (RUSSA 491). Not offered 2004-2005; next offered 2005-2006. Staff.]

RUSSL 369 Dostoevsky # (IV)(LA)

Fall. 4 credits. Limited to 40 students. T R 1:25-2:40. P. Carden.

Course involves close reading of novels and short works by Fyodor Dostoevsky. Dostoevsky's fiction is in contentious dialogue with the literature and philosophy of the preceding century and opens out to the same of the following century. His critique of European culture, his searching examination of the interior life, and his bold experiments with narrative make his work seminal in world fiction. Readings include *Notes from Underground*, *Crime and Punishment*, *The Idiot*, and *The Brothers Karamazov*.

RUSSL 373 Chekhov in the Context of Contemporary European Literature and Art (also COM L 375) # (IV) (LA)

Spring. 4 credits. T R 10:10-11:00. S. Senderovich.

Reading and discussion of Anton Chekhov's short stories, in the context of the European art of the short story and the paintings of that era. Course designed for nonspecialists as well as literature majors. All readings in English translation.

RUSSL 385 Reading Nabokov (also ENGL 379) (IV) (LA)

Fall. 4 credits. Limited to 18 students, with preference given to seniors. T R 10:10-11:25. G. Shapiro.

This course offers an exciting trip into the intricate world of Nabokovian fiction. After establishing himself in Europe as a distinguished Russian writer at the outbreak of WWII, Nabokov came to the United States, where he re-established himself as an American writer of world renown. In our analysis of the Nabokovian artistic universe, we focus on his Russian corpus of works, from *Mary* (1926) to *The Enchanter* (writ. 1939), all in English translation, and examine the two widely read novels that he wrote in Ithaca while teaching literature at Cornell, *Lolita* (1955) and *Invitation to a Beheading* (1957).

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. Times to be arranged with instructor. Staff.

[RUSSL 409 Russian Stylistics (IV) (LA)

Fall. 4 credits. Also open to graduate students. Prerequisite: proficiency in Russian or permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Not offered 2004-2005. S. Senderovich.

Course goes beyond normative grammar. Provides introduction to the subtleties of idiomatic Russian on the levels of morphology, syntax, vocabulary, and phraseology. Also provides an introduction to the genres of live colloquial and written language. Students develop writing skills through short assignments and their analyses. Introduces first notions of literary stylistics and their practical application.]

RUSSL 415 Post-Symbolist Russian Poetry (IV) (LA)

Fall. 4 credits. Prerequisite: proficiency in Russian or permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Times to be arranged with instructor. N. Pollak.

We will examine works by three poets in the first quarter of the twentieth century: Innokentii Annenskii, a Symbolist and a mentor to the next generation; Osip Mandel'shtam, a founding Acmeist; and Boris Pasternak, associated, at least for a time, with the Futurists. Readings include verse, critical prose, and literary manifestos by these poets and their contemporaries, and also critical writings about them.

[RUSSL 427 Russian Formalism (also COM L 427) (IV) (LA)

Fall. 4 credits. Not offered 2004-2005. N. Pollak.]

[RUSSL 430 Practice in Translation (IV) (LA)

Spring. 4 credits. Prerequisite: proficiency in Russian or permission of instructors. Not offered 2004-2005. W. Browne, S. Senderovich.

A practical workshop in translation: documents, scholarly papers, literary works (prose and poetry). Translation mostly from Russian to English, partly from English to Russian. Attention is paid to problems and development of skills.]

[RUSSL 431 Contemporary Russian Prose (IV) (LA)

Spring. 4 credits. Prerequisite: proficiency in Russian or permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Graduate students may audit the course. Not offered 2004-2005. Staff.

This course is designed to acquaint students with the way Russian prose has developed during the past 40 years. Emphasis is on comprehension of the text, but we also discuss literary methods, modern literary history, social and political problems, and the ways life in the Soviet Union is reflected in its literature. Course specifically intended for third- and fourth-year Russian majors.]

RUSSL 432 Pushkin # (IV) (LA)

Spring. 4 credits. Prerequisite: proficiency in Russian or permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. T R 11:40-12:55. S. Senderovich.

Reading in the original language and discussion of selected works by Pushkin: lyrics, narrative poems, and *Eugene Onegin*.

[RUSSL 437 A Moralist and a Pornographer (also COM L 437) (IV) (LA)

Spring. 4 credits. Limited to 15 students. Not offered 2004-2005. S. Senderovich.

Two great novels of the twentieth century, *Dr. Zhivago* and *Lolita*, appeared in October 1958, competing for first place on the bestseller list. Both novels concerned the tragic story of a teenage girl sexually exploited by a mature man. Pasternak's novel was hailed as a highbrow and highly moral work of art, and the author soon received the Nobel Prize for literature. Nabokov's novel initially could not even be published in the United States, for it was perceived as a pornographic text.]

[RUSSL 485 The World of Anna Karenina (also HIST 485) (III or IV) (CA)

Not offered 2004-2005. P. Holquist. For description, see HIST 485.]

RUSSL 492 Supervised Reading in Russian Literature

Fall or spring. 1-4 credits each term. Independent study. Prerequisite: students must find an adviser and submit a plan before signing up. Times to be arranged with instructor. Staff.

[RUSSL 493 Anton Chekhov # (IV) (LA)

Fall. 4 credits. Prerequisite: proficiency in Russian or permission of instructor. Not offered 2004-2005. S. Senderovich.

Reading of major works of Chekhov in Russian, with focus on style and use of language. We examine the works in the context of their time and assess their place in the history of Russian literature. Readings include "Anna on the Neck," "Darling," "Steppe," *Uncle Vanya*, and *Seagull*.]

[RUSSL 499 The Avant-Garde in Russian Literature and the Arts (IV) (LA)

Spring. 4 credits. Prerequisite: proficiency in Russian or permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Not offered 2004–2005; next offered 2005–2006. P. Carden.

The first decade of the twentieth century was perhaps the richest period ever in Russian literature and the arts. Beginning with the brilliant experimentation in poetry and prose of Andrei Bely, Blok, Remizov, and others; then continuing with breakthroughs in painting and sculpture by Malevich, Goncharova, Tatlin, et al. In the second decade, the rambunctious Futurists take over in literature and establish a compact with theater and the visual arts in which all the art forms break down the barriers to produce a new kind of art. During this period Russian artists in every medium were on the cutting edge of the European art scene. After the Revolution, Russian artists and writers of the avant-garde continued their dominance for a time, including the developing medium of film. We read representative Russian texts by the major authors of the period and investigate developments in the theater and visual arts.]

Graduate Seminars

[RUSSL 605 Russian Analytical Approaches to Literature (also COM L 605)

Fall. 4 credits. Prerequisite: proficiency in Russian or permission of instructor. Not offered 2004–2005. S. Senderovich.

Course designed for graduate and well-advanced undergraduate students with sufficient knowledge of Russian literature and a developed interest in the analytical approaches to literary texts. Provides opportunity to study the most sophisticated analytical approaches to literature developed by Russian critics and theorists in the nineteenth and twentieth centuries. Focus is on critical texts with analytical value as opposed to speculative, that is, those that aim at discovering the unforeseeable in the literary texts. Russian sources are studied against the background of contemporary American and European critical theory. Prominently featured are studies by Veselovsky, Tynianov, Jakobson, Bakhtin, and Senderovich.]

RUSSL 611 Supervised Reading and Research

Fall or spring. 2–4 credits each term. Prerequisite: proficiency in Russian or permission of instructor. Times to be arranged with instructor. Staff.

Related Languages

Czech

CZECH 300 Directed Studies

Fall or spring. 1–4 credits variable. Prerequisite: permission of instructor. Times to be arranged with instructor. Please see double-starred (**) note at end of UKRAN section. W. Browne.

Taught on a specialized basis to address particular student needs.

Hungarian

HUNGR 300 Directed Studies

Fall or spring. 1–4 credits variable. Prerequisite: permission of instructor. Times to be arranged with instructor. Please see double-starred (**) note at end of UKRAN section. W. Browne.

Taught on a specialized basis to address particular student needs.

HUNGR 427 Structure of Hungarian (also LING 427) (III) (KCM)

Fall. 4 credits. Prerequisite: LING 101 or equivalent. Offered alternate years. Times to be arranged with instructor. Please see double-starred (**) note at end of UKRAN section. W. Browne.

For description, see LING 427.

Polish

POLSH 131–132 Elementary Polish

131, fall; 132, spring. 3 credits each term. Prerequisite: for POLSH 132, POLSH 131 or equivalent. This language series (131–132) is not sufficient to satisfy the language requirement. Offered alternate years. M W F 1:25–2:15. 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. *POLSH 134 satisfies language qualification.* Prerequisites: for POLSH 133, POLSH 132 or permission of instructor; for POLSH 134, POLSH 133 or equivalent. Offered alternate years. Not offered 2004–2005. Times to be arranged with instructor. Please see double-starred (**) note at end of UKRAN section. W. Browne.

An intermediate conversation and reading course.]

POLSH 300 Directed Studies

Fall or spring. 1–4 credits variable. Prerequisite: permission of instructor. Times to be arranged with instructor. Please see double-starred (**) note at end of UKRAN section. Staff.

Taught on a specialized basis to address particular student needs.

POLSH 301 Polish through Film and Literature (IV)

Fall. 3 credits. Prerequisite: POLSH 134 or permission of instructor. Times to be arranged with instructor. K. Golkowska. An all-skills course designed to build communicative proficiency in the language and provide insight into Polish culture. Short videos, films, and contemporary texts chosen for their thematic interest and linguistic accessibility provide the basis for practice in listening and reading comprehension, guided conversation, and a grammar review.

Serbo-Croatian

[SEBCR 131–132 Elementary Serbo-Croatian

131, fall; 132, spring. 3 credits each term. Prerequisite for SEBCR 132: SEBCR 131 or equivalent. This language series (131–132) is not sufficient to satisfy the language requirement. Offered alternate years. Not offered 2004–2005. Times to be arranged with instructor. Please see double-starred (**) note at end of UKRAN section. W. Browne.

Covers all language skills: speaking, listening comprehension, reading, and writing. Includes Bosnian.]

SEBCR 133–134 Continuing Serbo-Croatian

133, fall; 134, spring. 3 credits each term. *SEBCR 134 satisfies language qualification.* Prerequisite for SEBCR 133: SEBCR 132 or equivalent; for SEBCR 134: SEBCR 133 or equivalent. Offered alternate years. Times to be arranged with instructor. Please see double-starred (**) note at end of UKRAN section. W. Browne.

An intermediate conversation and reading course.

SEBCR 300 Directed Studies

Fall or spring. 1–4 credits variable. Prerequisite: permission of instructor. Times to be arranged with instructor. Please see double-starred (**) note at end of UKRAN section. Staff.

Taught on a specialized basis to address particular student needs.

Ukrainian

UKRAN 300 Directed Studies

Fall or spring. 1–4 credits variable. Prerequisite: permission of instructor. Times to be arranged with instructor. Please see double-starred (**) note at end of section. W. Browne.

Taught on a specialized basis to address particular student needs.

**For these courses, contact Professor Browne (ewb2@cornell.edu or 255-0712) for the time and place of the organizational meeting(s).

SANSKRIT

See Asian Studies.

SCIENCE & TECHNOLOGY STUDIES

T. J. Pinch, chair; R. N. Boyd, P. R. Dear, S. H. Hilgartner, R. Kline, C. Leuenberger, B. V. Lewenstein, M. Lynch, A. G. Power, R. Prentice, J. V. Reppy, M. W. Rossiter, P. J. Sengers, S. Seth, K. Vogel. Emeritus: W. R. Lynn, L. P. Williams. Adjunct faculty: R. W. Miller, H. Shue, Z. Warhaft

In today's world, issues at the intersection of the technical and the social arise continually in all aspects of life, from the role of computers in society, the history of evolutionary theory, and the challenges of environmental controversies, to the ethical dilemmas of genomics and biomedicine. The field of science and technology studies (S&TS) addresses such issues through the study of the social aspects of knowledge, especially

scientific and technological knowledge. S&TS explores the practices that shape science and technology, examines their social and cultural context, and analyzes their political and ethical implications. S&TS provides a strong liberal arts background from which students can go on to careers in law, medicine, environmental policy, business, and a variety of other professions where the social aspects of science and technology loom large.

The Science & Technology Studies Major

S&TS courses are organized into a set of core courses plus three themes. Students select the theme that best represents their interests. In consultation with a faculty member, students may devise their own theme as long as it meets the general criteria of coherence and rigor.

Admission to the Major

Students intending to major in Science & Technology Studies should submit an application during their sophomore year. Juniors are considered on a case-by-case basis. The application includes 1) a one-page statement explaining the student's intellectual interests and why the major is consistent with the student's academic interests and goals; 2) the theme the student wishes to pursue in the major; 3) a tentative plan of courses fulfilling S&TS requirements; and 4) an up-to-date transcript of work completed at Cornell University (and elsewhere, if applicable).

Acceptance into the major requires completion of the following prerequisites:

- two introductory courses from the categories Historical Analysis (HA), Knowledge, Cognition, and Moral Reasoning (KCM), or Social and Behavioral Analysis (SBA), as listed in the distribution requirements for the College of Arts and Sciences.
- the science and quantitative requirement of the College of Arts & Sciences;

These courses cannot be used to fulfill the core or other course requirements for the major and must be taken for a letter grade. Sophomores in the process of completing these prerequisites may be admitted to the major on a *provisional* basis. Further information and application materials are available in 306 Rockefeller Hall (255-6047).

Requirements

S&TS majors must complete the following requirements:

Note: All courses used to fulfill major requirements must be taken for a letter grade, which must be C- or above.

- Core: one course in each of the following groups (a-c).
 - Foundation (S&TS 201)
 - Ethics (choose from S&TS 205, 206, 360, or 490)
 - History (choose from S&TS 233, 250, 281, 282, 283, 330, 357, or 447)
- Theme: Students must elect a theme and take four courses in the theme. Courses taken to satisfy the core course requirements may not be used as part of the required four courses in the theme. At least two of the courses should be at the 300 level or higher, and at least one should be at the 400 level.

Available themes are:

- Minds and Machines (S&TS 212, 250, 281-3, 286, 292, 349, 354, 355, 381, 387, 400, 409, 431, 438, 453, 481, 525)
- Science, Technology, and Public Policy (S&TS 281-3, 324, 331, 350, 352, 357, 360, 390, 391, 406, 407, 411, 427, 433, 442, 444, 466, 467, 471, 473, 483, 487, 490, 493, 532)
- Life in Its Environment (S&TS 205, 206, 233, 281-3, 285, 286, 287, 301, 311, 324, 331, 333, 406, 411, 425, 427, 431, 444, 446, 447, 471, 487)

In consultation with an S&TS faculty adviser, students may also devise their own theme as long as it meets the general criteria of coherence and rigor.

- Additional Science & Technology Studies Courses: additional courses to total 34 credit hours in the major, chosen from the general list of S&TS courses.
- 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 provide background for the additional science requirement should be completed before undertaking that requirement. Choice of these courses should be made in consultation with the student's major adviser and should be related to the theme selected by the student.

The Honors Program

The honors program is designed to provide independent research opportunities for academically talented S&TS majors. Students who enroll in the honors program are expected to do independent study and research, with faculty guidance, on issues in science and technology studies. Students who participate in the program should find the experience intellectually stimulating and rewarding whether or not they intend to pursue a research career. S&TS majors are considered for entry into the honors program at the end of the second semester of their junior year. To qualify for the S&TS honors program, students must have an overall Cornell cumulative grade point average of at least 3.00 and a 3.30 cumulative grade point average in courses taken for the major. Additionally, the student must have formulated a research topic, and have found a project supervisor and a second faculty member willing to serve as the advisers; at least one of these must be a member of the S&TS department. More information on the honors program is available from the S&TS undergraduate office at 306 Rockefeller Hall (255-6047).

The Biology & Society Major

The Department of Science & Technology Studies also offers the Biology & Society major, which includes faculty from throughout the university. The Biology & Society major is designed for students who wish to combine the study of biology with exposure to perspectives from the social sciences and humanities. In addition to providing a foundation in biology, Biology & Society students obtain background in the social

dimensions of modern biology and in the biological dimensions of contemporary social issues.

The Biology & Society major is offered to students enrolled in the College of Arts and Sciences, the College of Human Ecology, and the College of Agriculture and Life Sciences. The major is coordinated for students in all colleges through the Biology & Society office. Students can get information, specific course requirements, and application procedures for the major from the office in 306 Rockefeller Hall, 255-6047.

A full description of the Biology & Society major can be found on p. 467 of this catalog.

The Concentration in Science & Technology Studies

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The concentration (or minor) in Science & 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. Majors in the natural sciences and engineering have an opportunity to explore the social, political, and ethical implications of their selected fields of specialization, while students majoring in the humanities and social sciences have a chance to study the processes, products, and impacts of science and technology from an S&TS perspective.

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 must be chosen from the list of core courses. Two courses must be chosen from one of the themes listed below:

- Minds and Machines
- Science, Technology, and Public Policy
- Life in Its Environment

The concentration is completed with one other course in S&TS. Interested students may obtain further information about courses and a list of course descriptions by contacting the S&TS undergraduate office, 306 Rockefeller Hall (255-6047).

Course Offerings

Introductory Course

Core Courses

- Foundation Course
- Ethics
- History

Theme Courses

- Minds and Machines
- Science, Technology, and Public Policy
- Life in Its Environment

Independent Study

Graduate Seminars

Introductory Course

S&TS 101 Science and Technology in the Public Arena (III) (SBA)

Fall. 3 credits. J. Reppy.

An introduction to public policy issues involving developments in science and technology. We study such topics as secrecy and national security, the politics of expertise, public understanding of science, computers and privacy, and the management of risk. We apply concepts from the field of science and technology studies to analyze how issues are framed and public policy produced.

Core Courses

Foundation Course

S&TS 201 What Is Science? An Introduction to the Social Studies of Science and Technology (also SOC 210) (III) (CA)

Spring. 3 credits. T. Pinch.

This course introduces some of the central ideas in the field of Science and Technology Studies (S&TS). As well as serving as an introduction to students who plan to major in Biology & Society or in Science & Technology Studies, the course is aimed at students with backgrounds in either the sciences or the humanities who are challenged to think more critically about what we mean by science, what counts as scientific knowledge and why, and how science and technology intervene in the wider world.

The course is a mixture of lecture, discussion, and other activities. The class meets on Monday and Wednesday for lecture and on Friday in discussion sections. The discussion sections are an integral part of the course and attendance is required. In addition, a series of written assignments throughout the semester and a take-home final during exam week compose the majority of your grade.

Ethics

S&TS 205 Ethical Issues in Health and Medicine (also B&SOC 205) (IV) (KCM)

Fall. 4 credits. Limited to 150. S. Hilgartner. For description, see B&SOC 205.

S&TS 206 Ethics and the Environment (also B&SOC 206, PHIL 246) (IV) (KCM)

Spring. 4 credits. Limited to 50. N. Sethi. For description, see B&SOC 206.

S&TS 360 Ethical Issues in Engineering (also ENGRG 360)

Spring. 3 credits. Juniors and seniors only. P. Doing. For description, see ENGRG 360.

[S&TS 490 The Integrity of Scientific Practice (III) (SBA)

Fall. 4 credits. Limit 15 juniors, seniors, and graduate students. Not offered 2004–2005. S. Hilgartner.]

History

[S&TS 233 Agriculture, History, and Society: From Squanto to Biotechnology (III) (HA)

Fall. 3 credits. Not offered 2004–2005. M. Rossiter.

For description, see "Life in Its Environment" theme.]

[S&TS 250 Technology in Society (also ENGRG 250, ECE 250, HIST 250) (III) (HA)

Fall. 3 credits. Offered alternate years. Next offered 2005–2006. R. Kline. For description, see ENGRG 250.]

[S&TS 281 Science in Western Civilization (also HIST 281) # (III) (HA)

Fall. 4 credits. Not offered 2004–2005. P. Dear. For description, see HIST 281.]

S&TS 282 Science in Western Civilization (also HIST 282) # (III) (HA)

Spring. 4 credits. S&TS 281 is not a prerequisite to 282. P. Dear. For description, see HIST 282.

[S&TS 283 The Sciences in the Twentieth Century (also HIST 280) (III) (HA)

Fall. 4 credits. Not offered 2004–2005. Staff.]

S&TS 330 Physical Sciences in the Modern Age (III) (HA)

Fall. 3 credits. S. Sethi.

This course will examine the history of the physical sciences in Europe and the United States from 1800 to the present. We will study such topics as the development of thermodynamics and electrodynamics, the quantum and relativity theories, science during the world wars, and post-war "big science." As well as a history of ideas, the course will emphasize the broader historical contexts in which physical science has been produced, focussing on issues raised in relation to Romanticism, the first and second industrial revolutions, social statistics, train travel, and the military-industrial-scientific complex, among others. Reading for the course will range from primary source material (original papers by Thomson, Helmholtz, Planck, and Einstein) to extracts from Mary Shelley's *Frankenstein* and Michael Frayn's *Copenhagen*.

S&TS 357 Engineering in American Culture (also ENGRG 357, HIST 357)

Fall. 3 credits. R. Kline. For description, see ENGRG 357.

Theme Courses

Minds and Machines

S&TS 212 Sophomore Seminar: Sound Studies (III) (CA)

Fall. 4 credits. T. Pinch.

"Sound studies" is a newly emerging area of research within academia. It takes as its topic the different ways that humans experience the world of sound and how sound is embedded in history, cultures, institutions, and technologies. The approach the course will take is to give students the opportunity to engage with particular sonic experiences, critically analyze them, and develop skills in writing about sound. Students will read, discuss, and comment upon selected works in Science and Technology Studies that engage with sound. Students will be asked to keep "sound diaries" in which they write about features of their personal sonic environments and how technology mediates these environments. Throughout the course students will be collectively exposed to particular sonic environments and will be asked to write about them in different ways. This writing will

be shared in class and feedback provided by the instructor.

This is a special seminar sponsored by the John S. Knight Institute's Sophomore Seminars Program Seminars offer discipline-specific study within an interdisciplinary context. While not restricted to sophomores, the seminars aim at initiating students into the discipline's outlook, discourse community, modes of knowledge, and ways of articulating that knowledge. Enrollment is limited to 15. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

[S&TS 250 Technology in Society (also ECE 250, ENGRG 250 and HIST 250) (III) (HA)

Fall. 3 credits. Offered alternate years. Next offered 2005–2006. R. Kline. For description, see ENGRG 250.]

[S&TS 281 Science in Western Civilization (also HIST 281) # (III) (HA)

Fall. 4 credits. Not offered 2004–2005. P. Dear. For description, see HIST 281.]

S&TS 282 Science in Western Civilization (also HIST 282) # (III) (HA)

Spring. 4 credits. P. Dear. For description, see HIST 282.

[S&TS 283 The Sciences in the Twentieth Century (also HIST 280) (III) (HA)

Fall. 4 credits. Staff.]

S&TS 286 Science and Human Nature (also PHIL 286) (IV) (KCM)

Spring. 4 credits. R. Boyd. For description, see PHIL 286.

S&TS 292 Inventing an Information Society (also ECE 298, ENGRG 298, and HIST 292) (III) (HA)

Spring. 3 credits. R. Kline. For description, see ENGRG 298.

S&TS 349 Media Technologies (also INFO 349, COMM 349) (III) (HA)

Spring. 3 credits. T. Gillespie. From the first attempts at pressing symbols into clay, to the latest software available on the Net, our efforts to communicate have depended on the technologies we develop. Our commonplace notions of communication and of society regularly overlook the role of the material artifacts. This course will consider the technologies of media—including writing, printing, photography, film, telegraph, telephone, radio, television, computer networks—as an opportunity to think about the intersection of technology and its social context.

S&TS 354 The Sociology of Contemporary Culture (also SOC 352) (III) (CA)

Fall. 4 credits. C. Leuenberger.

This course introduces students to the rapidly expanding body of work at the intersection of sociology, cultural studies, and science and technology studies. It provides an introduction to theoretical debates in cultural studies and to sociological studies of culture. We will discuss the emergence of the tourist industry, the significance of consumption in modern life, the culture of music and art, the use of rhetoric in social life, cultural and feminist analyses of knowledge and science, and

the social construction of self, bodies, and identities.

S&TS 355 Computers: From Babbage to Gates (III) (HA)

Fall. 4 credits. No technical knowledge of computer use is presumed or required. R. Prentice.

Computers have not always been the ubiquitous beige boxes gracing our desktops: in Victorian London, Charles Babbage attempted to build his analytical engine using brass gears and steel rods; and during World War II the Allied governments used sophisticated electro-mechanical and electronic "brains" to break Axis codes. Machines that once occupied entire rooms now travel in knapsacks. How did this technology, once considered esoteric and useful only to technical specialists, colonize industry, academia, the military, the federal government, and the home? Using primary historical materials, including novels, films, archival documents, and other texts we follow computers from Babbage's Victorian dream of an analytical engine to the visions of contemporary moguls like Bill Gates, whose goal is "information at your fingertips." We explore not only how computer technology affects society, but how culture and politics enable and sustain the development of the machine. This is a course in the history and sociology of computers; a background in computer science is not required.

S&TS 381 Philosophy of Science: Knowledge and Objectivity (also PHIL 381) (IV) (KCM)

Fall. 4 credits. R. Boyd.

For description, see PHIL 381.

[S&TS 387 The Automatic Lifestyle: Consumer Culture and Technology (also INFO 387) (III) (CA)

Spring. 4 credits. Not offered 2004-2005. P. Sengers.

Our daily lifestyle in consumer culture is intimately intertwined with technology. Industrialized technology makes consumer culture possible, yet at the same time the economic and cultural trends of consumer culture select and shape the kinds of technology that become available. How is our daily lifestyle in consumer culture shaped by technology? How are everyday technologies shaped by the demands of consumer culture? What alternatives do we have? In this class, we synthesize history, sociology, human-computer interaction, and speculative design to answer these questions.]

[S&TS 400 Components and Systems: Engineering in a Social Context (also M&AE 400) (III)

Fall. 3 credits. Not offered 2004-2005. Z. Warhaft.

For description, see M&AE 400.]

[S&TS 409 From the Phonograph to Techno (also SOC 409) (III)

Fall. 4 credits. Limited to 15. Not offered 2004-2005. T. Pinch.

In this seminar, we treat music and sound and the ways they are produced and consumed as sociocultural phenomena. We specifically investigate the way that music and sounds are related to technology and how such technologies and sounds have been shaped by and have shaped the wider society and culture of which they are a part. We look at the history of sounds technologies like the phonograph, the electronic music synthesizer,

samplers, and the Sony Walkman. Our perspective is drawn from social and cultural studies of science and technology. Students are encouraged to carry out a small original research project on their favorite sound technology.]

S&TS 431 From Surgery to Simulation (III) (SBA)

Fall. 4 credits. R. Prentice.

A cliché among medical professionals says, "If you have a hammer, every problem looks like a nail." In other words, treatment decisions often are dictated by available technologies. This course looks at medical technologies from dissection to x-rays to anti-depressants and the ways they shape how medical professionals look at and practice upon the human body. We will take a broad view of technology, encompassing systems of practice that shape how work is conducted and the body is understood, as well as specific machines and treatments with specific uses. We will consider how these technologies often are not only treatments for individual patients but also metaphors for larger cultural questions.

[S&TS 438 Minds, Machines, and Intelligence (also COGST 438) (III) (KCM)

Spring. 4 credits. Not offered 2004-2005. Staff.]

S&TS 453 Knowledge and Society (also SOC 453) (III) (CA)

Spring. 3 credits. C. Leuenberger.

This course focuses on the historical evolution of the sociology of knowledge as a theoretical paradigm and an empirical research field. We examine the phenomenological origins of the sociology of knowledge and many of its central texts. We study how it has been applied to such areas as personhood, interaction, religion, identity, and the emotions. We also consider epistemological questions that arise, and cover various theoretical and empirical approaches that have been influenced by the sociology of knowledge such as ethnomethodology, conversation analysis, and the sociology of science and technology.

[S&TS 481 Philosophy of Science (also PHIL 481) (IV) (KCM)

Spring. 4 credits. Not offered 2004-2005. R. Boyd.

For description, see PHIL 481.]

[S&TS 525 Seminar in the History of Technology (also HIST 525)

Spring. 4 credits. Not offered 2004-2005. R. Kline.]

Science, Technology, and Public Policy

[S&TS 281 Science in Western Civilization (also HIST 281) # (III) (HA)

Fall. 3 credits. Not offered 2004-2005. P. Dear.

For description, see HIST 281.]

S&TS 282 Science in Western Civilization (also HIST 282) # (III) (HA)

Spring. 4 credits. P. Dear.

For description, see HIST 282.

[S&TS 283 The Sciences in the Twentieth Century (also HIST 280) (III) (HA)

Fall. 4 credits. Not offered 2004-2005. Staff.]

S&TS 331 Environmental Governance (also B&SOC 331, NTRES 331)

Spring. 3 credits. S. Wolf.

For description, see NTRES 331.

[S&TS 350 Atomic Consequences: The Incorporation of Nuclear Weapons in Postwar America (also GOVT 305, AM ST 350) (III) (CA)

Spring. 4 credits. Not offered 2004-2005. Staff.]

S&TS 352 Science Writing for the Mass Media (also COMM 352) (III)

Fall. 3 credits. B. Lewenstein.

For description, see COMM 352.

S&TS 360 Ethical Issues in Engineering (also ENGRG 360) (III)

Spring. 3 credits. P. Doing.

For description, see ENGRG 360.

[S&TS 390 Science in the American Polity, 1800-1960 (also GOVT 308, AM ST 388) (III)

Fall. 4 credits. Not offered 2004-2005. Staff.]

S&TS 391 Science in the American Polity, 1960-Now (also GOVT 309, AM ST 389) (III) (SBA)

Spring. 4 credits. S. Hilgartner.

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 a central theme for the course. Topics addressed include research funding, technological controversies, scientific advice, citizen participation in science policy, and the use of experts in courts.

[S&TS 406 Biotechnology and Law (also B&SOC 406) (III) (SBA)

Spring. 4 credits. Not offered 2004-2005. Staff.]

S&TS 407 Law, Science, and Public Values (also B&SOC 407) (III) (SBA)

Spring. 4 credits. M. Lynch.

This course examines problems that arise at the interface of law and science. These problems include the regulation of novel technology, the role of technical expertise in public decision-making, and the control over scientific research. The first part of the course covers basic perspectives in science and technology studies (S&TS) and how they relate to legal decisions and processes. The second part of the course covers a series of examples and legal cases on the role of expert judgments in legal and legislative settings, intellectual property considerations in science and medicine, and legal and political oversight of scientific research. The final part of the course examines social processes and practices in legal institutions, and relates these to specific cases of scientific and technological controversy. Lectures and assignments are designed to acquaint students with relevant ideas about the relationship between legal, political, and scientific institutions, and to encourage independent thought and research about specific problems covered in the course.

[S&TS 411 Knowledge, Technology, and Property (III) (SBA)

Spring. 4 credits. Prerequisite: one course in science and technology studies. Not offered 2004–2005. S. Hilgartner.]

[S&TS 433 International History of Science (III) (HA)

Spring. 4 credits. Not offered 2004–2005. M. Rossiter.]

[S&TS 442 The Sociology of Science (also B&SOC 442, CRP 442, SOC 442) (III) (SBA)

Fall. 4 credits. Not offered 2004–2005. Staff. A view of science less as an autonomous activity than as a social institution. We discuss such issues as controversies in science, analysis of scientific text, gender, and the social shaping of scientific knowledge.]

[S&TS 444 Historical Issues of Gender and Science (also FGSS 444) (III) (CA)

Spring. 4 credits. Not open to freshmen. S. Seth.

For description, see "Life in Its Environment" theme.

[S&TS 466 Public Communication of Science and Technology (also COMM 466) (III)

Fall. 3 credits. Limited to 15. Not offered 2004–2005. B. Lewenstein.

For description, see COMM 466.]

[S&TS 467 Innovation: Theory and Policy (III) (SBA)

Fall. 4 credits. Open to upper-level undergraduates and interested graduate students. Prerequisite: ECON 102 or permission of the instructor. Next offered 2005–2006. J. Reppy.

In this course we 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 are contrasted to the insights found in science and technology studies. The focus is on the context of interests and ideology in which the various theories have been framed and their differing implications for technology policy. Authors covered include Schumpeter, Solow, Scherer, Nelson and Winter, and Bijker and Pinch.]

[S&TS 473 Knowledge and Politics in Seventeenth-Century England (also HIST 471) # (III) (CA)

Spring. 4 credits. Limited to 15. Not offered 2004–2005. P. Dear and R. Weil.

For description, see HIST 471.]

[S&TS 483 The Military and New Technology (also GOVT 483) (III) (SBA)

Spring. 4 credits. K. Vogel.

For description, see GOVT 483.

[S&TS 487 Seminar in the History of the Environment (III) (HA)

Fall. 4 credits. Not offered 2004–2005. M. Rossiter.]

[S&TS 490 The Integrity of Scientific Practice (III) (KCM)

Fall. 4 credits. Not offered 2004–2005. S. Hilgartner.]

[S&TS 493 Economics Meets Science Studies (III) (CA)

Fall. 4 credits. Not offered 2004–2005. J. Reppy.]

[S&TS 532 Inside Technology: The Social Construction of Technology (also SOC 532)

Fall. 4 credits. Not offered 2004–2005. Staff.]

Life in Its Environment**S&TS 205 Ethical Issues in Health and Medicine (also B&SOC 205) (IV) (KCM)**

Fall. 4 credits. S. Hilgartner.

For description, see B&SOC 205.

S&TS 206 Ethics and the Environment (also B&SOC 206, PHIL 246) (IV) (KCM)

Spring. 4 credits. N. Sethi.

For description, see B&SOC 206.

[S&TS 233 Agriculture, History, and Society: From Squanto to Biotechnology (III) (HA)

Fall. 3 credits. Not offered 2004–2005. M. Rossiter.]

[S&TS 281 Science in Western Civilization (also HIST 281) # (III) (HA)

Fall. 3 credits. Not offered 2004–2005. P. Dear.

For description, see HIST 281.]

S&TS 282 Science in Western Civilization (also HIST 282) # (III) (HA)

Spring. 4 credits. P. Dear.

For description, see HIST 282.

[S&TS 283 The Sciences in the Twentieth Century (also HIST 280) (III) (HA)

Fall. 4 credits. Not offered 2004–2005. Staff.]

S&TS 285 Communication in the Life Sciences (also COMM 285) (III)

Spring. 3 credits. B. Lewenstein.

For description, see COMM 285.

S&TS 286 Science and Human Nature (also PHIL 286) (IV) (KCM)

Spring. 4 credits. R. Boyd.

For description, see PHIL 286.

S&TS 287 Evolution (also BIOEE 207 and HIST 287) (I or III) (PBS)

Fall. 3 credits. A. MacNeill.

For description, see BIOEE 207.

S&TS 301 Life Sciences and Society (also B&SOC 301) (III) (SBA)

Fall. 4 credits. M. Lynch.

For description, see B&SOC 301.

S&TS 311 Sociology of Medicine (III) (SBA)

Spring. 4 credits. C. Leuenberger.

This course provides an introduction to the ways in which medical practice, biomedical technology, and the medical profession are embedded in society and shaped by social phenomena. Accountability to patients and the public, and struggles over the control of medical practice in a world where medicine is connected to gender, class, race, and personal autonomy are important overarching themes. We examine the structure of the medical profession; medical training and professional socialization; the social organization of the hospital; and doctor–patient interactions. The course also explores how biomedical knowledge and technology are produced, assessed, and introduced into clinical practice. Topics may include the intensive-care unit,

the training of surgeons, the regulation of pharmaceuticals, AIDS and breast cancer activism, genetic testing, and priority setting in biomedical science.

S&TS 324 Environment and Society (also D SOC 324 and SOC 324) (III) (SBA)

Fall. 3 credits. C. Geisler.

For description, see D SOC 324.

S&TS 331 Environmental Governance (also B&SOC 331, NTRES 331)

Spring. 3 credits. S. Wolf.

For description, see NTRES 331.

[S&TS 333 Genomics and Society (also D SOC 333) (III)

Fall. 3 credits. Not offered 2004–2005. Staff.

For description, see D SOC 333.]

[S&TS 406 Biotechnology and Law (also B&SOC 406) (III) (SBA)

Spring. 4 credits. Not offered 2004–2005. Staff.]

[S&TS 411 Knowledge, Technology, and Property (III) (SBA)

Spring. 4 credits. Prerequisite: one course in science and technology studies. Not offered 2004–2005. S. Hilgartner.]

S&TS 425 From "Cold Mothers" to "Autistic Dads"—Autism in Twentieth-Century America (also B&SOC 425) (III) (SBA)

Fall. 4 credits. Offered only in 2004 and 2005. C. Silverman

Autism was first characterized as a disorder of affective contact by Leo Kanner in 1943. Since then, this disease category has shifted from a psychogenic illness, caused by cold mothers, to a form of brain damage, to a highly heritable genetic neurological disorder involving possible environmental factors. Treatment has varied according to the dominant theory. Such dramatic shifts are impossible to comprehend outside of the social and historical context in which illnesses and diagnoses are produced and understood. This course uses autism as a lens through which to consider the changing context of psychiatric and developmental disabilities in America, in the late twentieth century and the present, paying close attention to the role of interactions between parent groups, medical practitioners, researchers, and legislators.

S&TS 431 From Surgery to Simulation (III) (SBA)

Fall. 4 credits. R. Prentice.

For description, see "Minds and Machines" theme.

S&TS 444 Historical Issues of Gender and Science (also FGSS 444) (III) (CA)

Spring. 4 credits. Not open to freshmen. S. Seth.

A 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 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 446 Biomedical Ethics (also B&SOC 446) (IV) (KCM)

Spring. 4 credits. N. Sethi.

Recent developments in biomedical science and technology raise a variety of ethical questions. The aim of this course is to critically examine some of these questions and consider their possible answers. Some of the questions to be considered are: Who has a right to health? What reproductive and genetic controls, if any, ought to be exercised and why? Should sex and race be of concern in medical practice? What is a just health-care system?

S&TS 447 Seminar in the History of Biology (also B&SOC 447, HIST 415, BIOEE 467) (I or III) (PBS)

Summer. 4 credits. Limited to 18. S-U grades optional. Staff.

For description, see BIOEE 467.

S&TS 471 The Dark Side of Biology: Biological Weapons, Bioterrorism, and Biocriminality (also B&SOC 471) (III) (SBA)

Fall. 4 credits. K. Vogel.

For description, see B&SOC 471.

[S&TS 487 Seminar in the History of the Environment (III) (HA)

Spring. 4 credits. Not offered 2004-2005. M. Rossiter.]

Independent Study**S&TS 399 Undergraduate Independent Study**

Fall, spring. 1-4 credits. By permission only. No more than 8 hours total of independent study (not including honors) can count toward the S&TS major.

More information and applications are available in 306 Rockefeller Hall.

S&TS 498-499 Honors Project I and II

Fall and spring. 3-5 credits each term. Open only to Science & Technology Studies students in their senior year by permission of the department. Applications and information available in 306 Rockefeller Hall.

Students who are admitted to the honors program are required to complete two semesters of honors project research and to write an honors thesis. The project must include substantial research and the completed work should be of wider scope and greater originality than is normal for an upper-level course. Students may take three to five credits per semester up to a maximum of eight credits in S&TS 498 and 499, Honors Projects I and II. Students should note that these courses are to be taken in addition to those courses that meet the regular major requirements. S&TS 498 includes the fall Honors Seminar. The student and the project supervisor must reach clear agreement at the outset as to what sort of work will need to be completed during the first semester. Minimally, an honors thesis outline and bibliography should be accomplished. At the end of S&TS 498, Honors Project I, a letter grade is assigned and the advisers, in consultation with the director of undergraduate studies, evaluate whether or not the student should continue working on an honors project. S&TS students who do continue in the honors program for the second semester receive a letter grade at the end of their final term whether or not they complete a thesis or are recommended for honors.

Graduate Seminars**[S&TS 525 Seminar in the History of Technology (also HIST 525)**

Spring. 4 credits. Not offered 2004-2005. Staff.]

[S&TS 532 Inside Technology: The Social Construction of Technology (also SOC 532)

Fall. 4 credits. Not offered 2004-2005. Staff. Rather than analyze the social impact of technology upon society, in this course we 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, which embody different assumptions about society, possible? 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 are illustrated by detailed examinations of particular technologies, such as the ballistic missile, the bicycle, the electric car, and the refrigerator.]

[S&TS 616 Enlightened Science (also HIST 616)

Fall. 3 credits. Limited to graduate students. Not offered 2004-2005. P. Dear. For description, see HIST 616.]

[S&TS 620 Intelligibility in Science (also HIST 620)

Spring. 4 credits. Not offered 2004-2005. P. Dear. For description, see HIST 620.]

[S&TS 625 Visualization and Discourse in Science

Fall. 4 credits. Not offered 2004-2005. M. Lynch.]

S&TS 628 Self and Society

Fall. 4 credits. C. Leuenberger. How has the self become a political, scientific, and cultural project caught up in the ideological battles of modern times? What roles do cultural institutions, politics and science play in making human beings visible, understandable, and treatable?

In this course we will read and discuss texts at the intersection of sociology, cultural studies, history of the human and behavioral sciences, and science and technology studies that treat the self as a social construction. We will focus on how culture, politics, science, as well as bureaucratic and economic imperatives help shape modern and postmodern conceptions of the self.

S&TS 629 Knowledge and Politics in Seventeenth-Century England (also HIST 629)

Spring. 4 credits. P. Dear. For description, see HIST 629.

S&TS 631 Qualitative Research Methods for Studying Science (also SOC 631)

Spring. 4 credits. T. Pinch, R. Prentice. 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 look at the methods used in this new wave of science studies. We examine what can be learned by interviewing scientists, from videos, and from detailed examinations of scientific texts. Students gain hands-on experience by conducting a mini-project in which they investigate some aspect of scientific culture.

S&TS 634 Information Technology in Sociocultural Context

Fall. 4 credits. P. Sengers.

In this course, we will analyze information technology using historical, qualitative, and critical approaches. We will discuss questions such as: In what ways is information technology—often portrayed as radically new—actually deeply historical? How do information technologies represent and intervene in debates and struggles among people, communities, and institutions? How is the design of information technology tools entangled in the realms of law, politics, and commerce? In what ways are the social consequences of information technologies produced as much by the claims we make about the technologies as about the raw functionality of the tools themselves? This course will investigate these issues through the lenses of long-standing debates and current controversies.

[S&TS 644 Topics in the History of Women in Science (also FGSS 644)

Spring. 4 credits. Not offered 2004-2005. M. Rossiter.]

[S&TS 645 Genetics: Politics and Society in Comparative Perspective (also GOVT 634)

Fall. 4 credits. Not offered 2004-2005. S. Hilgartner.]

[S&TS 664 Constructionism in Social Science

Spring. 4 credits. Not offered 2004-2005. M. Lynch.]

S&TS 675 Science, Race, and Colonialism

Spring. 4 credits. S. Seth. Scholarly work in the last two decades has come increasingly to pay attention to the oft-neglected linkages between the sciences and the discourses and practices of colonialism. Texts of broad conception like Michael Adas's *Machines as the Measure of Men* and Gyan Prakash's recent *Another Reason* have made an attempt to provide an overview of many of the issues involved, but the field awaits a genuinely synthetic treatment. This course will aim to provide the framework for such a treatment by looking at a number of key areas of current interest. Beginning with a survey of the history of ideas of race and the development of 'race science,' we will move on to consider a series of specific topics, including the importance of social statistics and technologies of identification (fingerprinting), medicine, hygiene, technologies of overt control, scientific nationalism and nationalist science, the periphery as laboratory, gender, and savagery and criminality. Readings will comprise of a mixture of primary and secondary sources, and students are encouraged to contribute topics and texts of particular interest.

[S&TS 680 Seminar in Historiographical Approaches to Sciences (also HIST 680)

Spring. 4 credits. Not offered 2004-2005. P. Dear. For description, see HIST 680.]

[S&TS 681 Philosophy of Science (also PHIL 681)

Fall. 4 credits. Not offered 2004-2005. R. Boyd. For description, see PHIL 681.]

[S&TS 682 Topics in the Scientific Revolution (also HIST 682)]

Fall. 4 credits. Not offered 2004–2005.
P. Dear.

For description, see HIST 682.]

[S&TS 700 Special Topic 1: Science Studies and the Politics of Science]

Fall. 4 credits. Prerequisites: S&TS 711 or permission of instructor. Not offered 2004–2005.]

S&TS 700 Special Topic 2: Technology Transfer Issues

Fall. 4 credits. J. Reppy.

The goal of this course is to develop a coherent analytical framework for analyzing technology transfer, using insights from economics, sociology, history, and science and technology studies, and to employ that framework to evaluate current policy issues. We study the process of technology transfer in different contexts, ranging from intra-firm and intra-industry to technology transfer between civil and military sectors, and between industrialized and less-industrialized countries. The readings include a mix of theoretical writings and case studies.

[S&TS 700 Special Topic 3: Issues in the Social and Cultural History of Technology]

Fall. 4 credits. Not offered 2004–2005.
R. Kline.]

S&TS 711 Introduction to Science and Technology Studies (also HIST 711)

Fall. 4 credits. M. Lynch, S. Seth.

This introductory course provides students with a foundation in the field of science and technology studies. Using classic works as well as contemporary exemplars, seminar participants chart the terrain of this new field. Topics for discussion include, but are not limited to: historiography of science and technology and their relation to social studies of science and technology; laboratory studies; intellectual property; science and the state; the role of instruments; fieldwork; politics and technical knowledge; philosophy of science; sociological studies of science and technology; and popularization.

[S&TS 715 Ethnographies of Scientific Practice]

Fall. 4 credits. Not offered 2004–2005.
M. Lynch.]

S&TS 720 Emerging Technologies

Spring. 4 credits. Open to graduate students in the social sciences, sciences, and humanities. S. Hilgartner and B. Lewenstein.

This course will examine the peculiar speculative world of emerging technologies—a social and technical “space” found at the edges of expanding technological systems, where new technologies are being most actively constructed and transformed. In this dynamic world, emerging technologies exist in a state of flux as a mixture of blueprint and hardware, plan and practice, the nearly online and the almost obsolete, surrounded by speculation and speculators, who make often-contested claims about their promises, perils, and possibilities. Among the characteristics of this space are: the frequent appearance of unverifiable claims about technologies that have yet to materialize; an entrepreneurial drive for commercial implementation; ongoing institutional innovation; frequent public controversies; and problems of political legitimacy. The course will examine

the epistemic, discursive, institutional, and political dimensions of emerging technologies in an effort to understand the social worlds that shape technological change.

Independent Study**S&TS 699 Graduate Independent Study**

Fall or spring. 2–4 credits. Permission of department required.

Applications and information are available in 306 Rockefeller Hall.

SCIENCE OF EARTH SYSTEMS

The full faculty of the Department of Earth and Atmospheric Sciences (see page 503) plus the following: W. Brutsaert (civil and environmental engineering); P. Gierasch (astronomy); J.-Y. Parlange (biological and environmental engineering); J. Yavitt (natural resources).

The Science of Earth Systems (SES) is the study of the interactions among the atmosphere, oceans, biosphere, and solid Earth; these dynamic interactions control the global environment. The interdisciplinary, basic science approach of SES incorporates major components of geology, ocean and atmospheric sciences, terrestrial hydrology, biogeochemistry, and ecology into an integrated study of Earth as a complex system. Earth system science presents one of the outstanding intellectual challenges in modern science and is the primary foundation for the future management of our home planet.

The Major

The major in Science of Earth Systems emphasizes a rigorous, objective study of the Earth and its systems with broad preparation in basic sciences and mathematics, followed by the choice of an area of concentration for study in greater depth. The Science of Earth Systems program seeks to train students in a strong set of fundamental skills that will allow them to approach with quantitative rigor a wide range of questions about the Earth and its environment, and to adapt those skills rapidly to new areas of inquiry as they arise. The major in Science of Earth Systems is by nature interdisciplinary, and involves faculty from the College of Arts and Sciences, the College of Engineering, and the College of Agriculture and Life Sciences. In the College of Arts and Sciences the program is administered by the Department of Earth and Atmospheric Sciences.

The SES curriculum begins with a series of courses designed to provide preparation in fundamental science and mathematics necessary for a rigorous study of Earth Systems. This preparation is followed by three SES core courses providing breadth and integration. An additional set of four intermediate to advanced courses is selected to provide depth and a degree of specialization.

Students in the College of Arts and Sciences choosing to pursue the Science of Earth Systems major are required to take the following courses: PHYS 207–208 (or 112–213), CHEM 207–208, BIO G 101/103–102/104 (or 109–110), and MATH 111–112 (or 121–122, or 190/191–192). Three additional 3- to 4-credit hour courses in mathematics, physics, chemistry, or biology are required;

these additional courses must require one or more of the basic courses listed above as a prerequisite. One of the courses must be either EAS 201 or BIOEE 261. Both EAS 201 and BIOEE 261 can be chosen. Mathematics at the level of MATH 221 or 293 is strongly recommended for all SES students, and those choosing areas of concentration in Atmospheric Sciences, Environmental Geophysics, or Hydrology should take MATH 222 or 294.

The three required SES core courses are:

EAS 331/ASTRO 331 Climate Dynamics
EAS 302 Evolution of the Earth System
EAS 321/NTRES 321 Introduction to Biogeochemistry

Four additional 3- to 4-credit classes selected from 300- and 400-level courses, approved for an SES concentration, are required. These courses will ordinarily be organized around one of the SES areas of specialization. Areas of specialization include, but are not limited to Climate Dynamics, Ocean Science, Environmental Geology, Environmental Biophysics, Biogeochemistry, Soil Science, Ecological Systems, and Hydrological Sciences.

For further information and applications contact Bryan L. Isacks, bli1@cornell.edu. Also see the SES web site at www.eas.cornell.edu for up-to-date information. Administrative offices are located at 2122 Snee Hall.

SERBO-CROATIAN

See Department of Russian.

SINHALA (SINHALESE)

See Department of Asian Studies.

SOCIETY FOR THE HUMANITIES

Brett de Bary, Director

Fellows for 2004–2005

Fred Ahl (Cornell University)

Anne Blackburn (Cornell University)

John Blanco (University of California, San Diego)

Raymond Craib (Cornell University)

Gail Holst-Warhaft (Cornell University)

Christi Merrill (University of Michigan)

Joseph Ortiz (Princeton University)

Helen Petrovsky (Russian Academy of Sciences)

Catherine Porter (State University of New York, College at Cortland)

Aicha Rahmouni (Cornell University)

Cynthia Robinson (Cornell University)

José M. Rodriguez-Garcia (Cornell University)

Jeannine Routier-Pucci (Cornell University)

Naoki Sakai (Cornell University)

Keith Taylor (Cornell University)

John Whitman (Cornell University)

Martin Winkler (George Mason University)

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 2004-2005 is "Translation."

S HUM 394 American Empire: Critical Perspectives (also D SOC 494)

Spring. 3 credits. Limited to 20 students.
B. de Bary and T. Hirschl.

The course is conducted in a seminar format and engages students, core faculty, and visiting faculty in weekly discussion of economic, military, and cultural aspects of contemporary American foreign and domestic policy. While the notion of "empire" has been increasingly used to characterize U.S. global power by journalists, politicians, and scholars, the course takes this up as a heuristic term requiring both debate and demonstration.

S HUM 403 Translation Inside and Outside

Spring. 4 credits. Limited to 15 students.
K. Taylor.

Translation from the vantage of the translator: choices to be made, strategies for making those choices, and the implications of those strategies. Between equivalence and equivocation, this seminar aims students to move from the actual practice of translation to developing their own theories about what they are doing.

S HUM 404 Ovid's Metamorphoses (also COM L 447 and ENGL 409)

Fall. 4 credits. Limited to 15 students. J. Ortiz.
Ovid's *Metamorphoses* stands as one of the largest influences on Western literature, music, and art. It is also a surprisingly smutty read. This course examines a number of Ovidian "translations," primarily in the Renaissance, paying special attention to issues of imitation, gender, narrativity, and Renaissance debates over aesthetics and the moral value of classical literature. Readings will include Dante, Petrarch, Ariosto, Spenser, Jonson, Marston, Shakespeare, and Milton, as well as selections from music, opera, and visual art from the seventeenth century to the present.

S HUM 408 Translation and Cultural Difference (also ASIAN 418 and COM L 470)

Fall. 4 credits. Limited to 15 students.
N. Sakai.

We will survey the theories of translation with a special emphasis on the relationship between transnational translation and transnational transference. The seminar will investigate different economies of translation by which different social and cultural identities are constructed and/or transformed. The historical transformation of translation and the accompanying genesis of linguistic and cultural identity will be examined in reference to historical materials.

S HUM 410 The Classical in Colonial Asia (also ASIAN 419, HIST 406, VISST 411, and RELST 412)

Fall. 4 credits. Limited to 15 students.
A. Blackburn.

This seminar explores notions of antiquity and classical culture articulated through scholarly

works, more popular genres, and government-supported restoration projects, primarily between 1860 and 1920. Readings and visual materials, drawn from British, French, and Siamese contexts, explore similarities and differences across their (interactive, and in some sense competitive) cultural spheres and identify their impact on colonial-period Sri Lanka.

S HUM 411 The Multicultural Alhambra (also ART H 411, NES 451, VISST 421, and SPANL 411)

Fall. 4 credits. Limited to 15 students.
C. Robinson.

An interdisciplinary seminar structured around the mythic (and, as presented by most extant scholarship, quintessentially 'Islamic') palace built by the Nasrid dynasty in Granada, Spain, and its function as both subject and object in a myriad of cultural translations (textual, visual, ideological, and religious). We will use primary sources in various genres, critical writings in the field of post-colonial theory, and secondary literature spanning the nineteenth, twentieth and now twenty-first centuries, including Elena Diez Jorge's *Para una lectura multicultural de la Alhambra de Granada* (Granada, 2000), to approach this 'enigmatic' structure and place it in a variety of contexts. We will consider the building through the variety of lenses offered by Washington Irving, Ibn al-Khatib, Pedro el Cruel, Isabel la Católica, Charles V, and others, to deconstruct the mythology of its uniqueness and view it as a monument supremely representative of the continuous performance of cultural translations offered by late medieval Iberia. The seminar will be taught in conjunction with "Interrogating Iberian Frontiers: A Cross-Disciplinary Research Symposium on Mudejar History, Religion, Art, and Literature," to be held at Cornell during the fall of 2004. Students will attend the symposium and participate in discussions, both organized and informal, with the speakers, including Dr. Diez Jorge.

S HUM 412 Roots of Linguistic Representation (also LING 700.1)

Fall. 4 credits. Limited to 15 students.
J. Whitman.

This course will examine the historical/political/social bases of linguistic representation, beginning with the practice of 'glossing' developed in many reading traditions, through the kinds of representation involved in the language reconstruction, and including contemporary phonetic, syntactic, and semantic representation. Reading will focus on exemplary texts, but will also include current critics of the project of representation.

S HUM 413 Translating the Untranslatable (also COM L 414 and VISST 413)

Fall. 4 credits. Limited to 15 students.
H. Petrovsky.

This course will examine the untranslatable in translation according to the three basic lines of research: inner translation, or the experience of estranging one's own mother language; translation and the image, including an analysis of the collective patterns of affectivity implied by the photograph; and finally, the ethics of translation grounded in its multiple cultural forms.

S HUM 415 Near Eastern Scribes (also JWST 431 and NES 431)

Fall. 4 credits. Limited to 15 students.
A. Rahmouni.

This course is intended to introduce students to the translation methods in the Semitic world, through the figure of the scribe. The course will place the scribe in his intellectual milieu. Moreover, we will reflect upon both the role of the modern translator and the application of new theories about translation to ancient texts.

S HUM 416 Epic Heroes: Text to Screen

Spring. 4 credits. Limited to 15 students.
M. Winkler.

This seminar examines cinematic adaptations of epic literature. The texts and films chosen exhibit the most important paradigms of epic-heroic narrative. All are influential works that represent the best of the genre in either medium. The seminar approaches films as visual texts to be interpreted in ways comparable to the interpretation of literature ("close readings").

S HUM 417 Translating Violence

Spring. 4 credits. Limited to 15 students.
C. Merrill.

What assumptions must be made about the universality of human rights and the sovereignty of the self to enable someone to tell a story of slavery in nineteenth-century America or of communal persecution in twentieth-century South Asia? This course will examine select examples of testimony (court records, autobiography, and oral history) that translate the private experience of physical violence into public narrative to ask how victims of violence can narrate experiences of injustice when representatives of the state seem unable to recognize their pain?

S HUM 419 Spatial Histories of Latin America (also HIST 427)

Spring. 4 credits. Limited to 15 students.
R. Craib.

This course examines the relationship between history and geography. It does so primarily by looking at how space is translated into text through acts of exploration, surveying, and mapmaking in Latin America, from its geographical construction as part of a "New World" to the present. Readings of mostly secondary texts from history, literary criticism, anthropology, geography, and art history.

S HUM 420 Translating Greece (also CLASS 402)

Spring. 4 credits. Limited to 15 students.
G. Holst-Warhaft.

The seminar will focus on translation in the broadest sense, examining how the cultural products of a particular country—Greece—are carried across linguistic and cultural boundaries. Discussions will range from nineteenth- and twentieth-century translations of ancient Greek drama, to the treatment of antiquity in modern Greek literature, and the retranslation of antiquity in the service of tourism and the Olympic Games.

S HUM 421 Amphibological Regions

Spring. 4 credits. Limited to 15 students.
J. Solomon.

This course examines how knowledge is tied to geography in modernity through a metaphysics of translation. The resulting "amphibological region" is a quintessential biopolitical habitat, corresponding to Foucault's notion of modern Man as an "empirico-transcendental doublet." Course readings focus on changes in production, ontology, and sovereignty.

S HUM 423 Translating Tradition

Spring. 4 credits. Limited to 15 students.
J. Rodriguez-Garcia.

This seminar will examine the modernist articulation of orthodox and heterodox "traditions" following historicist patterns of flourishing and decay, and of precedent and return. We will focus on the two most influential poet-critics (T. S. Eliot and Octavio Paz) who have linked "tradition" with the "translation" or transfer of political and cultural authority from one nation to another. Secondary readings will include works by Benjamin, de Man, Kermode, Said, Spivak, Bhabha, Clifford, Rama, Garcia Canclini, Bartra, Lefort, and Nancy.

S HUM 424 The Blind Detective (also CLASS 404)

Spring. 4 credits. Limited to 15 students.
F. Ahl.

Since no one can read all languages, much of our reading of literature is mediated by translators. How reliable are the translations we use? And, when given a choice, how are we to assess which versions will bring us closest to an original we don't know? Translation of major works of Western literature for classroom use is big business, and a successful translation of, say, Homer or Plato, will bring the publisher and, sometimes, the translator a lot of money. Does this lead to a "dumbing down" of originals or to ensuring that translations reflect, rather than challenge, conventional wisdom about their meaning? This seminar will take a close look at several critical passages in "Great Books" in a variety of popular translations. We will try to determine the changes translators have made that alter the tone, texture, and substance of their originals. We will begin with modern versions of Chaucer: excerpts from the *Canterbury Tales* and *Troilus*, and then move to selections from Virgil's *Aeneid*, Sophocles' *Oedipus* and *Antigone*, Plato's *Republic*, and Homer's *Odyssey*. Participants will be invited to bring in their own selections for discussion (provided the originals are at least somewhat within the linguistic competence of the instructor). Ideally, participating students will have some knowledge of, and interest in, a literature written in some language other than English as well as in anglophone literature.

S HUM 425 Translating into English

Spring. 4 credits. Limited to 15 students.
C. Porter.

This course will focus on theoretical and practical problems of translating literary and non-literary texts from French or Spanish into English. Weekly readings of theoretical essays will inform discussion of issues raised by students presenting excerpts from their own work.

S HUM 426 Colonialism and Modernity

Spring. 4 credits. Limited to 15 students.
J. Blanco.

This course investigates a series of political and literary fictions that produce the anomalous character of "colonial modernity": the attempt to translate western Enlightenment ideas of reason, freedom, and contract into the terms of colonial sovereignty; and the legacies of that project in the post-colonial era.

S HUM 439 Poetry and Poetics of Translation (also COM L 643, COM L 439, ENGL 408, and GERST 439)

Fall. 4 credits. Limited to 15 students.
J. Monroe.

See COM L 439 for full course description.

SOCIOLOGY

A. Basu, M. Berezin, E. Brown, S. Caldwell, S. Correll, D. Harris, D. Heckathorn, E. Lawler, M. Macy, P. McLaughlin, S. Morgan, V. Nee, T. Pinch, T. Sorek, D. Strang, R. Swedberg, S. Tarrow, B. Vasi, K. Weeden, B. Wejnert, E. Wethington, K. Wysienka

Emeritus: D. Hayes, B. C. Rosen,
R. M. Williams, Jr.

Sociology is the study of human social organization, institutions, and groups. The Department of Sociology offers courses in a number of key areas, including comparative sociology, culture, economy and society, family and the life course, gender inequality, political behavior and public policy, organizations, race and ethnicity, social inequality, social psychology and group processes, social and political movements, and social networks. A particular emphasis of the department is the linkage of sociological theory to issues of public concern such as ethnic conflict, drugs, poverty, and gender and race segregation. Interests of faculty members range from the study of interaction in small groups to the study of economic and social change in a number of different countries. The department offers the opportunity for students to develop fundamental theoretical insights and understanding as well as advanced research skills in quantitative and qualitative methods. Graduates of the department take up careers in university, government, and business settings, and enter professions such as law, management, and urban policy.

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, 105, 108, and 115) focus on the sociological analysis of major issues of public life, and that 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, descriptions of the 300- and 400-level courses, 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 the following departments in other colleges: Organizational Behavior (School of Industrial and Labor Relations), Human Development (College of Human Ecology), and Development Sociology (College of Agriculture and Life Sciences).

The Sociology Major

The Department of Sociology is one of the social science departments at Cornell with the highest national ranking. Faculty members are internationally recognized for their scholarly work, and have received numerous awards, research fellowships, and research grants.

The twenty-one professors who are currently in the department are dedicated to scholarly inquiry that is both methodologically rigorous and theoretically innovative. The breadth of their substantive interests and the variety of their methodological styles are well demonstrated in the different fields that are represented within the department. These include comparative societal analysis, culture, deviance and social control, education, economic sociology, family, gender, inequality, social networks, organizations, political sociology, public policy, race and ethnic relations, religion, science and technology, social movements, and social psychology.

Career Opportunities for Graduates

An undergraduate degree in sociology is one of the most popular degrees with employers. After engineering and computer science, sociology is the most able to place graduates into jobs immediately after completing their bachelor's degree. This is not altogether surprising, since sociology can lead to a rewarding career in any of the following fields:

- **government:** urban/regional planning, affirmative action, foreign service, human rights management, personnel management
- **research:** social research, consumer research, data analysis, market research, survey research, census analysis, systems analysis
- **criminal justice:** corrections, criminology assistance, police work, rehabilitation counseling, criminal investigation, parole management
- **teaching:** public health education, school admissions, college placement
- **community affairs:** occupational counseling, career counseling, public health administration, hospital administration, public administration, social assistance advocacy, fund-raising, community organizing, social work
- **business:** advertising, sales, project management, sales representation, market analysis, real estate management, journalism, public relations, insurance, human resource management, production management, labor relations, quality control management

A large number of our majors also go onto graduate school and obtain advanced (i.e., master's and Ph.D.) degrees in such varied fields as sociology, political science, philosophy, economics, and psychology. Many also complete professional degrees in education, law, medicine, social work, and business administration.

Requirements for the Major

In addition to the academic requirements established by the College of Arts and Sciences, you must also fulfill requirements toward a specified major. There are 10 courses

required in the sociology major. All courses toward the major must be taken for a letter grade and students must maintain at least a 2.0 grade point average while enrolled in the major. The 10 courses required for the major are divided into the following categories:

- SOC 101
- SOC 375
- two research methods courses (SOC 301 and 303)
- one advanced-level sociology course (400-level or higher)
- five additional (i.e., elective) courses in sociology

Declaring the Sociology Major

If you are a student in the College of Arts and Sciences and wish to declare a major in sociology, it is in your best interest to do so as soon as possible. If you are *not* currently in the College of Arts and Sciences, you need to be admitted to A&S *before* you can declare. To declare the sociology major, you need to take the following steps:

- Obtain a **campus copy** of your transcript from Day Hall and bring it to the department office (316 Uris Hall).
- Obtain a sociology major packet from Susan Meyer, undergraduate assistant, during her office hours (316 Uris Hall). During your meeting with her, you will fill out a major declaration form.
- Leave this form and your transcript with the undergraduate assistant. Your declaration will be reviewed by the director of undergraduate studies and sent on to the College of Arts and Sciences for official notification that you have declared a major. Please allow two weeks for your declaration to be approved and entered into the campus computer.

A student file will be set up to maintain your records in the department. Once you are officially recognized as a major in sociology, the Sociology Department will receive a copy of your transcript at the end of each semester, which will be kept in your student file at 316 Uris Hall. Your records will be maintained until five years after you graduate.

Academic Advising in Sociology

As a student at Cornell, you are ultimately responsible for the policies, procedures, and requirements regarding your degree as stated in the current *Courses of Study*. After reading this document, you may find that you are still confused or unclear about some of the requirements, and you may have questions and concerns that pertain to your individual situation. Several sources of academic assistance and advice are available to you.

College Adviser: As a sociology major, you are a student in the College of Arts and Sciences. For assistance and advice, college advisers are available to you by appointment in the Office of Undergraduate Admissions and Academic Advising (Goldwin Smith Hall). It is recommended that you consult with a college adviser sometime before your last semester to discuss the completion of college requirements, graduation, and residency requirements.

Undergraduate Program Coordinator: The undergraduate assistant (Susan Meyer) in the Sociology Department is located in 316 Uris Hall. She is available to provide assistance with the following:

- the process of declaring the sociology major.
- information about transferring courses from other universities and/or other departments.
- other administrative matters or concerns (e.g., forms, adding and dropping courses).

Director of Undergraduate Studies: The director of undergraduate studies will:

- provide information about departmental curricula and the requirements for the major.
- meet with applicants to the major.
- review applications for sociology majors and accept students into the program.
- assist students in finding an advisor in the sociology department.
- screen sociology classes taken outside Cornell for acceptance as Cornell credit.
- serve as the backup for faculty advisers who are absent during advising periods.

Faculty Advising: Once you are a declared sociology major, you will be assigned a faculty advisor within the Sociology Department. When you declare sociology as a major, you will be asked to name your preference for an adviser; however, if you are not sufficiently familiar with the program, the director of undergraduate studies can assist you in selecting a faculty member to work with you. Faculty advisers are there to:

- discuss your education, career goals, and graduate school opportunities.
- meet with you to talk about courses and plan your program of study within the department.
- go over your academic program each semester.

Sociology Peer Advisers: There are approximately 10 advanced sociology majors who serve as peer advisers in the department. These advisers change from year to year, but a complete list of their names and email addresses is available to you from the undergraduate assistant in the sociology office (316 Uris Hall). Peer advisers do not provide you with academic counseling; they are there to help you adjust to life in the major, as well as to let you know about the department's many support services and activities.

Research Opportunities

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 SOC 491 (Independent Study). Interested students may direct inquiries to any faculty member.

The Sociology Honors Program

Honors in sociology are awarded for excellence in the major, which includes overall grade point average and completion of an honors thesis. In addition to the regular requirements of the major, candidates for honors must maintain a cumulative grade point average of at least a B+ in all sociology classes, complete SOC 495 and SOC 496 (in the senior year), and write an honors thesis.

Students are awarded either honors (*cum laude*), high honors (*magna cum laude*), or highest honors (*summa cum laude*) in the program based on the honors advisers' evaluation of the level and the quality of the work completed toward the honors degree. The honors distinction will be noted on the student's official transcript and it will also be indicated on the student's diploma.

Admission to the Honors Program

To qualify for entrance into the honors program, students must have at least a B grade point average overall and a B+ grade point average in the major. In addition, they must secure the consent of a faculty member in the Sociology Department who will guide their honors thesis.

Students who wish to be considered for honors should apply to the director of undergraduate studies no later than the second term of their junior year. Honors program application forms are available in 316 Uris Hall. The application must include a copy of the student's undergraduate transcript, a brief description of the proposed research project, and the endorsement of a faculty member in the Sociology Department.

The Honors Thesis

During the senior year, each candidate for honors in sociology enrolls in a yearlong tutorial (SOC 495 and SOC 496) with the faculty member who has agreed to serve as the student's thesis adviser. During the first term of their senior year, students determine the focus of their honors thesis, and submit a 10- to 15-page overview (or, alternatively, a preliminary draft) of the thesis to their adviser. During the second term, they complete their honors thesis and submit final copies to the department.

The text of the honors thesis may not exceed 60 pages except by permission of the honors adviser. Two copies of the honors thesis are due to the undergraduate assistant (316 Uris Hall) during the third or fourth week of April. One of these copies will go to the student's thesis adviser and the other will remain on file in the department.

Any honors candidate whose research directly involves working with human subjects must receive approval for the project from the Cornell University Committee on Human Subjects.

Business and Organizational Studies Concentration

Majors who wish to prepare for postgraduate study in professional schools (business, management, or law) or a career in business or nonprofit organizations may elect to acquire a concentration in Business and Organizational Studies in sociology. This program provides Cornell students with training in economic sociology, organizational

studies, and network analysis, all of which are useful areas of expertise in a world increasingly shaped by economic and social forces of a truly global dimension. In order to complete a concentration in Business and Organizational Studies, students must meet the following requirements:

- complete **both** core courses in the concentration: SOC 105 and SOC 395
- complete **four** additional courses from the following list: ILROB 170, 203, 304, 305, 311, 326/526, 340, 357, 422, 427, 440, 445, 446, and 465

Students completing the concentration receive a letter of recommendation from the chair based on their cumulative academic record in the concentration. Please contact Susan Meyer (undergraduate assistant) or the director of undergraduate studies for additional information on the Business and Organizational Studies concentration.

Introductory Courses

SOC 101 Introduction to Sociology (III) (SBA)

Fall, spring, 3 credits. Staff.

This course introduces students to the distinctive features of the sociological perspective, as opposed to psychological, historical, or economic approaches. We do so by first discussing the sociological perspective in the context of small groups and face-to-face interaction.

As the course unfolds, we apply the same perspective to progressively larger social groupings, such as peer groups and families, formal organizations, social classes, racial and ethnic groups, and nation states. This approach also provides new insights into such topics as deviance, gender inequality, culture, and lifestyles. Whenever possible, class lectures and discussions illustrate these themes by exploring contemporary social problems and developments, including the rise of Generation X (and Generation Y?), the sources of current racial tensions, and the gender gap in the workplace.

SOC 104 Race and Ethnicity

Spring, 3 credits. E. Brown.

In this course we will study the "social construction" of race and ethnicity. We will explore key concepts such as prejudice, discrimination, segregation, racism, class, status, migration and immigration, identity, civil rights, and color-blindness. The United States is the product of myriad social forces that have produced a unique nation—state that is "racially" and "ethnically" diverse. This course will focus on the experiences of several groups including: whites, blacks, Native Americans, Asian Americans, and Latinos. We will use the perspective of historical sociology to examine the experiences of these different groups and to understand different outcomes in the preindustrial, industrial, and postindustrial periods of American society. This will allow us to uncover the ways in which processes such as settlement, slavery, segregation, immigration and migration, and mobility and immobility have affected race and ethnic relations in the United States.

SOC 105 Introduction to Economic Sociology (III) (SBA)

Fall, 3 credits. V. 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, and 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 (III) (SBA)

Spring, 3 credits. D. Strang.

People have always sought to imagine and realize a better society, with both inspiring and disastrous results. In this course we discuss the literary utopias of Moore, Morris, and Bellamy, and the dystopias of Huxley, Orwell, and Zamiatin. We also examine real social experiments, including nineteenth-century intentional communities, twentieth-century socialisms and religious cults, and modern ecological, political, and millennial movements. Throughout, the emphasis is on two sociological questions: What kinds of social relationships appear as ideal? How can we tell societies that might work from those that cannot?

General Education Courses

SOC 202 Population Dynamics (also D SOC 201) (III) (CA)

Spring, 3 credits. P. Eloundou-Enyeque.

For description, see D SOC 201.

SOC 206 International Development (also D SOC 205) (III) (HA)

Spring, 3 credits. Staff.

For description, see D SOC 205.

SOC 207 Problems in Contemporary Society (SBA)

Fall, 4 credits. B. Wejnert.

This course examines contemporary social problems, with a focus on their sources in the organization of society. Modern societies are based on three fundamental types of institutions—social norms, hierarchies, and markets. Each is subject to distinctive types of failures resulting in problems that include poverty, prejudice and discrimination, intolerance and hate, alcohol and drug abuse, physical and mental illness, crime and delinquency, and urban problems. In analyzing these problems we emphasize the institutions through which they are created and perpetuated and the form of institutional change required to address them.

SOC 208 Social Inequality (III)

Spring, 4 credits. K. Weeden.

This course reviews contemporary approaches to understanding social inequality and the processes by which it comes to be seen as legitimate, natural, or desirable. We address questions of the following kind: What are the

major forms of stratification in human history? Are inequality and poverty inevitable? How many social classes are there in advanced industrial societies? Is there a "ruling class?" Are lifestyles, attitudes, and personalities shaped fundamentally by class membership? Can individuals born into poverty readily escape their class origins and move upward in the class structure? Are social contacts and "luck" important forces in matching individuals to jobs and class positions? What types of social processes serve to maintain and alter racial, ethnic, and gender discrimination in labor markets? Is there an "underclass?" These and other questions are addressed in light of classical and contemporary theory and research.

SOC 210 What Is Science? (also S&TS 201) (III) (CA)

Spring, 3 credits. S.T. Pinch.

For description, see S&TS 201.

SOC 215 Organizations: An Introduction (SBA)

Spring, 4 credits. P. McLaughlin.

Organizations provide the context for much of our everyday life and are important not only in their own right but for their impact on our individual and collective choices. This course introduces the sociological study of organizations, from project teams to multinational corporations. Main issues include socialization and group processes within work settings; management from the perspective of the manager and the managed; the organization as a site of inequality and mobility; organizational decision making; efforts to modify organizations by reforming bureaucracy and hierarchy; and comparison across nations.

SOC 220 Consumerism and Modernity (SBA)

Spring, 3 credits. B. Vasi.

For description, see department office.

SOC 221 Inequality and Social Science (III) (SBA)

Fall, 4 credits. Enrollment limited to 20 students. K. Weeden.

What are the promises and limitations of social science as a tool for understanding the sources and consequences of social inequality? This course introduces the underlying logic of social scientific research in the context of contemporary debates about social inequality: e.g., educational testing and tracking, race-based affirmative action, and the roles of intelligence and parental resources in affecting who gets ahead. Its goals are to encourage students to be critical consumers of social scientific data, evidence, and discourse and to develop their own rigorous, informed explanations of social phenomena.

SOC 222 Controversies about Inequality (also PAM 222, ILROB 222, PHIL 195, D SOC 222 and GOVT 222)

Spring, 1–3 credits. Staff.

This course introduces students to contemporary debates and controversies about the underlying structure of inequality, the processes by which it is generated and maintained, the mechanisms through which it comes to be viewed as legitimate, natural, or inevitable, and the forces making for change and stability in inequality regimes. These topics are addressed through readings, class discussion, visiting lectures from distinguished scholars of inequality, and debates staged

between faculty who take opposing positions on pressing inequality-relevant issues (e.g., welfare reform, school vouchers, immigration policy, affirmative action). Although this course is required for students in the Inequality Concentration, it is also open to other students who have completed prior course work relevant to issues of inequality.

SOC 230 Knowledge and Power (SBA)

Spring. 3 credits. K. Wysienka.
For description, see department office.

SOC 248 Politics and Culture (also GOVT 363) (III) (HA)

Fall. 4 credits. M. Berezin.
The course focuses on currently salient themes of nationalism, multiculturalism, and democracy. It explores such questions as who is a citizen; what is a nation; what is a political institution; and how do bonds of solidarity form in modern civil society. Readings are drawn principally from sociology and where applicable from political science and history. Journalist accounts, films, and web site research will supplement readings.

SOC 251 Aging and the Life Course (also HD 251) (III)

Fall. 3 credits. E. Wethington.
For description, see HD 251.

SOC 265 Latinos in the United States (also LSP 201 and D SOC 265) (III) (SBA)

Spring. 3 credits (4-credit option available).
H. Velez.

This course is an exploration and analysis of the Hispanic experience in the United States. It examines the sociohistorical background and economic, psychological, and political factors that converge to shape a Latino group identity in the United States. Perspectives are suggested and developed for understanding Hispanic migrations, the plight of Latinos in urban and rural areas, and the unique problems faced by the diverse Latino groups. Groups studied include Mexican Americans, Dominicans, Cubans, and Puerto Ricans.

SOC 270 Gender: Meanings and Practice (also FGSS 270)

Spring. 3 credits. S. Correll.
People have many ideas about gender—about women, men, femininity, and masculinity. These ideas organize our social lives in important ways and often in ways that we do not even notice. They are often so taken for granted that we simply assume they are part of the “normal” or natural way that life works. As part of its focus, sociology investigates and exposes aspects of social life that are usually taken for granted. In this course, we will critically examine the ways that gender structures the social world in which we live. After laying the theoretical groundwork, we will examine cultural conceptions about gender, paying special attention to how beliefs about masculinity and femininity create and enforce a system of gender difference and inequality. We will then attempt to reveal the “common sense” world of gender that surrounds us by exposing the workings of institutions, such as the family, the classroom, and the workplace. Next, we will explore how gender stereotypes and the interactions between and among women and men create and recreate gender. We will then briefly examine the link between gender, friendship, and sex/sexuality. We will conclude by considering the possibilities of a “degendered” or less-gendered society.

SOC 280 Social Movements (SBA)

Spring. 3 credits. B. Vasi.
For description, see department office.

SOC 293 Inequality, Diversity, and Justice (also CRP 293, GOVT 293, PHIL 193) (III or IV) (KCM)

Fall. 4 credits. No prerequisites: intended for freshmen and sophomores. R. Miller.
An interdisciplinary discussion of the nature and moral significance of social inequality, diversity, and poverty and of the search for just responses to them. How unequal are economic opportunities? What are the causes of poverty? To what extent is greater equality a demand of justice? Are traditional welfare programs an appropriate response to poverty? What special significance have race and gender as sources of inequality? Do they merit special remedies such as affirmative action? How should governments deal with religious diversity and other differences in ultimate values? For example, should abortion statutes be neutral toward rival views of the importance of potential human life? What are the causes of worldwide inequality? To what extent do people in per-capita rich countries have a duty to help the foreign poor? Moral argument, investigations of social causes, and legal reasoning interact in the search for answers to these questions. To provide these resources, the course is taught by leading faculty researchers in philosophy, political theory, the social sciences, and law.

Methods and Statistics Courses

SOC 301 Evaluating Statistical Evidence

Fall. 4 credits. Substitutable courses for SOC 301: AEM 210, BTRY 301, ECON 319, ILRST 210, MATH 171 or PSYCH 350, PAM 210, and SOC 303. For sociology majors only.

SOC 303 Design and Measurement (SBA)

Spring. 4 credits. D. Harris.
Research methods are the foundation upon which all research rests. When there are flaws in the methodology, the whole project usually crumbles. In this course, we will use methods texts, and examples from real research projects, to investigate the research methods and logic employed by sociologists. Among the topics we will explore are: surveys, experimentation, sampling, observation, causal inference, and ethics. By the end of the course, students will be able to identify methodological weaknesses in others' research, and design projects that can withstand a critical eye.

SOC 304 Social Networks and Social Processes (III) (SBA)

Fall. 4 credits. D. Strang.
How do groups self-segregate? What leads fashions to rise and fall? How do rumors spread? How do communities form and police themselves on the Internet? This course examines these kinds of issues through the study of fundamental social processes such as exchange, diffusion, and group formation. We focus on models that can be explored through computer simulation and improved through observation.

SOC 305 Macro Organizational Behavior (also ILROB 171)

Spring. 3 credits. Staff.
For description, see ILROB 171.

Intermediate Courses

[SOC 309 The Sociology of Marriage (also SOC 509) (III) (SBA)]

Spring. 4 credits. Not offered 2004–2005.
Contemporary debate on the nature of the family in the United States often assumes a simplistic decay of the “traditional marriage.” This course unpacks the myths and facts that undergird this model. We overview the historical patterns of marriage in the United States, examine data on contemporary union formation and dissolution and the consequences, and explore various theoretical models of marriage and its decline.]

[SOC 311 Group Solidarity (also ILROB 321) (III)]

Spring. 4 credits. Not offered 2004–2005.
M. Macy.
What is the most important group that you belong to? What makes it important? What holds the group together, and how might it fall apart? How does the group recruit new members? Select leaders? Make and enforce rules? Do some members end up doing most of the work while others get a free ride? We explore these questions from an interdisciplinary perspective, drawing on sociobiology, economics, and social psychology, as we apply alternative theories of group solidarity to a series of case studies, such as urban gangs, spiritual communes, the civil rights movement, pro-life activists, athletic teams, work groups, and college fraternities.]

SOC 312 Urban Sociology

Spring. 4 credits. E. Brown.
The long, slow march of human populations from rural to agrarian life to the more densely populated patterns of urban life is one of the major, and relatively recent, transformations in human societies. This has brought new forms of social interaction, culture, residence, economic activity, and governance that are particularly “urban.” Urban sociology is the study of human social relations in cities and urbanized communities. We will explore key issues including: the growth of cities; neighborhood and community life; urban economic development; housing; suburbs and exurbs; gentrification; redlining; residential segregation; the “urban crisis”; ghettos, barrios, and urban poverty; ethnic competition for jobs; crime; “global cities”; urban ecology; sprawl; and urban policy. We will consider the city in its preindustrial, industrial, and postindustrial forms, with primary emphasis on the latter contemporary situation. Our focus will be primarily, but not exclusively, on urban life in the United States. We will give particular attention to the cities and metropolitan areas of New York, Chicago, Detroit, and Los Angeles.

[SOC 316 Gender Inequality (also FGSS 316) (III) (SBA)]

Fall. 4 credits. Not offered 2004–2005. Staff.
This course offers a comprehensive overview of historical and contemporary patterns of gender stratification. The first few weeks are devoted to the examination of different ideas (biological, functionalist, feminist) about gender inequality. The remainder of the course involves both theoretical analyses and empirical investigations of four substantive areas: the historical development of gender stratification, the nature of gender inequality in contemporary societies, cross-national comparison of gender inequality, and strategies for social change. Specific topics

include division of labor between men and women; relationship between social class and gender; dynamics of occupational sex segregation; gender differences in social mobility, socialization, and educational attainment; and racial and cross-national variations in gender inequality. Each section includes examination of key theoretical debates and a survey of recent feminist research that is relevant to those debates.]

[SOC 320 Globalization and Inequality (III) (SBA)

4 credits. Not offered 2004–2005. Staff. What is globalization and where is it taking us? The objective of the course is to explore the impact of globalization on patterns of social inequality. We begin the semester by considering what the term “globalization” means. We then explore competing accounts of this world-wide trend (e.g., modernization; world-system; post-modernity) and examine the various ways in which contemporary patterns of globalization are different from historical patterns of industrialism. The second part of the semester takes on theoretical and empirical investigations of the way in which globalization has shaped the international division of labor, the structure of class relationships, gender inequality, racial and ethnic relations, migration, poverty, social networks, and indigenous world cultures.]

[SOC 323 Service Learning (also ILOB 322)

Fall. 4 credits. Not offered 2004–2005. M. Lounsbury.

For description, see ILOB 322.]

SOC 324 Environment and Society (also S&TS 324 and D SOC 324) (III) (SBA)

Fall. 3 credits. Staff.
For description, see D SOC 324.

SOC 326 Social Policy (also SOC 526) (III)

Fall. 4 credits. S. Caldwell.
The dramatic growth of the policy research sector as an institutional and intellectual force signals the 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 327 Extremism and Toleration in Contemporary Society (SBA)

Spring. M. Berezin.
For description, see department office.

SOC 330 Sociology of Sport (SBA)

Fall. 4 credits. T. Sorek.
This course introduces students to major theoretical perspectives in the sociology of sports, with a particular emphasis on the construction of collective identities (e.g., national, ethnic, civic, religious, local, and gender). The theoretical themes are illustrated by case studies from the Americas, Europe, Africa, India, and the Middle East.

SOC 341 Modern European Society and Politics (also GOVT 341) (III) (SBA)

Spring. 4 credits. S. Tarrow.
For description, see GOVT 341.

[SOC 352 The Sociology of Contemporary Culture (also S&TS 354) (III) (CA)

Fall. 4 credits. Not offered 2004–2005. C. Leuenberger.

This course introduces the rapidly expanding field at the intersection of sociology and cultural studies. It provides an introduction to theoretical debates in cultural studies and to sociological studies of popular culture. We discuss the emergence of the tourist industry, the significance of consumption in modern life, narratives in popular films, the culture of music and art, the use of rhetoric in social life, cultural analyses of science, and the social construction of self, bodies, and identities.]

SOC 357 Schools, Race, and Public Policy (III) (SBA)

Spring. 4 credits. S. Morgan.
After an examination of alternative theories of the development and changing function of educational institutions in society, this course examines explanations for why individuals obtain educational training, how an individual's family background and race affect his or her trajectory through the educational system, and how and why society confers advantages on educated individuals. Following a review of recent empirical research on effective schools, the course concludes with an examination of current policy debates in the United States, focusing primarily on school choice, vouchers, and financial aid for a college education.]

[SOC 358 Immigration, Capitalism, and Inequality

Spring. 3 credits. Not offered 2004–2005. V. Nee.
For description, see department office.]

SOC 371 Comparative Social Stratification (also D SOC 370) (III) (SBA)

Fall. 3 credits. S. Feldman.
For description, see D SOC 370.

SOC 375 Classical Theory (SBA)

Fall. 3 credits. R. Swedberg.
An introduction to the classics in sociology, primarily works by Karl Marx, Max Weber, Emile Durkheim, and Georg Simmel. We will also be studying the works of Alexis de Tocqueville, Montesquieu, and Joseph Schumpeter. Special emphasis will be put on the concepts, ideas, and modes of explanation that characterize the classics. We will also look at their empirical material, and what may be termed the social construction of the classics. The requirements include active class participation and three tests in class.

SOC 390 Israeli Society (also NES 395 and JWST 395) @ (III) (SBA)

Spring. 4 credits. T. Sorek.
The course introduces students to the major themes in contemporary Israeli society, focusing on the following: the tension between the definition of Israel as a Jewish state and its aspiration to be democratic, the place of religion in politics, the effects of the long-term occupation of the West Bank and the Gaza Strip, the fragile status of the Arab Palestinian citizens of Israel, civil-military relations, intra-Jewish ethnic divides, and gender relations.

SOC 395 Advanced Economic Sociology

Spring. 4 credits. R. Swedberg.
This course aims at reinforcing and adding to the insights presented in SOC 105 (Introduction to Economic Sociology, taught by Professor Victor Nee in the fall). The course begins with the theoretical foundation of economic sociology (classical and modern). The contributions by Max Weber, Joseph

Schumpeter, Mark Granovetter, and others will be presented. This segment is followed by lectures on different types of economic organization, from capitalism and the global economy to the firm and entrepreneurship. Topics such as politics and the economy, law and the economy, culture and the economy, and gender and the economy will then be discussed. Normative aspects of economic sociology are also on the agenda.

SOC 397 Israeli-Palestinian Conflict (also NES 397)

Fall. 4 credits. Requirements: three knowledge quizzes, a midterm paper, a movie report, active participation in the course web site forum, and a final exam. T. Sorek.

This course introduces students to the complexity of the Israel–Palestinian conflict in its various dimensions: national, religious, economic, and cultural. It outlines the history of the conflict from the beginning of Zionist immigration to Palestine in the late nineteenth century until the current day. The course juxtaposes the different subjective points of view and motivations of the various actors involved and analyzes the sociopolitical process as products of these interrelated positions. In addition, it demonstrates how the internal structures of both societies influence and are influenced by the dynamics of the conflict. Special emphasis is given to the significance of interdependency of culture and politics; national symbolism as both product of the conflict and an element that maintains it; the significance of heroism, victimhood, and martyrdom in shaping the conflict and the identities of the parties involved.

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.

[SOC 408 Qualitative Methods (also SOC 508) (III) (SBA)

Spring. 4 credits. Not offered 2004–2005. M. Berezin.

This course aims to acquaint students with the practice of non-quantitative research methods. Rather than offering a laundry list of techniques, it asks students to think about how particular methods are more or less suited to answering particular types of research questions. The course is divided into four parts: 1) a general discussion of theory, methods, and evidence in social science; 2) a series of readings and exercises on particular methods; 3) an analysis of full-length works to see how they were put together; 4) discussion of student projects.]

SOC 410 Health and Survival Inequalities (also FGSS 410)

Fall. 4 credits. A. Basu.
This course reviews the ways of measuring inequalities such as life expectancy, age-specific death rates, cause-specific mortality and morbidity, and disability and their historical and contemporary socioeconomic markers, including region, class, race, gender, and age. It then examines some of the

determinants of these differences, particularly biology, poverty, and politics, as well as the role of medical advances in promoting or reducing health inequalities. The course also covers some of the growing literature on individual and family behaviors that impinge on inequality in health and survival—both unintentional (through differences in lifestyle, for example) as well as deliberate (through active discrimination against certain categories of individuals, for example, girls in parts of Asia). Policy prescriptions arising from these studies will be evaluated for feasibility and effectiveness and new innovative approaches proposed.

SOC 412 Seminar in Sociology of Gender (also SOC 512) (SBA)

Spring, 4 credits. Undergraduates must get instructor permission to enroll. S. Correll.
For description, see SOC 512.

SOC 421 Theories of Reproduction (also FGSS 410, D SOC 410)

Spring, 4 credits. A. Basu.
This course examines the changing nature of the debate on what makes populations grow and what makes families have any, few, and many children. The course begins with theories of historical population growth and changing fertility and then moves on to consider the economic, social, cultural, political, and biological theories applied to fertility and changing fertility in contemporary populations. Demographic concepts and factors believed to account for the high fertility of many developing country populations and the extremely low fertility in many parts of the developed world are examined. Emphasis is given to "sociocultural" and "gender-based" explanations of reproductive behavior, which activist groups and organizations have used to push political and social agendas. The course pays particular attention to the role of the state in population growth and its place in women's lives.

SOC 422 Sociology of Markets (also SOC 622, ILROB 622)

3 credits. M. Lounsbury.
For description, see ILROB 622.

SOC 425 Artificial Societies (also SOC 527)

Fall, 4 credits. M. Macy.
This seminar is an introduction to computer simulation. The course surveys the history of social simulation and introduces students to complexity theory, game theory, and evolutionary models of social change. The remainder of the course (nine weeks) teaches student to program in Delphi and gives them simulation programs to modify as a class project.

[SOC 427 The Professions: Organization and Control (also ILROB 427) (III)]

Fall, 3 credits. Prerequisite: permission of the instructor. Not offered 2004–2005.
P. Tolbert.
For description, see ILROB 427.]

SOC 437 Social Demography (also D SOC 438) (III) (SBA)

Fall, 3 credits. D. Gurak.
For description, see D SOC 438.

SOC 442 Sociology of Science (also S&TS 442) (III) (SBA)

Fall, 4 credits. H. Miallet.
For description, see S&TS 442.

SOC 445 Entrepreneurship and Organizations (also ILROB 673)

M. Lounsbury.
For description, see ILROB 673.

[SOC 446 Economic Sociology (also SOC 646)]

4 credits. Not offered 2004–2005. V. Nee.
This course introduces the field of economic sociology and covers major topics addressed by sociologists studying the intersection of economy and society. We begin with classic statements on economic sociology and then move to the invigoration of the field in recent years, reading works that have been instrumental in this invigoration. Consideration is given to the several variants of "institutionalism" that have informed the sociological study of markets, organizations, and economic exchange.]

[SOC 457 Health and Social Behavior (also HD 457) (III)]

Fall, 3 credits. Prerequisites: HD 250, SOC 101, D SOC 101, or SOC 251 and a course in statistics. Letter grades only. Not offered 2004–2005. E. Wethington.
For description, see HD 457.]

SOC 465 Dynamics of the Social Sector (also ILROB 624)

M. Lounsbury.
For description, see ILROB 624.

[SOC 470 Theories of the Family and the Life Course (also SOC 570) (III) (SBA)]

Spring, 4 credits. Not offered 2004–2005.
M. Clarkberg.

This seminar examines theoretical frameworks for understanding the family and the life course. Foci include the dynamics of role transitions and normative role trajectories, linkages across the various domains of individual lives (such as work and family), the interplay of individual and historical times, the social significance of age, and the linkages between individuals and the families and other social contexts they live in. We also briefly consider various methodological challenges associated with putting these theoretical perspectives into practice.]

SOC 491 Independent Study

Fall or spring, 1–4 credits. This is 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 the 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: SOC 495.

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.

SOC 501 Basic Problems in Sociology I

Fall, 4 credits. V. 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. Staff.
Continuation of SOC 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. Theoretical perspectives include functionalism, social exchange, and interactionism.

[SOC 505 Research Methods I: The Logic of Social Inference]

Fall, 4 credits. Prerequisite: a first course in statistics and probability. Not offered 2004–2005. Staff.
This course is an introduction to techniques of social inference. We cover research methods, sources of evidence, model design, and questions of empirical validity.]

SOC 506 Research Methods II

Spring, 4 credits. S. Morgan.
This is a course on advanced linear regression analysis in theory and practice. After a review of classical bivariate regression and elementary matrix algebra, the course progresses under the credible assumption that the most important fundamentals of data analysis techniques can be taught in the context of simple multivariate linear models. Accordingly, the course provides a relatively formal treatment of the identification and estimation of single equation OLS and GLS regression models, instrumental variable models, traditional path models, and multiple indicator models. Interspersed with this material, the course addresses complications of regression modeling for the practicing researcher including: missing data problems, measurement error, regression diagnostics, weighting, and inference for surveys. The course concludes with a brief introduction to nonlinear regression, counterfactual models of causality, Bayesian inference, and hierarchical models.

SOC 507 Research Methods III

Fall, 4 credits. Staff.
Introduction to the general linear model for discrete outcomes. Discussion of principles of estimation, model selection, coefficient interpretation, specification error, and fit assessment. The first half of the course covers logistic regression, probit, log-linear, and latent class models, while the second half of the course covers event history models. Although the statistical theory underlying these models is reviewed, issues of interpretation and estimation typically take precedence. Emphasis is accordingly placed on the analytic issues that arise in writing research papers with models of this kind.

Graduate Seminars

These seminars are primarily for graduate students but may be taken by qualified advanced undergraduates who have permission of the instructor. The seminars offered in each term are determined in part by the interests of 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, but others may be added and some may be deleted. Students should check with the department before each term.

[SOC 508 Qualitative Methods (also SOC 408)]

Spring. 4 credits. Not offered 2004–2005.
M. Berezin.

For description, see SOC 408.]

[SOC 509 The Sociology of Marriage (also SOC 309, FGSS 309, FGSS 509)]

Spring. 4 credits. Not offered 2004–2005.
M. Clarkberg.

For description, see SOC 309.]

SOC 510 Seminar on Comparative Societal Analysis

Spring 3 credits. Open to advanced graduate students throughout the social sciences, with permission of instructor.
M. Berezin.

This seminar is intended for advanced graduate students interested in comparative methods and research in the social sciences. It is offered in conjunction with the Comparative Societal Analysis program in the Einaudi Center for International Studies. Students enrolled for credit write critiques of papers presented at the seminar by faculty members and other graduate students, and work on their own project. Some weeks are devoted to collective reading and analysis of background work. Students may enroll for more than one semester.

SOC 512 Seminar in Sociology of Gender (also SOC 412)

Spring. 4 credits. S. Correll.

One of the important achievements in gender knowledge in the last decade is the revolution in our theoretical conceptualization of what gender is as a social phenomenon. There is increasing consensus among gender scholars that gender is not primarily an identity or role that is taught in childhood and enacted in family relations. Instead, gender is an institutionalized system of social practices for constituting people as two significantly different categories—men and women—and organizing social relations of inequality on the basis of that difference. We will begin with an examination of the key theoretical works in sociology that address this conceptualization. We will then apply these theoretical approaches as we explore the processes by which gender difference and inequality are maintained or changed in contemporary American society. While we will examine key social processes at multiple levels of analysis, our primary focus will be on processes that occur at the interactional level. Our goal will be to understand both how gender shapes what happens in interaction and how what happens in interaction affects gender difference and inequality. We will examine these interactional processes in specific social institutions, including schools, families, and work.

[SOC 518 Social Inequality: Contemporary Theories, Debates, and Models]

Fall. 4 credits. Not offered 2004–2005.
D. Grusky, S. Morgan.

This course serves as an introduction to contemporary theories, debates, and models regarding the structure of social classes, the determinants of social mobility, the sources and causes of racial, ethnic, and gender-based inequality, and the putative rise of postmodern forms of stratification. The twofold objective is to both review contemporary theorizing and to identify areas in which new theories, hypotheses, and research agendas might be fruitfully developed.]

SOC 519 Workshop on Social Inequality

Spring. 4 credits. K. Weeden.

This workshop provides a forum for students, faculty, and guest speakers to present and discuss their current research projects related to social inequality.

SOC 526 Social Policy (also SOC 326)

Fall. 4 credits. S. Caldwell.

For description, see SOC 326.

SOC 527 Artificial Societies (also SOC 425)

Fall. 4 credits. M. Macy.

For description, see SOC 425.

[SOC 528 Conflict and the Nation-State]

Spring. 4 credits. Not offered in 2004–2005.
D. Strang.

The nation-state developed out of conflict, through military competition within Europe and the rise of and response to colonial empires in the Americas, Asia, and Africa. Conflict is just as virulent today, as ethnic cleansing and movement toward American imperialism attest. We will examine these conflicts both in comparative historical terms and in terms of fundamental social processes, with an eye to what they tell us about contemporary issues. Questions include: when and why do groups seek to leave polities, through secession or decolonization? When and why do states become imperial powers? How are intra-state and inter-state conflict conditioned by the changing content of nationality and citizenship, global institutions, and inequalities of wealth and power.]

SOC 532 Inside Technology: The Social Construction of Technology (also S&TS 532)

Fall. 4 credits. G. Gillespie.

For description, see S&TS 532.

SOC 540 Organizational Research

Fall. 4 credits. D. Strang.

This seminar focuses on contemporary sociological research on organizations. It centers theoretically on the interplay of institutional, ecological, and choice-theoretic accounts of organizational structure and action. Subjects include organizational founding and mortality; change in organizational practices over time; the relationship between organizations and their legal, social, and cultural environment; and stratification and mobility within organizations.

[SOC 550 Seminar on Max Weber and Joseph Schumpeter]

Spring. 4 credits. Not offered 2004–2005.
R. Swedberg.]

[SOC 560 New Institutionalism in Economic Sociology]

Fall. 4 credits. Not offered 2004–2005.
V. Nee.

For description, see department office.]

[SOC 570 Theories of the Family and the Life Course (also SOC 470)]

Spring. 4 credits. Not offered 2004–2005.
M. Clarkberg.

This course provides an analysis of the theoretical approaches informing sociological understandings of the family and the human life course. Approaches include power and exchange models, interactionism, the new home economics, and life course approaches. Emphasis is on understanding the conflict and congruence between existing theoretical frameworks, and on translating theoretical issues into empirical research questions.]

SOC 591 Special Seminars in Sociology

Fall and spring. 2–4 credits. Staff.

These graduate seminars are offered irregularly. Topics, credit, and instructors vary from semester to semester. Students should look at the Sociology Department bulletin board at the beginning of each semester for current offerings.

SOC 595 The Sociological Classics

Spring. 3 credits. R. Swedberg.

This course is primarily intended for graduate students who lack a background in the classics as well as for those who are already familiar with elementary works, such as Weber's *The Protestant Ethic*, Durkheim's *Rules of Sociological Method*, and Marx and Engels's *The Communist Manifesto*. While the lectures will include a discussion of the former, the readings will emphasize works such as Weber's *Economy and Society*, Durkheim's *Elementary Forms of Religious Life*, and Marx's *Capital*. Works by Tocqueville and Georg Simmel are also part of the reading list. The main purpose of the course is to make the student familiar with the concepts, ideas, and modes of reasoning that characterize the mature works of the classics. Each meeting will consist of lecture and discussion. The requirements include active class participation and a research paper on some aspect of the classic.

SOC 606–607 Sociology Colloquium

Fall and spring. No credit. Required of all sociology graduate students. Staff.

A series of talks representative of current research interests in sociology, given by distinguished visitors and faculty members.

SOC 608 Proseminar in Sociology

Fall. 1 credit. Enrollment restricted to first-semester sociology graduate students. Staff.

Discussion of the current state of sociology and of the research interests of members of the graduate field; taught by all members of the field.

SOC 615 Politics in Market Society (SBA)

Fall. 4 credits. B. Wejnert.

For description, see department office.

SOC 631 Qualitative Research Methods for Studying Science (also S&TS 631)

Spring. 4 credits. T. Pinch.

For description, see S&TS 631.

SOC 646 Economic Sociology (also SOC 446)

For description, see SOC 446.

SOC 660 States and Social Movements (also GOVT 660)

Fall. 4 credits. S. Tarrow.
For description, see GOVT 660.

SOC 680 Workshop on Transnational Contention (also GOVT 681)

Spring. 4 credits. S. Tarrow.
For description, see GOVT 681.

SOC 691 Independent Study

Fall or spring. 2-4 credits. Prerequisite: graduate status and permission of a faculty member willing to supervise the project. Staff.

For graduates 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 the agreement of a faculty member to serve as supervisor for the project throughout the term.

SOC 778 Solidarity in Groups (also ILROB 778)

Fall. 3 credits. E. Lawler.
For description, see ILROB 778.

SOC 891-892 Graduate Research

891, fall; 892, spring. Up to 4 credits each term. 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. Prerequisite: permission of thesis supervisor.

SOUTH ASIA PROGRAM

A. Basu, director; K. Basu, A. Blackburn, D. Bor, D. Boucher, L. Derry, S. Feldman, D. Gold, M. Hatch, R. Herring, D. Holmberg, R. Kanbur, M. Katzenstein, V. Kayastha, K. A. R. Kennedy, N. Kudva, S. Kuruvilla, M. Latham, B. Lust, B. MacDougall, M. Majumdar, K. March, K. McGowan, C. Minkowski, S. Mohanty, D. Mookerjee-Leonard, V. Munasinghe, A. Nussbaum, S. Oja, P. Olpadwala, B. Perlus, T. Poleman, J. Rigi, N. Sethi, D. Sisler, S. Toorawa, N. Uphoff, M. Walter, M. Weiss, A. Wilford.

The South Asia Program coordinates research, teaching, and special campus events relating to Bangladesh, India, Pakistan, Nepal, and Sri Lanka. The program faculty include members from a variety of disciplines, including agricultural economics, agricultural engineering, anthropology, architecture, art, city and regional planning, comparative religion, development sociology, ecology and systematics, economics, English, geology, government, history, history of art, human ecology, industrial and labor relations, international agriculture, linguistics, and literature. 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, and Sanskrit. Foreign Language and Area Studies scholarships are available to graduate students who are U.S. citizens or permanent residents. Cornell is a member of the American Institutes of Bangladesh, Indian,

Pakistan, and Sri Lankan studies. For details on the major, see the Department of Asian Studies listing in this volume. For courses available in South Asian studies, or for further information on research opportunities, direct questions to the South Asia Program Office, 170 Uris Hall, 255-8493. www.einaudi.cornell.edu/SouthAsia.

SOUTHEAST ASIA PROGRAM

S. Kuruvilla, interim director; I. Azis, W. Bailey, T. Chaloeitirana, A. Cohn, M. Hatch, T. Loos, K. McGowan, L. Ryter, J. Siegel, E. Tagliacozzo, K. Taylor, A. Willford, L. Williams, Emeritus: B. Anderson, R. Baker, R. Jones, S. O'Connor, E. Thorbecke, J. Wolff, D. Wyatt, Lecturers: N. Jagacinski, T. Savella, T. Tranviet, S. Tun

Southeast Asia studies at Cornell is within the framework of the Department of Asian Studies and affiliates with the Einaudi Center for International Studies. Fourteen core faculty members in the colleges of Arts and Sciences, Business and the Johnson Graduate School of Management, the School of Industrial and Labor Relations, 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. Courses are offered in such fields as anthropology, Asian studies, economics, finance, government, history, history of art, labor relations, linguistics, music, and rural sociology. Instruction is also offered in a wide variety of Southeast Asian languages: Burmese, Cambodian (Khmer), Indonesian, Tagalog, Thai, and Vietnamese. In addition, faculty from other disciplines provide area instruction on Southeast Asia. The formal program of study is enriched by a diverse range of extracurricular activities, including an informal weekly brown bag seminar, art exhibits at the Johnson Museum, and concerts of the Gamelan Ensemble. The George McT. Kahin Center for Advanced Research on Southeast Asia is also the site for public lectures as well as publication and outreach activities related to this area. The John M. Echols Collection on Southeast Asia, in Kroch Library, is the most comprehensive collection on Southeast Asia in the United States.

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 with any other major by completing 18 credits of course work. Graduate students may work toward an M.A. degree in Southeast Asian studies or pursue a Master of Professional Studies in another school with a concentration in Southeast Asian studies. Ph.D. students specializing in Southeast Asia receive a doctorate in a discipline such as history, history of art, anthropology, government, music, economics, or city and regional planning. Academic Year and Summer Foreign Language and Area Studies scholarships are available to graduate students who are U.S. citizens or permanent residents.

For courses available in Southeast Asian studies and details on the major, see the Department of Asian Studies listing in this volume. Additional information is available on the web at: www.einaudi.cornell.edu/southeastasia. Inquiries for further information

should be directed to the program office, 180 Uris Hall, 607-255-2378 or SEAP@cornell.edu.

SPANISH

See Department of Romance Studies.

STATISTICAL SCIENCE DEPARTMENT

The university-wide Department of Statistical Science coordinates undergraduate and graduate study in statistics and probability. A list of suitable courses can be found in the section "Interdisciplinary Centers, Programs, and Studies" in the front of this catalog.

SWAHILI

See Africana Studies and Research Center.

SWEDISH

See Department of German Studies.

TAGALOG

See Department of Asian Studies.

THAI

See Department of Asian Studies.

THEATRE, FILM & DANCE

R. Archer, D. Bathrick, S. Bernstein, S. Brookhouse, J. Chu, S. Cole, D. Feldshuh, A. Fogelsanger, (director of the undergraduate program in dance); D. Fredericksen (director of the undergraduate program in film); J. E. Gainor (on leave 2004-2005) (director of graduate studies); K. Goetz (chair), S. Haenni, D. Hall, E. Intemann, J. Kovar, B. Levitt, P. Lillard, R. MacPike, B. Milles (on leave fall 2004), J. Morgenroth, M. Rivchin, J. Self, B. Suber, A. Van Dyke (director of undergraduate studies), A. Villarejo, S. Warner

Through its courses and production laboratories, the department provides students with a wide range of opportunities in theatre, film, and dance. It also offers majors in each of those areas. These majors educate students in accordance with the general liberal arts ethic of the college. The department encourages academic and studio participation by students from all disciplines.

Theatre Arts Major

R. Archer, D. Bathrick, S. Bernstein, S. Brookhouse, S. Cole, D. Feldshuh, J. E. Gainor (on leave 2004-2005) (director of graduate studies); K. Goetz, chair; D. Hall, E. Intemann, B. Levitt, P. Lillard, R. MacPike, B. Milles, A. Van Dyke (director of undergraduate studies), S. Warner

The theatre major offers studies in the history of theatre, dramatic theory and criticism, playwriting, acting, directing, design/technology, and stage management. Students interested in the Theatre Arts major should consult with Alison Van Dyke (director of undergraduate studies, Theatre, Film & Dance).

Theatre major requirements	Credits
1) THETR 240 and THETR 241 , and THETR 242 (three-semester Introduction to World Theatre)	8
THETR 250 Introduction to Theatre Design and Technology	4
THETR 280 Introduction to Acting	3
2) Four laboratory courses distributed as follows:	
THETR 151 Production Lab I	1-3
THETR 153 , THETR 253 , or THETR 353 Stage Management Lab I, II, or III	1-3
THETR 155 Rehearsal and Performance or THETR 151 in a different area	1-3
THETR 251 or THETR 351 Production Lab II or III	1-4
3) Three 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	
one additional course at the 300 or above level	
one of the three courses must be pre-twentieth century.	
4) Three courses (at least 9 credits) in other theatre courses chosen in consultation with the faculty adviser. 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 major.	

Honors

The Theatre 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 part of the honors program the student must maintain a GPA of 3.5 in classes for the theatre major and an average of 3.0 in all courses. Students must consult with their advisers in the spring of their junior year to enroll in the honors programs.

The Advanced Undergraduate Theatre Program

The department offers advanced study in directing, playwriting, design/technology, and stage management to students who qualify on the basis of outstanding achievement in course work. Admission to the AUP is by invitation of the area faculty supervisor and the completion of a recommended "track" of courses or equivalent experience. (For

recommended courses of study please see listing of courses at end of departmental listings.) 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.

Independent Study, Internships and Honors

THETR 300 Independent Study

Fall, spring, or summer. 1-4 credits. Independent study in theatre, film, or dance 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, which is available in 225 Schwartz Center.

THETR 485 Undergraduate Internship

Fall, spring, or summer. 1-3 credits. To be eligible to enroll and receive credit for an internship, students must either be majors or be concentrators in the department. Students are responsible for arranging their own internships in consultation with the faculty in their area of choice *prior to* preregistration for the semester in which the internship is planned to take place. To receive credit within this course, the internship must be unpaid. Students must follow the rules and procedures stated in the departmental internship form.

THETR 495 Honors Research Tutorial

Fall, spring. 4 credits. Limited to Honors students in Theatre, Film and Dance. This course is the first of a two-semester sequence (the second is THETR 496) for seniors engaged in an honors project.

THETR 496 Honors Research Tutorial

Fall or spring. 4 credits. Limited to Honors students in Theatre, Film and Dance. This course is the second of a two-semester sequence (the first is THETR 495) for students engaged in an honors project.

First-Year Writing Seminars

Consult the John S. Knight Institute brochure for times, instructors, and descriptions.

General Survey Courses

THETR 230 Creating Theatre (IV) (LA)

Spring. 3 credits. Limited to 25 students. D. Hall and faculty. An introduction to theatrical production for the nonmajor. Students develop a new critical perspective of the performing arts by examining the creation of theatre onstage and backstage through lectures, demonstrations, discussions with various faculty and staff at the Schwartz Center, and by attending department productions. Some writing is required.

Theatre Studies

THETR 203 Sophomore Seminar: Shakespeare in (con)Text (also THETR 446 and VISST 446) # (IV) (LA)

Fall. 4 credits. Prerequisite: permission of instructor. Limited to 15 students. B. Levitt. This course examines how collaboration among stage directors, designers, and actors leads to differing interpretations of the plays. The course focuses on how the texts themselves are blueprints for productions with particular emphasis on the choices available to the actor inherent in the text.

This is a special seminar sponsored by the John S. Knight Institute's Sophomore Seminars Program. Seminars offer discipline-intensive study within an interdisciplinary context. While not restricted to sophomores, the seminars aim at initiating students into the discipline's outlook, its discourse community. Its modes of knowledge, and its ways of articulating that knowledge. Enrollment is limited to 15. Special emphasis is given to strong thinking and writing and to personalize instruction with top university professors.

THETR 206 Introduction to Black Theatre (also AS&RC 206)

Spring. L. Grady-Willis. For description, see AS&RC 206.

THETR 207 Black Theatre (also AS&RC 207)

Spring. 3 credits. Limited to 16 students. L. Grady-Willis. This theatre workshop will introduce students to Black Theatre through the interpretation of classic and/or contemporary plays. This semester we focus specifically on Black Theatre in the United States. Students read works often overlooked in mainstream theatre and literature courses, while experiencing firsthand the challenges and triumphs of creating theatre together. Plays are discussed with an eye toward content and character analysis as they relate to presentation and performance. Students will participate in individual/group presentations of African American dramatic materials. A large part of class discussions are interactive exercises and scene work, which will help to prepare students for presentations. Through dialogue as well as hands-on exploration, students gain insight into various aspects of performance and production as well as the social, political, and economic ramifications of practicing Black Theatre. This course culminates in a public performance. Students serve as actors as well as members of the production team. Throughout the semester we engage in both self and peer critiques. As in all performance-based workshops, the principal objectives of this course are for students to gain confidence and skill as artists. As in all African Studies and Research Center courses, the hope is that students also grow as critical thinkers who value and appreciate the complexities of the Black experience.

[THETR 214 Comedy and Humanism (also COM L 211) (IV) (LA)]

Spring. 4 credits. Not offered 2004-2005. S. Donatelli. For description, see COM L 211.]

THETR 223 The Comic Theater (also COM L 223 and CLASS 223) # (IV) (LA)

Spring. 3 credits. J. Rusten. For description, see CLASS 223.

THETR 240 Introduction to World Theatre I—Antiquity to 1500 @ # (IV) (LA)

Spring. 4 credits. S. Warner.
A survey of practices, literatures, and themes of theatrical performance in Africa, America, Asia, and Europe from antiquity to around 1500. We will examine case studies from ancient Egypt, Greece, Rome, the Near East, and India; and medieval and feudal Indonesia, China, Japan, and England; continuing up to the age of European colonialism. We will look at issues of masking and identity, storytelling and ritual, stage and society, tradition and modernity. Lectures will be combined with periodic student projects.

THETR 241 Introduction to World Theatre II—Early Modernity # (IV) (LA)

Fall. 4 credits. S. Warner.
A survey of world theatrical performance from around 1500 to 1800. We will examine the development of European and Asian vernacular and national theatrical traditions; recent ethnic and popular performance traditions of Europe, Asia, Africa, and meso-America; recurring issues of realism and theatricalism, innovation and nostalgia, and colonial expansion and marginalization. Lectures will be combined with periodic student projects.

[THETR 242 Introduction to World Theatre III—1800 to the Present # (IV) (LA)

Spring. 4 credits. Not offered 2004–2005. Staff.
This course will trace the emergence of the theatrical modernity as a global phenomenon. In Europe and North America, we will trace the progression from romanticism through realism and the modernist avant-gardes, to post-modernism and beyond. We will trace the emergence of recent performance traditions in Asia and Africa in response to local and global forces, and the emergence of an increasingly global and intercultural economy of world theatre. Lectures will be combined with periodic student projects.]

THETR 273 Opera (also MUSIC 274) # (IV) (LA)

Fall. 3 credits. A. Groos.
An introduction to opera through the examination of six or seven major works of the operatic repertory by such composers as Handel, Mozart, Verdi, Offenbach, Wagner, Puccini, and Britten, with attention to the interaction of the words, music, and visual elements. We will compare some of the different productions available on video and DVD recordings.

THETR 278 Desire (also ENGL 276, COM L 276, FGSS 276) (IV) (LA)

Spring. 4 credits. E. Hanson.
Sexual desire is a series of scripted performances, a set of stories we tell ourselves about ourselves. Through a critical discussion of "these pleasures which we lightly call physical," to borrow a phrase from the French novelist Colette, we might discover a deeper appreciation for the strange narrative of someone else's desire, and perhaps even the strange narrative of our own. We begin with the theory that desire has a history, even a literary history, and we will examine classic texts in some of its most influential modes: Platonic, Christian, romantic, decadent, psychoanalytic, feminist, and queer. This course is an introductory

survey of European dramatic texts from Plato and Aristophanes to Jean Genet and Caryl Churchill; and it is also a survey of the most influential trends in modern sexual theory and sexual politics, including the work of Freud, Foucault, Barthes, and various feminists and queer theorists. Topics for discussion include Greek pederasty, sublimation, hysteria, sadomasochism, homosexuality, pornography, cybersex, feminism, and other literary and performative pleasures, and the focus is always on expanding our critical vocabulary for considering sex and sexual desire as a field of intellectual inquiry.

THETR 319 Music, Dance, and Light (also DANCE 319 and VISST 319) (IV) (LA)

Fall. 3 credits. Attendance at dance concerts and music concerts is required. A. Fogelsanger and E. Intemann.
Artistic values, parameters, and concerns of music (sound design), dance, and lighting design are compared and contrasted, and the combination of design elements is analyzed in contemporary dance. Includes writing in response to readings, audio and video recordings, and performances. Some classes devoted to creating sound, movement, and lighting.

[THETR 322 Russian Drama and Theatre (also RUSSL 322) # (IV) (LA)

Spring. 4 credits. Not offered 2004–2005. S. Senderovich.
For description, see RUSSL 322.]

[THETR 326 Queer Performance (also FGSS 325)

Spring. 3 credits. Limited to 15 students. Not offered 2004–2005. S. Warner.
What constitutes queer performance? Is queer who you are or what you do? Is sexuality all we mean by queer? Has queer performance enhanced or eclipsed gay and lesbian theater? This course investigates the polymorphously perverse relationship between queer theory and performance. Integral to our theoretical discussions are questions of practice and production: Where is queer performance staged and how is it received? How is it produced, for whom, by whom, and with what funds? What is the relationship between politics and performance? Students are expected to attend at least one performance outside of class and to collaborate on an in-class performance.]

[THETR 333 European Drama 1660–1900: Moliere to Ibsen (also ENGL 335 and COM L 336) # (IV)

Spring. 4 credits. Not offered 2004–2005. R. Parker.
For description, see ENGL 335.]

[THETR 335 Modern Western Drama, Modern Western Theater: Theory and Practice (also COM L 335, VISST 335) (IV) (LA)

Fall. 4 credits. Not offered 2004–2005. Staff.]

THETR 336 American Drama and Theatre (also ENGL 336 and AM ST 334) (IV)

Fall. 4 credits. Permission of instructor. Limited to 25 students. S. Warner.
This course explores major American playwrights from 1900 to 1960, introducing students to American theater as a significant part of modern American cultural history. Our focus is to consider the ways in which theater has contributed to the construction and deconstruction of a national identity.

We pay special attention to the social, political, and aesthetic contexts of the time period and discuss the shifting popularity of dramatic forms, including melodrama, realism, expressionism, absurdism, and the folk play in the American theatre canon. Authors include O'Neill, Glaspell, Odets, Rice, Hellman, Hughes, Hurston, Hansberry, Miller, Williams, and Albee.

THETR 345 The Tragic Theater (also CLASS 345 and COM L 344) # (IV) (LA)

Spring. 4 credits. Limited to 40 students. F. Ahl.
For description, see CLASS 345.

[THETR 372 Medieval and Renaissance Drama (also ENGL 372/677) # (IV) (LA)

Spring. 4 credits. Not offered 2004–2005. A. Galloway.
For description, see ENGL 372.]

[THETR 373 English Drama from 1700 to the Present (also ENGL 373) # (IV) (LA)

Spring. 4 credits. Not offered 2004–2005. S. McMillin.
For description, see ENGL 373.]

THETR 374 Opera and Culture (also GERST 374 and MUSIC 374) # (IV) (LA)

Spring. 4 credits. Prerequisite: any 3-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, and Strauss). Lectures and discussions 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, and 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.

THETR 375 Studies in Drama and Theatre (also ENGL 375)

Spring. 4 credits. M. Puchner.
For description, see ENGL 375.

[THETR 404 Mythology and Postmodern Performance (also THETR 604, VISST 404)

Spring. 4 credits. Limited to 15 students. Not offered 2004–2005. S. Warner.
Why has mythology flourished in performance projects despite the rather marginal position it has occupied in the academy in the past few decades? Does a survey of postmodern performances, especially by so-called "marginal" or "minority" groups, suggest a shift toward a postsecular society? Bringing a variety of divergent discourses into dialogue, this class investigates the critical potentiality mythology holds for both performance theory and social activism. Specifically, we look to mythology to provide a fresh perspective on cultural performances: sanctioned and unsanctioned forms of transgression; ritualized behavior; initiation and incarceration; and artistic projects aimed at consciousness raising and social change. In what ways does mythology provide an interesting alternative to mimesis as a discursive and performative

strategy? How efficacious is it in representing concepts or situations that cannot adequately be conceived of in language or under the law?]

[THETR 405 Operatic Contacts (also GERST 404, COM L 408) (IV)

Fall. 4 credits. Permission of instructor. Limited to 15 students. Not offered 2004–2005. A. Groos.]

THETR 426 Adaptation: Text/Theatricality (IV) (LA)

Spring. 4 credits. Prerequisite: permission of instructor. B. Milles.

Mounting a script into a show is a process of adaptation from page to stage. But dramas have also been translations of other media. Sondheim's *Sunday in the Park with George* "adapted" a painting by Seurat. Stringberg's *Ghost Sonata* "translated" a symphony by Beethoven. Plays can even be adapted into other plays: Césaire's *A Tempest*, Paula Vogel's *Desdemona: A Play about a Handkerchief*, Heiner Müller's *Hamletmaschine*. In performance art (where there is often no script) examples abound as well: Can you imagine reenacting Edward Manet's *Olympia* while someone builds a frame around you? And there are lots of exciting possibilities that arise in adapting across cultures—such as a Kathakali *Lear* or a Shakespearean *Mababbarata*. In this class we challenge the boundaries of text to discover the possibilities of performance. We ask: How do we translate inspiration into tangible (or intangible) theatrical imagery? Working in workshop format as actors and writers we explore the process of developing theatre pieces based on a variety of sources.

THETR 431 Theory of the Theatre and Drama (also COM L 405 and GERST 431) # (IV) (LA)

Fall. 4 credits. D. Bathrick.

This course is a survey of dramatic theory and theories of theatrical representation from Aristotle to the present. Although covering a span of over two thousand years, the point will be to focus our analysis on a smaller number of key representative texts from the European, American, and postcolonial traditions. In so doing we will seek to develop a close reading of each text, while at the same time exploring both their reception within the context in which they emerged as well as their importance in the ever-evolving process of the institutions of theatre and drama over greater periods of time. Participants will be expected to read carefully the primary and background texts assigned for each session and come to class prepared to raise and answer questions about the material at hand.

THETR 436 The Female Dramatic Tradition (also FGSS 433) (IV) (LA)

Spring. 4 credits. S. Warner.

Is there a "female dramaturgy?" What is the female tradition in the theatre? The course explores 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 438 East and West German Drama (also GERST 438 and THETR 648) (IV) (LA)

4 credits. Not offered 2004–2005. D. Bathrick.

Course covers 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, Dürrenmatt, Weiss, Hochhuth, Müller, Braun, Kroetz, Handke, and others) are treated in the light of the political events and aesthetic-dramaturgical traditions from which they emerge and with which they are taking issue.]

[THETR 445 Text Analysis for Production: How to Get from the Text onto the Stage (also VISST 445 and ENGL 444) (IV)

Spring. 4 credits. Prerequisite: THETR 281 or THETR 250 or THETR 398, or permission of instructor. Limited to 15 students. Not offered 2004–2005. B. Levitt.

This course examines the play as the central, essential source for production decisions made by the actor, the director, the designer, and the dramaturg. Students "present" their conclusions about the performance of studied texts through project work as either an actor, director, designer, or dramaturg, as well as through two to three papers.]

THETR 446 Shakespeare in (con)Text (also THETR 203, VISST 446 and ENGL 445) # (IV) (LA)

Fall. 4 credits. Prerequisite: permission of instructor. Limited to 15 students. B. Levitt.

This course examines how collaboration among stage directors, designers, and actors leads to differing interpretations of plays. The course focuses on how the texts themselves are blueprints for productions with particular emphasis on the choices available to the actor inherent in the text.

This is a special seminar sponsored by the John S. Knight Institute's Sophomore Seminars Program. Seminars offer discipline-intensive study within an interdisciplinary context. While not restricted to sophomores, the seminars aim at initiating students into the discipline's outlook, discourse community, modes of knowledge, and ways of articulating that knowledge. Enrollment is limited to 15. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

[THETR 454 American Musical Theatre (also ENGL 454 and MUSIC 490) (IV) (LA)

Fall. 4 credits. Prerequisite: ENGL 272 or THETR 240 and 241 and ability to read music at the level of MUSIC 105. Not offered 2004–2005. S. McMillin.

For description, see ENGL 454.]

THETR 459 Contemporary British Drama (also ENGL 459) (IV) (LA)

Fall. 4 credits. Limited to 15 students. S. McMillin.

For description, see ENGL 459.

THETR 472 Sondheim and Musical Theatre (also ENGL 473) (IV) (LA)

Fall. 4 credits. S. McMillin.

For description, see ENGL 473.

[THETR 483 Seminar in Comparative Twentieth-Century Anglophone Drama (also ENGL 483) (IV) (LA)

Fall. 4 credits. Some knowledge of classical and avant-garde theories of drama and theatre would be useful but is not a prerequisite. Not offered 2004–2005. B. Jeyifo.

The course explores twentieth-century Anglophone drama in diverse areas of the English-speaking world. Through works of Irish, African, Caribbean, and U.S. playwrights like Friel, Soyinka, Fugard, Walcott, and

Shange, the seminar is organized around two principal issues: the use of folk, ritual, vernacular, and carnivalesque performance idioms to transform the received genre of Western literary drama and themes of empire, colony, and postcolony in the making of the modern world.]

THETR 580 Problems in Asian Art: Dancing the Stone: Body, Memory, and Architecture (also ART H 580 and ASIAN 580)

Spring. 4 credits. K. McGowan.

For description, see ART H 580.

THETR 600 Proseminar in Theatre Studies

Spring. 4 credits. Limited to graduate students.

An introduction to the theory and methods involved in the study of the theatre. Attention focuses on pedagogy and the profession in Part I. Part II explores current scholarly trends.

THETR 637 Seminar in Dramatic Theory: Digital Bodies, Virtual Identities (also COM L 592, ENGL 696, ART H 575)

Spring. 4 credits. Prerequisite: permission of instructor. T. Murray.

For description, see ENGL 696.

[THETR 648 East and West German Drama: Post-1945 (also THETR 438 and GERST 438)

3 credits. Not offered 2004–2005.

D. Bathrick.]

[THETR 679 Bertolt Brecht in Context (also GERST 679 and COM L 679)

4 credits. Requirements: seminar paper that will form the basis for an oral presentation for class discussion. Not offered 2004–2005. D. Bathrick.

For description, see GERST 679.]

[THETR 680 Brecht, Müller, and Avant-Garde (also GERST 680 and COM L 676)

Fall. 4 credits. Not offered 2004–2005. D. Bathrick.

The course examines the poetics and the practice of Bertolt Brecht (1898–1956) and Heiner Müller (1929–1995) in light of the cultural contexts in which they emerged and were received. Brecht's own interface in the 1920s with movements such as German Expressionism, Berlin-Dada, Russian Constructivism, and Neue Sachlichkeit was vital for his own theories of epic theater and estrangement. We explore these influences as well as Brecht's response to them. The East German Heiner Müller developed his own theatrical theory and practice as much under the influence of as in rebellion against the theories and practice of Brecht himself. Living in the GDR, the context of his creative activity consisted in part of a cultural-political environment highly disapproving of forms of avant-gardism. In asserting his aesthetic agenda, Müller can be seen in dialogue with and also strongly shaped by "the historical avant-garde" of the 1920s, surrealism, Artaudianism, theater of the absurd, poststructuralism, Wilson's theater of images, postmodernism, and performance theater. Our treatment of the influences of these movements will focus both on their impact upon these two writers' own work as well as on their importance for understanding contemporary debates around a theory and practice of the avant-garde.]

[THETR 703 Theorizing Film (also ENGL 703 and FRLIT 695)]

Fall. 4 credits. Not offered 2004-2005.

T. Murray.

For description, see ENGL 703.]

THETR 710 The Pedagogy of Theatre

Fall. 4 credits. The taking of this class must coincide with the offering of the relevant undergraduate class, with the permission of the instructor. Staff.

This class provides graduate students in the field of theatre an opportunity to work directly with a faculty member to explore pedagogical theory and practice for undergraduate theatre classes in all areas of the curriculum.

Acting**THETR 155 Rehearsal and Performance**

Fall or spring. 1-2 credits. 1 credit per production experience per semester up to 2 credits per semester. Students must register for the course in the term in which credit is earned. 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 permission of instructor. Staff.

This course enables students participating in a particular production to gain expertise and/or knowledge to contribute to that production. The focus of the class depends on the needs of a particular production (e.g., history, choreography, textwork, dramaturgy).

THETR 280 Introduction to Acting (IV) (LA)

Fall or spring. 3 credits. Each section is limited to 16 students. Preregistration and registration only through roster in the department office, 225 Schwartz Center. 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 is 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 (IV) (LA)

Fall or spring. 3 credits. Each section limited to 14 students. Prerequisites: THETR 280 and audition. Registration only through roster in department office, 225 Schwartz Center. 281 is restricted to sophomores and above.

Practical exploration of the actor's craft through exercises in physical and psychological action, improvisation and scene study.

THETR 282 Standard American Stage Speech (IV) (LA)

Fall. 3 credits. Prerequisites: THETR 280 and permission of instructor. Limited to 10 students. A. Van Dyke.

An introduction to Standard American Stage Speech. Study of various regional American

accents and Standard American Stage Speech using the International Phonetic Alphabet (IPA) as a way to designate the vowel, diphthong, and consonant sounds of spoken English. The goal of this course is to learn speech for use in performing Shakespeare, Shaw, Chekov, Moliere, etc.

[THETR 283 Voice and Speech for Performance (IV) (LA)]

Fall. 3 credits. Limited to 12 students.

Primarily for department majors.

Prerequisite: permission of instructor. Not offered 2004-2005. Staff.

Registration only through department roster 225 Schwartz Center. Development of the speaking voice with additional emphasis on dramatic interpretation.]

THETR 284 Speech and Dialects for Performance (IV) (LA)

Spring. 3 credits. Limited to 10 students.

Primarily for department majors.

Prerequisites: THETR 281 and permission of instructor. A. Van Dyke.

Development of speech and dialects in dramatic text.

THETR 380 Acting II (IV) (LA)

Fall. 3 credits. Prerequisite: THETR 281 and audition. Limited to 12 students. S. Cole.

A continuation of Acting I. Special consideration is given to a physical approach to characterization.

THETR 381 Acting III: Advanced Scene Study (IV) (LA)

Spring. 3 credits. Prerequisite: audition. Strong preference given to those who have taken THETR 446. Limited to 10 students. B. Milles.

This course focuses on advanced problems for the stage. Monologues and scenes are drawn from Shakespeare and classical sources.

[THETR 384 Commedia: A Contemporization of Physical Acting Styles and the Comic Approach (IV) (LA)]

Spring. 3 credits. Prerequisite: THETR 281 and permission of the instructor. Limited to 10 students. Not offered 2004-2005.

B. Milles.

A wholly physical acting class based in the practices of Commedia dell'arte-stock characters, physical lazzi, improvisation, street theatre-utilizing improvisation, some mask work, clown and viewpoint training. An exploration of how to use the body to illuminate text, and how to mine text to maximize comedy.]

THETR 385 Advanced Studies in Acting Techniques (IV) (LA)

Fall. 3 credits. Prerequisites: THETR 281, audition, and permission of instructor. Limited to 10 students. For fall: solo performance. May be repeated for credit. B. Levitt.

[THETR 387 Movement for the Actor

Fall. 3 credits. Prerequisites: THETR 281 and permission of instructor. Limited to 10 students. Not offered 2004-2005. Faculty.

Physical skills for the actor are developed through work with LeCoq-based Neutral Mask corporeal mime and physical acting techniques.]

[THETR 388 Stage Combat

Spring 3 credits. Permission of instructor. Limited to 8 students.

This is a class based on movement and physical work for the actor. Students learn

body conditioning exercises (a combination of yoga, tai chi, pilates, basic stretching) and basic safety skills for stage movement. A great deal of the class focuses on stage fighting, both unarmed and armed. We use the Society of American Fight Directors' guidelines of safety and skills.]

Directing**THETR 177 Student Laboratory Theatre Company**

Spring. 1-2 credits.

The Student Laboratory Theatre Company is a group of student-actors who earn credit by acting in three scenes directed by students taking THETR 498. Students enrolling in SLTC for credit will earn 1 credit for 2 projects and 2 credits for 3 projects. SLTC also meets with directors once a week.

THETR 398 Fundamentals of Directing I (also VISST 398) (IV) (LA)

Fall. 3 credits. Limited to 9 students.

Prerequisite: permission of instructor.

Special consideration is given to students who have completed THETR 280 or are intending to continue in the area of stage or screen directing. Students should see instructor one year in advance to sign up for course. D. Feldshuh.

Focused, practical exercises teach the student fundamental staging techniques that bring written text to theatrical life. A core objective is to increase the student's awareness of why and how certain stage events communicate effectively to an audience. Each student directs a number of exercises as well as a short scene.

THETR 498 Fundamentals of Directing II (IV) (LA)

Spring. 4 credits. Enrollment strictly limited. Prerequisite: THETR 280 and 398, and permission of instructor. Special consideration is given to students who have completed THETR 280 or intend to continue in the area of stage or screen directing. 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 directs a series of projects and public presentations focusing on specific directorial challenges.

THETR 499 Practicum in Directing

Fall or spring. 1-4 credits. Prerequisites: THETR 240, 250, 280, 398, 498, and permission of instructor. D. Feldshuh.

This course allows the student who has completed the appropriate prerequisites the opportunity to direct a full presentation of theatre in conjunction with a faculty mentor. It may also involve an internship with a prominent director on campus or the opportunity to assistant direct a faculty or guest director.

Playwriting**THETR 348 Playwriting (IV) (LA)**

Fall. 4 credits. Limited to 12 students.

Prerequisite: permission of instructor. Staff.

Various approaches and techniques are examined as the student is introduced to the art and craft of dramatic writing. The student is required to read dramatic texts, observe theatre productions and rehearsals, and write. The semester culminates in the completion of a 20- to 30-minute one-act play.

[THETR 349 Advanced Playwriting (IV) (LA)]

Spring. 4 credits. Prerequisite: THETR 348 or permission of instructor. Not offered 2004–2005. Staff.

A continuation of THETR 348, emphasizing advanced techniques and culminating in the completion of a full-length play.]

[THETR 497 Seminar in Playwriting

1–4 credits. Prerequisite: THETR 348 and 349 and permission of instructor. Not offered 2004–2005. Staff.

This class is an extension of THETR 348 and 349. Students formulate a process for developing a full-length play, which they develop over the course of the semester. The class meetings are made up of discussions about the students' process and creative tactics, and reading of material generated by the playwrights.]

Design, Technology, and Stage Management**Design****THETR 250 Fundamentals of Theatre Design and Technology (IV) (LA)**

Fall and spring. 4 credits. Not open to first-term freshmen. Limited to 12 students. Registration only through department roster in 225 Schwartz Center. A minimum of one credit of Production Lab (THETR 151 or 251) is strongly recommended concurrently. Students are required to purchase materials, which the instructors will specify (approximate cost \$50). K. Goetz, W. Cross, E. Intemann, S. Bernstein.

Lectures, discussion, and project work introduce the principles of designing scenery, costumes, lighting and sound, and the technical process of realizing designs on stage.

[THETR 254 Theatrical Makeup Studio

Spring. 3 credits. Prerequisite: permission of instructor. Limited to ten students. Students are required to purchase makeup kits that the instructor will provide (approximate cost \$50). It is expected that any interested student will have taken courses within the department in any of the areas of: design, acting, dance, or film, or will have completed rehearsal and performance (THETR 155) credit. Not offered 2004–2005.

Basic technique of makeup design and application for the stage including corrective, old age, likeness, and animals; use of some three-dimensional makeup and false facial hair.]

THETR 319 Music, Dance, and Light (also DANCE 319, VISST 319) (IV) (LA)

Fall. 3 credits. Attendance at dance concerts and music concerts is required. E. Intemann and A. Fogelsanger.

Artistic values, parameters, and concerns of music (sound design), dance, and lighting design are compared and contrasted, and the combination of design elements is analyzed in contemporary dance. Includes writing in response to readings, audio and video recordings, and performances. Some classes devoted to creating sound, movement, and lighting.

THETR 343 Costume History: From Fig Leaf to Vanity # (IV) (LA)

Fall. 3 credits. Limited to 20 students. S. Bernstein.

Costume History offers an overview of the history of clothing from the first signs of clothing to the early twentieth century. It investigates social, political, economic, technological, geographic, ecological, and artistic influences on costume.

THETR 362 Lighting Design Studio I (also VISST 362) (IV) (LA)

Fall. 4 credits. Limited to 6 students. E. Intemann.

The theory and practice of lighting design as a medium for artistic expression. This course explores the aesthetic and mechanical aspects of light and their application in a variety of disciplines. Emphasis will be on understanding lighting's function in an environment and manipulating light effectively. Artistic style and viewpoint are also covered.

THETR 364 Scenic Design Studio (IV) (LA)

Fall. 3 credits. Limited to 10 students. Prerequisite: THETR 250 and 340 or permission of instructor. Students are required to purchase materials that the instructor will specify (approximate cost \$50). K. Goetz.

An exploration of the process of designing scenery for the live theatre. Projects employ various media to explore dramatic use of architecture, the scenic space, and elements of interior design. Experience in theatre production and graphic skills is helpful but not essential.

THETR 365 Automated Lighting and Control Systems (IV) (LA)

Fall. 3 credits. Permission of instructor. Limited to 8 students. A minimum of 1 credit of either THETR 151 or 251 (Production Laboratory I or II) is strongly recommended. E. Intemann and F. Sellers.

This course covers the understanding and application of light control technologies, including electrical systems, color, optics, dimming protocols, and console programming. Students will complete a series of projects culminating in the programming and use of moving fixtures and lighting visualization software.

THETR 366 Costume Design Studio (IV) (LA)

Spring. 3 credits. Students are required to purchase materials that the instructor will specify (approximate cost \$70). Limited to 10 students. S. Bernstein.

Design of costumes for the theatre, concentrating on script and character analysis, period research, design elements, figure drawing and rendering skills, and an understanding of production style. May be repeated for credit.

THETR 368 Sound Design and Digital Audio (also MUSIC 355) (IV) (LA)

Fall. 4 credits. Prerequisite: permission of instructor. Some experience with audio/video recording or editing is helpful, but not necessary. We suggest that students should have taken one of the following: FILM 377, FILM 391, MUSIC 120, MUSIC 320, or THETR 250.

Basics of digital audio, psychoacoustics, and sound design as they apply to theatre, film, and music production. Weekly projects will require time spent in the studio outside of class. Students will create soundtracks for text and moving image, with final projects in 5.1 surround sound, using Pro Tools and Digital Performer. Some experience with audio/

video recording or editing is helpful, but not necessary.

THETR 369 Digital Performance (IV) (LA)

Spring. 4 credits. Prerequisites: junior-level standing and above and permission of instructor. Possible lab performances on selected Fridays. We suggest that students should have taken one of the following: FILM 377, FILM 391, MUSIC 120, MUSIC 320, THETR 250, or THETR 368. W. Cross.

The course is an introduction to the multimedia programming languages MAX/MSP and Jitter. There will be weekly projects requiring time in the studio, outside of class, and focusing on the input, manipulation, and output of sound and video in live performance and installation. Topics will include digital audio/video processing, midi control, sensor use and development, and electroacoustic music. Students must audition a five- to ten-minute piece—either music, film, theatre, or movement—and clearly indicate how this performance would make use of the technology. These pieces would then become the content to be enhanced and performed.

THETR 371 Costume Design Studio II (IV) (LA)

Fall. 3 credits. Prerequisite: THETR 366, or THETR 250 with permission of instructor. Students are required to purchase materials that the instructor will specify (approximate cost \$50). Limited to 10 students. S. Bernstein.

This course explores unconventional costume designs for theatre and dance. It deals with the special considerations found in many plays and performance pieces, such as the theatricalization of nonhuman subjects (e.g., animals, plants, machines, magical creatures), the visualization of music, or the support or enhancement of movement. It also covers alternative (some non-Western) ways to create character through costume, make-up, masks, and wearable forms of puppetry.

THETR 462 Lighting Design Studio II (also VISST 462) (IV) (LA)

Spring. 4 credits. Prerequisite: THETR 250 or THETR 362 or permission of instructor. Limited to 6 students. E. Intemann.

This course concentrates on designing lighting for different genres of performance in various venues. Emphasis will be placed on developing both the visual sophistication and the technical artistry of the lighting designer. Commitment, personal style, and professional presentation are stressed.

THETR 464 Scene Design Studio II (IV) (LA)

Spring. 3 credits. Prerequisite: THETR 364 or permission of instructor. Students are required to purchase materials that the instructor will specify (approximate cost \$50). K. Goetz.

Projects and activities are tailored to the creative and developmental needs of the individual student with emphasis on developing professional standards and practices that would prepare the student for a major design assignment in the department production season.

Technology

THETR 252 Technical Production Studio I

Fall. 3 credits. Limited to 6 students.
D. Hall and F. Sellers.

Stage Lighting and Sound Technology: the practical aspects of lighting and sound technology including equipment setup, engineering, electrics, organization, recording techniques, and production paperwork are explored through projects, lectures, and class discussions. In addition to twice-weekly class meetings the course requires a laboratory commitment of 50 hours for the semester.

THETR 256 Technical Production Studio II

Spring. 3 credits. Limited to 6 students. Students are required to purchase materials that the instructor will specify (approximate cost \$15). Prerequisite: THETR 250 or permission of instructor. Additional hands-on time in prop and paint shops required, to be discussed.
C. Seakatz and T. Ostrander.

Scene Painting: introduction to the basic techniques of painting scenery, including but not limited to the layout and painting of bricks, marble, stone, and wood grain for the theatre. Individual projects in scene painting and participation on paint crew for productions are included.

Stage Properties: introduction to the processes of propmaking, including furniture construction and upholstery techniques, use of shop tools and materials, period research, and painting and finishing.

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. Involves 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.

Exploration into the integration of art and science in today's theme parks and interactive entertainment attractions. Papers, projects, and discussions deal with planning and development aspects of large-scale entertainment projects including architecture, engineering, construction, and attraction installation. Focus is 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 1 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 1 credit of production laboratory (THETR 151 or 251) is strongly recommended concurrently. Lab fee of \$100 to be paid in class. R. MacPike.

A project/lecture/discussion class in costume research, patterning, cutting, construction, and fitting.

THETR 360 Costumes: Special Projects

Fall. 3 credits. Permission of instructor. Lab fee of \$100 to \$150 to be paid in class.
Course may be repeated for credit.
R. MacPike.

This course is designed for students who have completed a basic construction class (in THETR or TXA, or another department). Each fall, this project-oriented course will focus on one of the following areas of costume crafts: millinery, fabric modification, or mask making. Students should check with the instructor to find out each fall which topic is being offered.

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 an orientation meeting at 7:30 P.M. in the Kiplinger Theatre at the Schwartz Center 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, Black Box lab productions, 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 an orientation meeting at 7:30 P.M. in the Kiplinger Theatre at the Schwartz Center 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 an orientation meeting at 7:30 P.M. in the Kiplinger Theatre at the Schwartz Center on the first Tuesday of classes. Prerequisite: permission of instructor. P. Lillard.

Practical experience in theatrical production as stage manager for a dance theatre concert or an AUTP production 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 or permission of instructor. Students are required to purchase materials which the instructor will specify (approximate cost \$10). 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. 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 at 7:30 P.M. on the first Tuesday of classes each semester in the Kiplinger Theatre at the Schwartz Center. P. Lillard, S. Brookhouse, F. Sellers.

This course provides practical experiences in theatrical production. Students can work on scenery, costumes, properties, lighting, or stage crew. No prerequisites or experience required.

THETR 251 Production Laboratory II

Fall and spring. 1-3 credits. Prerequisite: permission of instructor. May be repeated for credit. Orientation meeting at 7:30 P.M. on the first Tuesday of classes each semester in the Kiplinger Theatre at the Schwartz Center. P. Lillard, D. Hall, F. Sellers, R. MacPike.

Practical experience in theatrical production, as a light board operator, sound board operator, sound technician, head dresser or scenery/props special project.

THETR 351 Production Laboratory III

Fall and spring. 1-3 credits. May be repeated for credit. Prerequisite: permission of instructor. P. Lillard, R. Archer, S. Brookhouse, K. Goetz, D. Hall, E. Intemann, F. Sellers.

Practical experience in theatrical production as a master electrician, assistant technical director, assistant costume shop manager, or assistant to a faculty or guest director or 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, R. Archer, S. Brookhouse, K. Goetz, D. Hall, E. Intemann.

Practical experience in theatrical production, in the position of designer, shop manager, technical director, or sound engineer.

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, which is available in 225 Schwartz Center.

THETR 485 Undergraduate Internship

Fall, spring, or summer. 1–3 credits.
To be eligible to enroll and receive credit for an internship, students must either be majors or be concentrators in the department. Students are responsible for arranging their own internships in consultation with the faculty in their area of choice *prior* to preregistration for the semester in which the internship is planned to take place. To receive credit within this course, the internship must be unpaid. Students must follow the rules and procedures stated in the departmental internship form.

THETR 495 Honors Research Tutorial

Fall or spring. 4 credits. Limited to Honors students in Theatre, Film and Dance. This course is the first of a two-semester sequence (the second is THETR 496) for seniors engaged in an honors project.

THETR 496 Honors Research Tutorial

Fall or spring. 4 credits. Limited to Honors students in Theatre, Film and Dance. This course is the second of a two-semester sequence (the first is THETR 495) for students engaged in an honors project.

Film

D. Bathrick, D. Fredericksen (director of undergraduate studies in film), S. Haenni, M. Rivchin, A. Villarejo

The study of film began in this department in the 1930s and continues to be based here. In the intervening 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, romance studies, and women's 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. The foundational courses in film production and in the history, theory, and criticism of film as an art are centered in this department.

This richness of courses and perspectives is matched by the ways in which students may make film the focus of their undergraduate studies. The three ways currently being used are: 1) majoring in film within the Department of Theatre, Film & Dance; 2) constructing an individually tailored Independent Major in film (including the possibility of placing film in tandem with another medium or discipline); and 3) focusing on film as a College Scholar. Students interested in options 2 or 3 should consult Don Fredericksen (Theatre, Film & Dance) and Ken Gabard (director of the College Scholar Program or Lynne Abel (director of the Independent Major program). Students interested in the first option should consult Don Fredericksen (director of undergraduate studies in film). In addition, students should be aware that the college has recently approved a five-course concentration in visual studies, which can be taken independently of, or in conjunction with, a major in film. Students interested in the visual studies concentration should contact Susan Buck-Morss, its director.

Film Major Requirements

The department's film major 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: (FILM 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. In particular, students must plan to be in residence at Cornell during both their junior and senior year **fall** semesters to take FILM 375 and 376. Within the "core" required courses, FILM 274, Introduction to Film Analysis, is to be taken during the sophomore year. **Please note: Prospective majors must earn a grade of B- or higher in FILM 274 to be accepted into the major. Students may not enter the major until they have completed FILM 274 in the fall semester of their sophomore year.**

Majors wishing to use the production courses in a substantial manner must plan carefully and work within certain limits. These courses are FILM 377, 383, 477, 478, 493. *Enrollment in each of these courses is limited by the nature of the work and by facilities.* Enrollment in FILM 477, 478, and 493 depends on the quality of previous work in FILM 377 and/or 383; enrollment is not guaranteed. Majors *without* a strong interest in production can complete the production requirement with one course: FILM 377, after they have taken FILM 274 in their sophomore year. The total credits in production courses cannot exceed 20 hours; this limit is strictly enforced.

1) A core of *four* film courses:

FILM 274 Introduction to Film Analysis (offered every fall semester) 4

FILM 375 History and Theory of Commercial Narrative Film (offered alternate fall semesters; next offered fall 2004 (prerequisite for film majors: FILM 274)) 4

[FILM 376 History and Theory of Documentary and Experimental Film (offered alternate fall semesters; offered fall 2005) (prerequisite for Film majors: FILM 274)] 4

FILM 377 Introduction to 16mm and Digital Filmmaking (offered fall 2004 and 2005, and spring 2006) 4

2) *One* of the following theatre courses:

THETR 250 Fundamentals of Theatre Design/Technology (offered every semester) 4

THETR 280 Introduction to Acting (offered every semester) 3

THETR 398 Directing I (prerequisite: permission) (offered every fall semester) 3

3) *Four* courses (15–16 credits) in film offered by Theatre, Film & Dance as below, or (with consent of advisor) by other departments:

FILM 265 Studies in Film Analysis: Monsters and Misfits: Hollywood's Misogynist Myths of Women (offered spring 2005) 4

FILM 341 French Film (offered occasionally; offered fall 2004) 4

FILM 342 The Cinema and the American City (offered spring 2005) 4

FILM 344 American Film Melodrama (offered spring 2005) 4

FILM 369 Fast-Talking Dames and Sad Ladies: 1940s and Now (offered yearly; offered fall 2004) 4

[FILM 378 Soviet Film of 20s and French Film of 60s (offered occasionally; not offered 2004–2005)] 4

[FILM 379 Modern Documentary Film (offered alternate spring semesters; offered spring 2006)] 4

FILM 383 Screenwriting (offered fall 2004) 4

FILM 386 Cinema and Social Change (offered occasionally; next offered spring 2005) 4

FILM 391 Media Arts Studio I (offered fall 2004) 3

[FILM 395 Video: Art, Theory, Politics (offered occasionally; not offered 2004–2005)] 4

[FILM 396 German Film (offered occasionally; not offered 2004–2005)] 4

FILM 422 Cinematography (offered spring 2005) 3

[AS&RC 435 African Cinema (offered alternate years; not offered 2004–2005)] 4

[FILM 450 Rescreening the Holocaust (offered occasionally; not offered 2004–2005)] 4

FILM 455 History of Modern Polish Cinema (offered alternate spring semesters; offered spring 2005) 4

[FILM 473 Film and Spiritual Questions (offered alternate spring semesters; offered spring 2006)] 4

FILM 474 Jung, Film, and the Process of Self-Knowledge (offered alternate years; offered fall 2004) 4

FILM 475 Seminar in the Cinema I (offered most years; offered spring 2005; topic varies; may be repeated for credit; topic for spring 2005: Poetic Structures) 4

[FILM 476 Seminar in the Cinema II (offered occasionally; not offered 2004–2005; topic varies; may be repeated for credit)] 4

[FILM 477 Intermediate Film and Video Projects: Documentary and Experimental Workshop (offered alternate years; offered fall 2005)] 4

FILM 478 Intermediate Film and Video Projects: Narrative Workshop (offered alternate years; not offered 2004–2005; next offered fall 2005)] 4

FILM 479 1939 (offered fall 2004) 4

FILM 493 Advanced Film and Video Projects (offered spring 2005) 4

4) 15 credits of related course work inside or outside the Department of Theatre, Film & Dance (as approved by the major adviser). The courses chosen to fulfill this requirement should reinforce a major'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-à-vis* intellectual or social history, will be encouraged to choose related course work in those areas.

- 5) Students must earn at least a B- in FILM 274 to enter the major. In all subsequent courses used for the major a grade of C (not C-) must be achieved. Courses in which these minimums are not achieved must be repeated if the student is to receive credit in the major.
- 6) Course work in production cannot exceed 20 credit hours.

Honors

Students who have maintained a GPA of 3.5 in their film major courses, and an average of 3.0 in all courses, may elect to work for honors in film during their senior year. They must consult with their adviser in the spring of their junior year about the honors program in film. Honors projects are possible in filmmaking, screen writing, and film analysis (history, criticism, theory).

The Advanced Undergraduate Filmmaking Program

The department offers advanced study in filmmaking to students who qualify on the basis of outstanding achievement in film studies and film production courses. Acceptance to the AUPF and admission to the advanced film production course (FILM 493) will be determined by a committee of film faculty in December of each year, based on applications from students who have a proposal (script or treatment) for a film or video project. Up to four such students will also be selected to receive the Melville Shavelson Award to help fund their advanced film projects.

Film Study Abroad

The College of Arts and Sciences, through this department and in concert with a number of other American colleges and universities, offers up to a full year of study at the Paris Center for Critical Studies. The center's film program is theoretical, critical, and historical. It is most useful to students whose major interest is in the academic study of film and serves as an intensive supplement to Cornell's film courses. Fluency in French is required. FILM 274 and 375 are prerequisites. Inquiries should be addressed to Professor Fredericksen, Cornell's liaison with the center.

FILM 265 Studies in Film Analysis: Monsters and Misfits: Hollywood's Misogynist Myths of Women (also ENGL 263 and FGSS 263) (IV) (LA)

Spring. 4 credits. Permission of the instructor required. Students enrolling in this seminar must be free to view films late afternoons on Mondays and Tuesdays. Lab fee \$25. L. Bogel.

Exploring a series of (mostly) Hollywood films, we will consider the cultural, political, sexual, and psychological implications of conservative myths that demonize women in film. Mainstream misfits and monstrous mothers, love-lorn ladies and sermonizing suffragettes, language-lacking loners and marriage-mangling marauders, vampires and

aliens: all film genres make room to exclude misfits, co-opt them back into the circle, or define community norms in opposition to them. We will view, discuss, and read about such films as *The Piano Teacher*, *The Hand that Rocks the Cradle*, *Psycho*, *The Manchurian Candidate* (two versions), *Safe*, *The Piano*, *Far From Heaven*, *The Searchers*, *Alien*, *Gilda*, *Fatal Attraction*, *The Stepford Wives* (two versions), *The Haunting*, *Carrie*, *Boys Don't Cry*, and *The Bitter Tears of Petra von Kant*.

FILM 274 Introduction to Film Analysis: Meaning and Value (also FILM 674) (IV) (LA)

Fall. 4 credits. Limited to 40 students. Graduate students must enroll in FILM 674. 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.

[FILM 276 Survey of American Film (also AM ST 230) (IV) (LA)]

Fall. 4 credits. Required film screenings. Discussion sections once a week. Offered alternate years; next offered 2005-2006. S. Haenni.

Focusing mostly on Hollywood film, this course surveys some major developments in and approaches to twentieth-century American cinema. We trace changes in film aesthetics and film style, the development of the American cinema as an institution that comprises an industrial system of production, social and aesthetic norms and codes, and particular modes of reception. The course introduces methodological issues in American film history—especially questions of narrative, genre, stardom, and authorship—and focuses on the ways film shapes gender, race, class, ethnic, and national identities. Screenings include work by D. W. Griffith, John Ford, Howard Hawks, Orson Welles, Vincente Minnelli, Robert Altman, Charles Burnett, Spike Lee, and others and are supplemented by readings in film criticism and history.]

FILM 324 Film Animation Workshop: Experimental and Traditional Animation on the Oxberry

Summer. 3 credits. Equipment expense \$200. L. Tomlinson.

The art of animation involves many dimensions, including time and motion. This course introduces students to the fundamentals of traditional animation and the mechanics used to capture the illusion of movement. By modeling our projects on the work of artists who have pushed the potential of animation in new directions, we investigate innovative ways of animating sequential images and objects. Emphasizing tactile processes—drawing, sculpting, and painting—and recording the images we create to capture movement and expression, we explore a variety of experimental and fine-arts approaches used in modern-day animation.

[FILM 329 Political Theory and Cinema (also GERST 330, COM L 330, and GOVT 370) (III or IV) (CA)]

Spring. 4 credits. Not offered 2004-2005. G. Waite.

For description, see GERST 330.]

FILM 341 French Film (also FRLIT 336) (IV)

Fall. 4 credits. Offered occasionally; offered fall 2004. T. Murray. For description, see FRLIT 336.

FILM 342 The Cinema and the American City (also AM ST 309) (IV)

Spring. 4 credits. Offered spring 2005. S. Haenni. For description, see AM ST 309.

FILM 344 American Film Melodrama (also AM ST 338, ENGL 344, and VISST 345)

Spring. 4 credits. Some background in film analysis useful but not required. S. Haenni. Melodrama has often been dismissed as overwrought with emotion, moralizing, and sensationalism. Film studies, however, has reconceptualized melodrama as an intriguing "mode of excess" that powerfully and profoundly affects film audiences. We will examine how and to what purposes melodrama has been used in the U.S. context. We will look at different aspects of melodrama—its inheritance from nineteenth-century stage melodrama, its pictorialism, acting style, music; and its uses of paranoia, entrapment, and fast-paced action. We will consider the form and function of melodrama in different periods—1950s America, the early twentieth century, the Jazz Age, the economic depression of the 1930s, World War II, and the contemporary moment. And we will ask some questions. How does melodrama position and affect its spectators? How does it allow space for the representation of marginalized voices (of women and African Americans, for example)? How does it allow us to understand the nation? How does it address questions of social justice? How has melodrama been viewed and appropriated by oppositional audiences and fan cultures? What are the implications of film style for melodrama, and why is music so important to the genre? Screenings will include films by Griffith, Vidor, Cukor, Hitchcock, Ophuls, Sirk, Ray, and Spielberg, and will be guided by readings in film history and film theory.

[FILM 346 Film Noir (also AM ST 348) (IV) (LA)]

Spring. 4 credits. Some course work in film useful but not required. Offered occasionally, not offered 2004-2005. S. Haenni.

At the close of World War II, the French coined the term "film noir" to describe a new, "dark," and "gloomy" set of Hollywood films that were populated by femmes fatales, criminal gangs, private eyes, and lovers on the run, and which centered on issues of violence, crime, paranoia, betrayal, pessimism, and self-doubt. Derived from hard-boiled detective fiction and influenced by German expressionist cinema, *film noir* has become one of the most acclaimed genres in Hollywood film. In this course, we explore both the stylistic characteristics and thematic and cultural contexts of *film noir*. We examine the history and function of "noir" as a critical term; the influence of hard-boiled fiction; and the evolution of noir style and *noir* narratives. We investigate how *film noir* articulates anxieties about postwar masculinity and the sexual and social roles of women; how it popularizes psychology; how it portrays the city as an "urban jungle"; and how it represents a response to fears about communism and the atomic bomb. Screenings

include major studio features such as *Double Indemnity* and *Laura*, B-pictures such as *Detour* and *Gun Crazy*, and "neo-noirs" such as *Chinatown* and *Devil in a Blue Dress*. Our discussion of films are guided by readings in film criticism and history.]

FILM 369 Fast-Talking Dames and Sad Ladies: 1940s and Now (also ENGL 369) (IV) (LA)

Fall. 4 credits. L. Bogel.
For description, see ENGL 369.

FILM 375 History and Theory of the Commercial Narrative Film (also VISST 375) (IV) (LA)

Fall. 4 credits. Fee for screening expenses \$10 (paid in class). Prerequisite: film majors FILM 274. Offered alternate years; offered fall 2004 and fall 2006. S. Haenni.
Consideration of the broad patterns of narration in the history of the commercial narrative film. Emphases are placed on 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.

[FILM 376 History and Theory of Documentary and Experimental Film (also VISST 376) (IV) (LA)

Fall. 4 credits. Fee for screening expenses \$10 (paid in class). Prerequisite: FILM 274 is strongly recommended but not required. Offered alternate years; offered fall 2005. A. Villarejo.

This course analyzes canonical works in documentary film up to the end of World War II, including Vertov, Flaherty, Grierson, Hurwitz, Grierson, Wright, Capra, Riefenstahl, and the connection between documentary film and modernism(s) in the 1920s and 1930s. It also includes analysis of canonical works in the avant-garde/experimental/personal film tradition(s) in Europe and the United States from the 1920s to the 1980s, including French impressionism, surrealism, the New Realism, graphic cinema, and the several patterns of the American personal film during its heyday (1940s to the late 1970s).]

FILM 377 Introduction to 16mm and Digital Filmmaking (IV) (LA)

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) with priority given to film majors. Prerequisite: FILM 274 (or higher-level film studies course) and permission of instructor. Equipment fee \$125 (paid in class). The average cost to each student for materials and processing is \$400. Offered fall 2004 and spring 2005. M. Rivchin.

This is a creative, hands-on production course in filmmaking, emphasizing the development of original ideas and the acquisition of basic technical skills in both 16mm and miniDV formats: cinematography, lighting, sound recording and editing, and film and non-linear digital editing. Students complete several exercises and two short projects; the final project may be narrative, documentary, experimental, or animation and will be shown in a public screening at the end of the semester on campus.

[FILM 378 Soviet Film of the 1920s and French Film of the 1960s (IV) (LA)

Spring. 4 credits. Fee for screening expenses \$10 (paid in class). Prerequisite: FILM 375 is strongly recommended but not

required. Offered occasionally; not offered 2004–2005. D. Fredericksen.

An intensive treatment of two distinct periods of radical innovation in film theory and history. Emphasis is on the animated relationship between theory and filmmaking during these two decades. Major figures include Eisenstein, Pudovkin, Vertov, Kuleshov, Dovzhenko, and Room in the Soviet 1920s; Godard, Truffaut, Resnais, Rohmer, Tati, Rouch, Bresson, and Bazin in the French 1960s.]

[FILM 379 Modern Documentary Film (IV) (LA)

Spring. 4 credits. Prerequisite: FILM 376 is strongly recommended but not required. Fee for screening expenses \$10 (paid in class). Offered alternate spring semesters; offered spring 2006. D. Fredericksen.

An intensive consideration of canonical documentary films from 1945 to the present. Emphases are on the documentary film as an artistic form with a distinct history and set of theoretical questions, as a sociopolitical force, as an ethnographic medium within and without a filmmaker's culture, and as a televised medium of persuasion and expression. Filmmakers include Hurwitz, Flaherty, Haanstra, Franju, Renais, Wright, Jennings, Rouquier, Sucksdorff, Anderson, Rouch, Malle, Wiseman, Watkins, Guzman, Trinh, T. Minh-ha, Van der Keuken, Gardner, Lanzmann, Piwowski, Borzecka, Forgacs, and the National Film Board of Canada.]

FILM 383 Screenwriting: Learning the Craft and Bringing Your Vision to Life

Fall. 3 credits. Prerequisite: FILM 274 and 377 and permission of instructor. Limited to 12 students. Go to 225 CT to apply to the class. J. Hirschberg.

For those of you who have ever sat in a movie theater and said, "I can do better," now is your chance. This course explores the fundamentals of traditional Hollywood and independent screenplays—concept, theme, structure, story, dialogue, and characters—and the basics of marketing your finished script. Students will be required to create a pitch of their original idea, treatment, and a first draft of their full-length screenplay or short film script(s). The instructor and your fellow students critique all work in class. Typical readings are Seger, *Creating Unforgettable Characters*; Goldman, *Adventures in the Screen Trade*; and selected screenplays. This course requires a great deal of writing and re-writing—only those who are passionate about their craft need apply.

FILM 386 Cinema and Social Change (was Third Cinema) (IV) (LA)

Spring. 4 credits. A. Villarejo.

This course explores the role of cinema (film, video, and digital media) in social and political change, both in terms of how cinema contributes to political movements and struggles and also in terms of how political and historical contexts shape films. We will screen major works from Latin America, the U.S., Africa, South Asia, and the Middle East that address processes of decolonization as well as issues of labor, health-care, gender and racial equity, globalization, war, and imperialism. Supplemental readings are drawn from film criticism and theory, philosophy, political theory, and critical theory.

FILM 390 African American Cinema (also AM ST 386, ART H 390, and AS&RC 390)

Fall. 4 credits. Faculty.

This seminar looks at the history of African American filmmaking from the perspective of directors, actors, studios, and audiences. We will study the works of pioneering black filmmakers from Oscar Micheaux to Julie Dash. Other topics include Race Cinema, Blaxploitation films of the 1970s, the New Black Cinema, Black women's filmmaking, and documentary. Readings in film studies and critical race theory direct our analyses of the films. There will be weekly screenings in addition to regular seminar meetings.

FILM 391 Media Arts Studio I (also ART 391, MUSIC 391, VISST 391) (IV) (LA)

Fall. 3 credits. Prerequisite: permission of instructor and junior-level standing required, minimum FILM 377 or 277, or dance studio courses. Equipment fee \$50 (paid in class). Participating faculty include M. Rivchin, FILM; M. Lyons, ART; D. Borden, MUSIC.

A collaborative interdisciplinary studio course in a variety of digital and electronic media, including art, architecture, music, dance, film, and video. Group projects to investigate and produce interactive work in public spaces on campus.

[FILM 393 International Film of the 1970s (also AM ST 393) (IV) (LA)

Fall. 4 credits. Some background in film analysis useful but not required. Offered occasionally; not offered 2004–2005. S. Haenni.

More than being characterized by a retreat from political, critical cinema and by the re-emergence of the Hollywood blockbuster such as *The Godfather*, *Star Wars*, and *Jaws*, the seventies was also a period of enormous innovation and cross-fertilization in film history and film style. Profound changes in the film industry and film technology, along with larger social, political, and cultural developments, enabled new ways of understanding—and using—the cinematic image as well as film sound. In this course, we focus on the transnational nature of seventies film: the influence of European art cinema on American film; the reworking and rejuvenation of genre films (neo-noir, western, horror film, road movie); European responses to and appropriation of American film genres, film conventions, and subject matter; Asian influences in the United States, particularly the martial arts film; and the emergence of film subcultures, such as black independent film and blaxploitation. Screenings include work by Arthur Penn, Robert Altman, Francis Ford Coppola, Steven Spielberg, Charles Burnett, John Cassavetes, Mario Van Peebles, Gordon Parks, Milos Forman, Sergio Leone, Michelangelo Antonioni, Lina Wertmuller, Bertrand Blier, Louis Malle, Eric Rohmer, Chantal Akerman, Rainer Werner Fassbinder, Wim Wenders, Nicholas Roeg, and Stanley Kubrick and are guided by readings in film criticism and film history.]

[FILM 395 Video: Art, Theory, Politics (also ENGL 395) (IV)

Fall. 4 credits. Offered occasionally; Not offered 2004–2005. T. Murray.
For description, see ENGL 395.]

[FILM 396 German Film (also COM L 396 and GERST 396) (IV) (LA)]

Fall. 4 credits. Requirements: participation in class discussion, one paper, midterm, and final. Offered occasionally; not offered 2004-2005. D. Bathrick.

This course explores German film from the Weimar and Nazi periods to the present in relation to the cultural and sociopolitical context of which it was a part. Readings and lectures are devoted to formal and cultural developments historically as well as interpretive analysis of selected individual films.]

FILM 422 Cinematography

Spring. 4 credits. Limited to 8 students. Prerequisite or corequisite with FILM 493. Permission of the instructor required. Letter grade only. Class fee \$125. Advanced camera and lighting techniques, designed for students who have taken at least FILM 377 and/or advanced photography courses. M. Rivchin.

Students will work on a series of tests, short exercises, and scene projects using sync and non-sync 16mm cameras, a range of lighting instruments, filters, and gels and digital video cameras to expand their knowledge of the technical and aesthetic aspects of cinematography.

[FILM 450 Rescreening the Holocaust (also COM L 453, GERST 449, RELST 450, JWST 449) (IV) (LA)]

Fall. 4 credits. Offered alternate years. Not offered 2004-2005. D. Bathrick.

Rescreening the Holocaust offers a survey of the major films dealing with the Holocaust beginning with *Night and Fog* (1955) and including such films as *Holocaust*, *Schindler's List*, *Schoah*, *Life is Beautiful*, *Sophie's Choice*, *Jacob the Liar*, *The Diary of Anne Frank*, *Kapo*, *My Mother's Courage*, and others. The course focuses on major issues of debate around the possibilities and limits of representing the Holocaust cinematically as well as questions more specifically concerning commercialization, fictionalization, trivialization, documentation, visualization, and narrativization in the making and distributing of films about this event. What are the concerns that have arisen over the years concerning the dangers of aestheticizing the Holocaust in works of literature and the visual arts? Is it possible to employ a comedic narrative to deal with such a topic, and, if so, what are the benefits or potential problems of such an approach? Is the very treatment of such a topic within the framework of the Hollywood entertainment industry itself a violation of respect for those who perished? The title of the course suggests a methodological approach that emphasizes the notion that screenings of the Holocaust are at the same time often re-screenings, to the extent that they are built on, presuppose, or even explicitly cite or take issue with earlier cinematic renderings.]

FILM 455 History of Modern Polish Film (IV) (LA)

Spring. 4 credits. Prerequisite: some previous film analysis course work. Offered alternate years; offered spring 2005. D. Fredericksen.

Analysis of Polish film from 1945 to the present, within the context of Poland's postwar history. Topics include the period of socialist realism, the so-called "Polish School" (1956-1962), the cinema of moral anxiety,

Solidarity cinema, and the Polish documentary tradition. Key directors to be considered include Ford, Wajda, Munk, Polanski, Skolimowski, Zanussi, Falk, Piwowski, Bugajski, Krzystek, Kijowski, Zaorski, Kieslowski, and Lozinski. Some attention is given to the development of Polish film theory. The extra-filmic context is set by such works as Norman Davies' *Heart of Europe*, Czeslaw Milosz' *The Captive Mind*, and Eva Hoffman's *Exit into History*.

[FILM 473 Film and Spiritual Questions (also RELST 473) (IV) (LA)]

Spring. 4 credits. Limited to 20 students. Offered alternate spring semesters. Offered spring 2006. D. Fredericksen.

The use of film as a medium for the expression of spiritual questions has a long and rich history, although little attention is given to this fact in contemporary film studies. This seminar examines films and writings by filmmakers who are so inclined, including Baillie, Gardner, Bergman, Dreyer, Bresson, Godard, Scorsese, Brakhage, Belson, Whitney, Rouquier, Newby, Kubrick, and Bae Yong-Kyun. Special attention is given to the work of Andrej Tarkovsky, the Russian film director and theorist. Readings include Tarkovsky's *Sculpting in Time*, Smith's *Why Religion Matters*, Eliade's *The Sacred and the Profane*, Edinger's *The Christian Archetype*, Schrader's *Transcendental Style in Film*, and Warren and Locke's *Women and the Sacred in Film*.]

FILM 474 Jung, Film, and the Process of Self-Knowledge (IV) (LA)

Fall. 4 credits. Limited to 20 students. Offered alternate years; offered fall 2004. D. Fredericksen.

"Know thyself" is one of the oldest and most enduring imperatives of the human spirit, and the *raison d'être* for liberal studies. This seminar traces in some detail the Jungian approach to this imperative and then tests its critical capacities with respect to films by Fellini (8 1/2), Bergman (*Persona*), and Roeg (*Walkabout*). Readings include Jung's *Memories, Dreams, Reflections*, *Two Essays in Analytical Psychology*, *Archetypes and the Collective Unconscious*, and Murray Stein's *In Midlife*.

FILM 475 Seminar in Cinema I (also VISST 475) (IV) (LA)

Fall or spring. 4 credits. Limited to 20 students. Offered most years; offered spring 2005. FILM 274, 375, or 376 recommended. D. Fredericksen.

Topic for spring 2005: Poetic structures. Close analyses of films that are structured in ways that fall outside classical narration, including films by Robert Gardner, Basil Wright, Leo Hurwitz, Germaine Dulac, Maya Deren, Stan Brakhage, Bruce Baillie, Larry Jordan, Leighton Peirce, Luis Bunuel, Andrei Tarkovsky, and others. May be of particular interest to filmmakers who wish to find models for operating outside "normal" storytelling structures and to analysts interested in the workings of filmic metaphor, parallel structures, associative logics, and "vertical" structure.

[FILM 476 Seminar in the Cinema II (IV) (LA)]

Fall or spring. 4 credits. Offered occasionally; Not offered 2004-2005.]

[FILM 477 Intermediate Film and Video Projects: Documentary and Experimental Workshop (IV) (LA)]

Fall. 4 credits. Limited to 8 students. Prerequisites: FILM 377 as minimum production; preference given to those who have taken FILM 376 (History and Theory of Documentary and Experimental Film), 379 (Modern Documentary Film), or 386 (Cinema and Social Change); and permission of instructor based on project proposals. Equipment fee \$100 (paid in class). Film projects costs \$300-1,000; video \$100-200. Next offered fall 2005. M. Rivchin.

An intensive course in 16mm filmmaking and digital video in which each student develops a significant documentary or experimental project both critically and creatively. Readings, discussions, and exercises are designed to increase the student's knowledge and practice of: cinematography, lighting, sync-sound filming, and editing techniques; working with labs and sound houses; digital video camera; and both analog and nonlinear (AVID) digital editing.]

FILM 478 Intermediate Film and Video Projects: Narrative Workshop (also VISST 478) (IV) (LA)]

Fall. 4 credits. Limited to 8 students. Prerequisites: FILM 377 as minimum production; preference given to those who have taken FILM 375 or 383; THETR 398 or 413, and permission of instructor based on proposals. Equipment fee \$125 (paid in class). Film projects costs \$500-1,500; video \$100-200. Not offered 2004-2005. M. Rivchin.

An intensive course in 16mm filmmaking and digital video in which each student develops a significant, original narrative script project that he or she then directs, shoots in crews, and edits. Student may opt for narrative documentary or experimental work as well. Readings, discussions, and exercises are designed to increase the student's knowledge and practice of directing; cinematography, lighting, sync-sound filming, and editing techniques; working with labs and sound houses; digital video camera; and nonlinear (AVID) and final Cut Pro editing.]

FILM 479 1939 (also VISST 479) (IV) (LA)]

Fall. 4 credits. Prerequisite: FILM 274 or a course in film analysis. Screening fee \$10 (paid in class). A. Villarejo.

1939 is one of the most astonishing and famous years in American cinema: *Stagecoach*, *Gone with the Wind*, *The Wizard of Oz*, *Dark Victory*, *Ninotchka* . . . the list goes on. Television was introduced to the U.S. public at the World's Fair of 1939 in New York. To understand the film industry at its peak, and to understand the context of 1939 in political and social terms, this course broadens the horizon to examine the cinema of 1939 worldwide. We will look at the work of emigre artists who fled Europe, as well as the cinemas of Nazi Germany and fascist Italy, alongside films from France and other parts of Europe, India, Japan, and Mexico. We will screen narrative films alongside documentaries and experimental films (the March of Time meets Porky Pig); we'll look at early television programming and listen to radio broadcasts. Contemporary works of fiction and journalism as well as the visual culture of 1939 will supplement readings in film history and theory.

FILM 485 Undergraduate Internship

Fall, spring, or summer. 1-3 credits.
To be eligible to enroll and receive credit for an internship, students must either be majors or concentrators in the department. Students are responsible for arranging their own internships in consultation with the faculty in their area of choice before preregistration for the semester in which the internship is planned to take place. To receive credit within the course, the internship must be unpaid. Students must follow the rules and procedures stated on the departmental internship form.

FILM 493 Advanced Film and Video Projects (also VISST 493) (IV) (LA)

Spring. 4 credits. Limited to 6-8 students. Prerequisite: minimum FILM 377, preference to those who have taken 477 or 478; recommended: FILM 383 (Screenwriting) and THETR 398 (Directing I). Equipment fee \$125. Project costs \$500-2000. M. Rivchin.

This is an intensive filmmaking course in which students focus on developing and producing a single, already-proposed (15-30 min.) 16mm film or digital video project over the semester. Students will direct and edit their own (or collaborative) projects working in crews for sync-sound dialog narrative films or documentaries and in small groups for technical exercises and assisting in non-sync projects. Readings, discussions, and exercises are designed to increase the student's knowledge and practice of script revision; directing; scene breakdowns, auditions, and casting; cinematography, lighting, sync-sound filming, and editing techniques; working with labs and sound houses; digital video camera; and digital, nonlinear (Final Cut Pro and AVID) editing.

FILM 610 Sexuality and the Politics of Representation (also FGSS 610)

Spring. 4 credits. One weekly screening required. Prerequisite: an advanced course in film or critical theory. Primarily intended for seniors and graduate students. A. Villarejo.

The seminar will explore contexts for critical work on sexuality and film/video. Beginning with the texts of Foucault, Freud, Lacan, Jacqueline Rose, and Jeffrey Weeks, the course examines the uses and abuses of psychoanalytic theory, as well as the regulation of sexuality in the past century. "Sexuality" is not, however, a simple abstraction, and its coherence is put to the test through the dual lenses of Marxism and poststructuralism throughout the second half of the course, with readings from Gramsci, Deleuze and Guattari, Lyotard, and others. Films include *Blonde Venus*, *Trash*, *The Night Porter*, *Ali: Fear Eats the Soul*, and *Written on the Wind*.

FILM 674 Introduction to Film Analysis: Meaning and Value

Fall. 4 credits. Limited to 10 graduate 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. Graduate students who intend to teach film at the undergraduate level are especially welcome. In addition to full participation in the work of FILM 274, graduate students will read and discuss in tutorials primary sources in film theory.

FILM 722 Independent Study in Film for Graduate Students

Fall or spring. Staff.

Dance

Faculty: J. Chu, A. Fogelsanger (director of undergraduate studies in dance), J. Kovar, J. Morgenroth, J. Self, B. Suber.

The dance program offers courses in dance technique, improvisation, composition, performance, anatomical analysis of movement, dance technology, music for dance, and the history, theory, and criticism of dance. Technique courses include introductory dance technique, modern dance at three levels, and Western classical dance at three levels. (Other dance forms, such as Indian dance, and Javanese dance, are offered periodically. A variety of courses in other dance idioms, taken through the Physical Education program, supplement these offerings.) Technique courses 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 courses. Students may also satisfy the physical education requirement by taking dance technique courses in the dance program. Students taking technique for academic credit must also register through their own colleges. The schedule for all dance technique courses is available in the main office of the Sheila W. and Richard J. Schwartz Center for the Performing Arts.

The faculty offer rehearsal and performance workshops in which they choreograph and rehearse original dances, performed in public concert. Admission to rehearsal and performance courses is by permission. Students may receive one academic credit per semester (S-U grades only) when performing in student-faculty concerts by registering for DANCE 155.

The music-resources courses DANCE 212 and 323 are being replaced by DANCE 324. Requirements for the dance major have been updated to reflect that students may use either the old courses or the new course to complete the major.

Dance Major Requirements

To be admitted to the major, students must have completed two technique courses in modern dance or Western classical at level II or above, and DANCE 210 (Beginning Dance Composition). It is recommended that students take DANCE 201 (Dance Improvisation), DANCE 324 (Music for Choreography), the optional THETR 250 (Fundamentals of Theatre Design and Technology), and the optional music course before the junior year. The following requirements are expected of the major.

Prerequisites for the Major:	Credits
DANCE 210 Beginning Dance Composition	3
Two technique courses in modern dance or Western classical at level II or above	0-2
TOTAL	3-5

Requirements for the Major: Credits

Two semesters each of Western classical and modern dance (in addition to the prerequisite)	0-4
One academic or studio course in non-Western form	0-4
DANCE 155 Rehearsal and Performance	1
DANCE 201 Dance Improvisation (offered every spring semester)	1
DANCE 212 Music Resources I, and DANCE 323 Music Resources II; or DANCE 324 Music for Choreography (offered every spring semester)	3
DANCE 233 Explorations in Movement and Performance (offered every fall semester)	1
Two courses from the following approved list of five choices selected in consultation with the student's advisor:	6-8
One of MUSIC 103 Intro to World Music I: Africa and the Americas, MUSIC 104 Intro to World Music II: Asia, MUSIC 105 Introduction to Music Theory (or substitute at the appropriate level), MUSIC 107 Hildegard to Handel, MUSIC 108 Mozart to Minimalism;	
THETR 250 Fundamentals of Design and Technology;	
DANCE 258 Techno Soma Kinesics (offered every spring semester);	
DANCE 319 Music, Dance & Light (offered alternate fall semesters);	
[DANCE 413 Film and Performance (offered occasionally)].	
DANCE 310-311 Intermediate Dance Composition	6
DANCE 312 The Moving Body (offered every fourth or fifth semester)	3
DANCE 314-315 Western Dance History (offered alternate years)	8
DANCE 418 Seminar in Dance Studies or other 400-level academic dance course (offered alternate years)	4
DANCE 491 Senior Project (yearlong course offered every year)	6
Total	39-49

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.

Honors

Students who have maintained a GPA of 3.5 in classes for the dance major and an average of 3.0 in all courses may elect to work for honors in dance during their senior year. They must consult with their adviser in the spring of their junior year about the honors program in dance.

Dance Technique

Students may register for Western dance technique courses (DANCE 122, 231, 232, 303, 304, 306, 308, and 309) for 0 or 1 academic credit, with a limit of 1 credit per semester and 8 credits total. That is, in a single semester students may take at most one dance technique course for 1 credit; all additional dance technique courses must be taken for 0

credit. All these courses may be repeated for credit, and students will usually be placed in a given course for at least two semesters.

Dance Improvisation (DANCE 201) and Explorations in Movement and Performance (DANCE 233) may be taken for 0 or 1 academic credit, which does not count as part of the 1 credit per semester and 8 credits total limit above.

The Indian dance courses (DANCE 307 and 317) may each be taken for 0, 1, or 3 academic credits, which do not count as part of the 1 credit per semester and 8 credits total limit above. The 3-credit option is available to students who attend an additional lecture period. Students may receive 3 credits no more than once, and only for DANCE 307 or DANCE 317, not both.

Students also have the option to receive physical education (PE) credit for all the courses above to satisfy the university's physical education requirement. Students may not get Dance and PE credit simultaneously for the same course.

The courses Dance Technique I (DANCE 122), Dance Improvisation (DANCE 201), Explorations in Movement and Performance (DANCE 233), and Indian Dance (DANCE 307) are introductory courses open to all students. Students registering in Dance may pre-enroll, enroll online, or sign up with the Department of Theatre, Film, and Dance registrar in Schwartz 225 before the end of the add period; they will need a drop/add slip. Students registering in PE may pre-enroll, or add during the one- or two-day PE registration before the first day of classes; afterward, registration is not allowed.

The non-introductory dance technique courses (DANCE 231, 232, 303, 304, 306, 308, and 309) will now allow online pre-enrollment and online enrollment, but the instructor will ultimately use his/her own discretion to determine the right classes for a student to attend. All students, and new students in particular, should be prepared for the possibility of being asked to switch courses during the first few weeks of the semester.

Any two 1-credit dance courses except DANCE 212 may be aggregated to count as one-half course for the purpose of satisfying the College of Arts and Sciences 34-course requirement. They do not satisfy a distribution requirement.

DANCE 122 Dance Technique I (also PE 160)

Fall and spring. 0 to 1 credit. May be repeated. S-U grades only. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Fall: J. Chu and J. Kovar; spring: J. Morgenroth and J. Self. Entry-level class. Covers the fundamentals of elementary dance training. Movement sequences focusing on rhythm, placement, and vitality of performance through an anatomically sound dance technique.

DANCE 155 Rehearsal and Performance

Fall and/or spring. 1 credit. Students must register for the course in the term in which the credit is earned; requests for retroactive credit will not be honored. Limited to students who are cast in faculty-choreographed dances. Students may add this course only after they have been assigned roles. S-U grades only.

Course includes the study, development, and performance of roles in departmental dance productions.

DANCE 201 Dance Improvisation

Spring. 1 credit. S-U grade only. Limited to 12 students. 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 coaxes inspiration, seeking to make it reliable and to keep it surprising. It offers the possibility of "training" one's movement instincts to respond relevantly and with spontaneity. Solo and group forms are covered. Live musical accompaniment.

DANCE 231 Dance Technique II/Classical (also PE 161)

Spring. 0 to 1 credit. May be repeated. S-U grade only. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. B. Suber.

Introductory Western classical technique intended for students with some dance training. Includes basic barre and centre work focusing on presence and presentation.

DANCE 232 Dance Technique II/Modern (also PE 161)

Fall and spring. 0 to 1 credit. May be repeated. S-U grade only. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Fall, B. Suber; spring, J. Kovar.

Introductory modern technique intended for students with some dance training. Material covered includes specific spinal and center work with attention to rhythm, design, and movement expression.

DANCE 233 Explorations in Movement and Performance (also PE 162, VISST 233)

Fall. 0 or 1 credit. S-U grade only. Limited to 16 students. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. J. Self.

A physically demanding exploration into various movement realms. Specific subjects covered are genderized movement, erotic power, spiritual power, 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.

DANCE 234 Masculine, Feminine, or Neutral: Explorations in Movement and Performance II

Spring. 0 or 1 credit. Prerequisite: DANCE 201, DANCE 233, or permission of instructor. S-U grade only. Limited to 16 students. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. J. Self.

This course continues themes from Explorations in Movement and Performance (DANCE 233), with special emphasis on the differences and similarities between "masculine" or "feminine" expressions in movement and performance. Are there inherent movement patterns expressed by men only or women only? Can one learn opposite gender movement, or merely visit it? Is there such a thing as neutral movement? Students use props, costumes, and other performance tools to explore gender, movement, and performance. This course

is physically demanding and requires a willingness to explore challenging themes.

DANCE 235 Hip-Hop, Hollywood, and Home Movies: Movement and Media

Fall. 0 or 1 credit. S-U grade only. Limited to 16 students. Attendance at dance concerts is required. J. Self.

Using readily available media images from music television, Hollywood movies, and archival footage, this course will explore contemporary and popular dance forms. This course may be considered a laboratory for generating and understanding the constantly changing nature of contemporary dance forms. Questions to be considered include: How do the media influence and shape our movement patterns and sense of freedom within our body? How have different forms influenced each other? How does the easy accessibility of self-produced moving images inform our sense of self? Each class includes a warmup, viewing, analysis, and the trying on/trying out of dances. Making a dance video, and field trips to dance clubs and other events will be included.

[DANCE 303 Dance Technique Workshop (also PE 161, VISST 303)]

Fall and spring. 0 to 1 credit. May be repeated. S-U grades only. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Not offered 2004-2005. Staff.]

DANCE 304 Dance Technique III/Classical (also PE 161)

Fall. 0 to 1 credit. May be repeated. S-U grade only. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. B. Suber.

Intermediate Western classical technique. Work is done on strengthening the body through a movement technique emphasizing presence and musicality based on harmonic muscular control.

DANCE 306 Dance Technique III/Modern (also PE 161)

Fall and spring. 0 to 1 credit. May be repeated. S-U grade only. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Fall, J. Morgenroth; spring, B. Suber.

Intermediate modern technique focusing on rhythm, placement, and phrasing for students who are prepared to refine the skills of dancing. Students are challenged by complex phrases and musicality.

DANCE 307 Indian Dance I (also ASIAN 307 and PE 163)

Fall. 0, 1, or 3 credits. Satisfies the PE requirement if taken as PE. Satisfies @ if taken for 3 credits. D. Bor.

This course is designed to give students a working knowledge of Indian classical dance in both movement and theory. The movement section will focus on Odissi classical dance, the indigenous style of Orissa state, starting with basic exercises, to open and strengthen the body and prepare it for the structured form of Odissi. Basic exercises, steps, and a full choreographed piece will be taught and performed at the end of the semester. The core material of this class can benefit all forms of dance. For three-credit students, the theory section will focus on history and development of the main styles of South Asian classical dance, their role in society and distinguishing characteristics. This will be done through lectures, videos, and reading assignments.

DANCE 308 Dance Technique IV/Modern (also PE 161, VISST 308)

Fall and spring. 0 to 1 credit. May be repeated. S-U grade only. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Fall, J. Chu; spring, J. Chu.

Advanced and pre-professional Modern technique. A continuation of and supplement to DANCE 306.

DANCE 309 Dance Technique IV/Classical (also PE 161)

Fall. 0 to 1 credit. May be repeated. S-U grade only. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. B. Suber.

Advanced and pre-professional Western classical. A continuation of and supplement to DANCE 304.

[DANCE 317 Indian Dance II (also ASIAN 308 and PE 161)]

Fall. 0, 1, or 3 credits. Prerequisite: DANCE 307 or ASIAN 307 or PE 163 or previous training in Odissi classical dance. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Staff.

The continuation of DANCE 307/ASIAN 307. Emphasis is on choreography as well as continuing to refine and perfect the basic movements learned in the preliminary course. Guru Pradhan explores the nine rasas or emotions used in dramatic dance based on the teaching of the ancient text the "Natyasastra." Meets twice weekly for movement classes. Students may receive 3 credits for attending an additional Friday lecture and completing additional academic requirements.]

DANCE 355 Repertory

Spring. 0 or 1 credit. Permission of instructor required. Attendance at dance performances required. J. Chu.

This course will reconstruct a dance by an important modern dance choreographer. Through a close examination of the composition process, and with readings, the class will study the historical and aesthetic role of this work and its continued influence today.

DANCE 407 Early Dance (also MUSIC 407)

Fall. 1 credit. Topic for fall: The Baroque. R. Harris-Warrick.

For description, see MUSIC 407.

Dance Composition**DANCE 210 Beginning Dance Composition (also VISST 211) (IV) (LA)**

Fall and spring. 3 credits. Attendance at dance concerts is required. Fall, J. Chu and J. Self; spring, J. Morgenroth.

Weekly assignments in basic elements of choreography. Students compose and present short studies that are discussed and reworked. Problems are defined and explored through class improvisations. Informal showing at end of semester.

DANCE 310 Intermediate Dance Composition I (IV) (LA)

Fall and spring. 3 credits. Prerequisite: DANCE 210. Fall, J. Chu and J. Self; spring, J. Morgenroth.

Intermediate choreographic projects are critiqued in progress by faculty and peers. Consideration of design problems in costuming and lighting.

DANCE 311 Intermediate Dance Composition II (IV) (LA)

Fall and spring. 3 credits. Prerequisite: DANCE 310. Corequisite or prerequisite: DANCE 323 or DANCE 324. Attendance at dance concerts is required. Fall, J. Chu and J. Self; spring, J. Morgenroth.

A continuation of DANCE 310.

DANCE 323 Music Resources II

Spring. 2 credits. Prerequisite: DANCE 212. Attendance at dance concerts and music concerts is required. DANCE 212 and DANCE 323 together count as a course for purposes of graduation and for satisfying the humanities or Literature and Arts distribution requirement. DANCE 323 will no longer be offered after spring 2006. A. Fogelsanger.

Intended to expand choreographers' conceptions of music and its uses for dance, including serving as a source for ideas of choreographic organization. A continuation of DANCE 212 in its survey of contemporary music for dance and the study of music and dance collaborations, but also includes examples from film and the plastic arts. Reading topics include criticism and aesthetics of dance, music, and the arts in general. Includes discussion of and writing about concerts, and audio and video recordings. May include rehearsing and performing music or dance. Concentrates especially on minimalism, improvisation, and polystylism in music, dance, the two considered together, and other arts singly and in combination. The DANCE 212-323 sequence is being replaced by DANCE 324. DANCE 323 will not begin meeting until February 25 and will thereafter meet simultaneously with DANCE 324. Contact instructor for details.

DANCE 324 Music and Choreography (IV) (LA)

Spring. 3 credits. Attendance at dance concerts and music concerts is required. A. Fogelsanger.

This course on music and choreography is intended to expose students to music they probably have not heard and are unlikely to seek out on their own, particularly contemporary "classical" music and music used in modern concert dance; to mark out the possible relationships between music and dance when combined in concert; and to pull apart the compositional construction of musical pieces to consider what musical structuring ideas might be profitably applied by choreographers to making dances. The course also considers examples from film and the plastic arts, provides students with some experience making sound and movement, and includes discussion of and writing about concerts, and audio and video recordings. Reading topics include criticism and aesthetics of dance, music, and the arts in general, in particular concentrating on counterpoint, minimalism, improvisation, and polystylism. DANCE 324 replaces the sequence DANCE 212-323.

DANCE 410 Advanced Dance Composition I (IV) (LA)

Fall and spring. 3 credits. Prerequisite: DANCE 311. Attendance at dance concerts is required. Fall, J. Chu and J. Self; spring, J. Morgenroth.

Students work on advanced choreographic problems, to be presented in performance. Work in progress is critiqued by faculty on a regular basis.

DANCE 411 Advanced Dance Composition II (IV) (LA)

Fall and spring. 3 credits. Prerequisite: DANCE 410. Attendance at dance concerts is required. Fall, J. Chu and J. Self; spring, J. Morgenroth.

A continuation of DANCE 410.

DANCE 491 Senior Project in Dance

Fall and spring. 6 credits over two semesters. Prerequisite: DANCE 311. This course is limited to senior dance majors only.

Students who take this course create a project in choreography and performance, dance, film or video, dance pedagogy, or other appropriate area agreed on with their senior project adviser and committee. In addition, there is a 15-page paper that expands their work into a historical, theoretical, or aesthetic context. For guidelines see the director of undergraduate studies in dance.

History, Criticism, and Theory**DANCE 204 Sophomore Seminar: Seminar in Dance Studies (also DANCE 418 and VISST 419) (IV) (CA)**

Fall. 4 credits. Limited to 15 students. J. Morgenroth.

Topic for Fall 2004: Movement in Time and Space. According to modern science, we live in a space-time continuum. The visual arts, including dance, painting, sculpture, film, and theater, create their own spacetimes in which they perform and present their work. While the arts and sciences are often thought of as existing in separate worlds, practitioners of each realm are exploring similar questions within their own modes of inquiry. Thinking about dance performance is pivotal in this course, through looking at the ways artists in the twentieth century have warped traditional notions of time and space. We also consider how scientific theories have affected the arts. Viewing of dances and theater pieces by Merce Cunningham, Anna Halprin, Trisha Brown, Elizabeth Streb, Robert Wilson, Eiko, and Koma. Writing assignments are included. A final project asks students to reexamine and renew their assumptions about time and space.

This is a special seminar sponsored by the John S. Knight Institute's Sophomore Seminars Program. Seminars offer discipline-intensive study within an interdisciplinary context. While not restricted to sophomores, the seminars aim at initiating students into the discipline's outlook, its discourse community. Its modes of knowledge, and its ways of articulating that knowledge. Enrollment is limited to 15. Special emphasis is given to strong thinking and writing and to personalize instruction with top university professors.

[DANCE 312 The Moving Body: Form and Function (I/PBS supplementary list)]

Fall. 3 credits. Not offered 2004-2005. J. Morgenroth.

This course examines the bodily systems involved in human movement with particular attention to dance movement. Readings in texts on human anatomy, physiology, and kinesiology. We emphasize the relationships between bodily form and function. Includes guest lectures by experts in anatomy and health areas. Practical analyses of human movement. Demonstration of dissection.]

[DANCE 314 Western Dance History I: Classical Ballet History as a Reflection of Western Ideology # (IV) (LA)

Fall. 4 credits. Attendance at dance concerts is required. Not offered 2004-2005. B. Suber.

A critical survey of the history of classical ballet defining elements of classicism and determining why ballet is defined as classical. Through texts, videotapes, and live performance, the class explores how ballet has perpetuated or confronted social issues of race, class, gender, sexuality, the body, and abuse.]

[DANCE 315 Western Dance History II: History of Modern Dance (IV) (LA)

Spring. 4 credits. Attendance at dance concerts is required. Not offered 2004-2005. J. Chu.

This class studies the course of modern dance in the twentieth-century United States. We examine each generation of dancers, starting with Isadora Duncan and ending with performers emerging today. Issues of gender, cultural identity, elitism, and democracy are discussed.]

DANCE 325 Strolling: Introduction to Dance Theory for Pedestrians

Fall. 4 credits. A. Scott.

This workshop is designed for pedestrians interested in understanding what exactly a "dance theory" can look like, sound like, and most importantly feel like. We will approach the everydayness of walking as a philosophical basis for that which we call neighbor. From this springboard, participants will investigate the accumulation of space; creation of location by bodily "consumption" of urban planning—a neighborhood, planned suburb, or gated community—through walking, the "Social Life of Steps." Within the patterns of footsteps, we can quickly discern storytelling, songwriting even spelling (both literal and magical). We will investigate, through analytical choreography, the differences between a citizen, a resident, a consumer, a user, a neighbor, a demographic, and a neighborhood. This course is offered with the hope that you will go out and do something with it, be that a piece of choreography, a rally, or even legislation. Movement is an all-encompassing thing. Even those of us challenged by lack of limbs or partially cooperating parts still understand the role and power of mobilization. In other words, we will become a "Theory of Maneuvers."

DANCE 418 Seminar in Dance Studies (also DANCE 204 and VISST 419) (IV) (CA)

Fall and spring. 4 credits. Limited to 15 students. Fall, J. Morgenroth; spring, J. Chu.

Fall: Movement in Time and Space.

According to modern science, we live in a space-time continuum. The visual arts, including dance, painting, sculpture, film, and theatre, create their own such continua in which they perform and present their work. While the arts and sciences are often thought of as existing in separate worlds, practitioners of each realm are exploring similar questions within their own modes of inquiry. Thinking about dance performance will be pivotal in this course, through looking at the ways in which artists in the twentieth century have warped traditional notions of time and space. We will also consider how scientific theories

have affected the arts. Viewing of dances and theatre pieces by Merce Cunningham, Anna Halprin, Trisha Brown, Elizabeth Streb, Robert Wilson, Eiko, and Koma. There will be writing assignments, and a final project that will ask that you reexamine and renew your assumptions about time and space.

Spring: Dancing a Double Standard: High Art and Popular Culture.

This course will investigate the dynamic between high art and popular culture, exploring the ways each affects and reflects the other. Defining taste, style, and aesthetics, we will study the ideas of modernism, postmodernism, class, and race as they relate to artistic and social dance and expression. What is the difference between the artistic and the social, and in what framework is one superior to the other? We will juxtapose style and fashion, originality and celebrity, classical choreography and music videos, and art and society in an effort to understand our contemporary world.

DANCE 490 Senior Paper in Dance

Fall and spring. 4 credits. Prerequisite: DANCE 418, senior standing. Attendance at dance concerts is required.

Under faculty direction, the students write a senior paper in dance history, criticism, or theory.

Interdisciplinary Courses

DANCE 258 Techno Soma Kinesics: Repositioning the Performing Body in Space through the Lenses of Digital Media (also VISST 258) (IV) (LA)

Spring. 4 credits. B. Suber.

This class works to expand the specific aesthetics of live performance (music, theatre, and dance) and traditional technological media presentation (sound, film, and video) through the use of emerging digital technologies. Included in the process is the analysis of built environments that both inspire and are designed to be inhabited by these disciplines. This studio class explores the resulting neo-performance forms being created within the range of digital media processing; such as gallery installations, multimedia dance-theatre, personal interactive media (games and digital art) and Web projects. Computer-imaging and sound-production programs are examined and utilized in the class work (human form-animation software [Life Forms], vocal recording and digital editing [Protools and Hyperprism], digital-imaging tools [Photoshop, Final Cut Pro, Flash, Dreamweaver, and Director]. The new context of digital performance raises questions concerning the use of traditional lighting, set, costume, and sound-design techniques that will be examined as they are repositioned by digital-translation tools with the goal of creating experimental and/or conceptual multimedia performance and/or installation work. Theoretical texts on dance and theatrical performance, film studies, the dynamic social body, architecture, and digital technology are also utilized to support conceptual creative work.

DANCE 319 Music, Dance, and Light (also THETR 319 and VISST 319) (IV) (LA)

Fall. 3 credits. Attendance at dance concerts and music concerts is required. E. Intemann, A. Fogelsanger.

Artistic values, parameters, and concerns of music (sound design), dance, and lighting

design are compared and contrasted, and the combination of design elements is analyzed in contemporary dance. Includes writing in response to readings, audio and video recordings, and performances. Some classes are devoted to creating sound, movement, and lighting.

DANCE 358 Techno Soma Kinesics II: Repositioning the Performing Body in Space through the Lenses of Digital Media (also VISST 358) (IV) (LA)

Spring. 4 credits. B. Suber.

DANCE 358 is a continuation of DANCE 258. DANCE 358 expands on principles utilizing more complex and interactive software using MAX/MSP and Jitter, Director, DVD Studio Pro, and Dreamweaver.

DANCE 391 Media Arts Studio I (also ART 391, MUSIC 391, FILM 391, ARCH 459 and 659) (IV) (LA)

Fall or spring. 3 credits. Prerequisite: permission of instructor and junior-level standing, minimum FILM 377 or 277, or DANCE 258. \$50 equipment fee (paid in class). Participating faculty include M. Rivchin, FILM; M. Lyons, ART; D. Borden, MUSIC; B. Suber, DANCE.

A collaborative interdisciplinary studio course in a variety of digital and electronic media, including art, architecture, music, dance, film, and video. Group projects and discussions also investigate the artistic and interactive potential of using arts spaces on campus, including virtual and performative events.

Independent Study, Internships, and Honors

DANCE 300 Independent Study

Summer, fall, or spring. 1-4 credits.

Independent Study in the dance 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, which is available in 225 Schwartz.

DANCE 485 Undergraduate Internship

Fall, spring, or summer. 1-3 credits.

To be eligible to enroll and receive credit for an internship, students must be majors in the department. Students are responsible for arranging their own internships in consultation with the faculty in their area of choice prior to preregistration for the semester in which the internship is planned to take place. To receive credit within this course, the internship must be unpaid. Students must follow the rules and procedures stated in the departmental internship form.

DANCE 495 Honors Research Tutorial

Fall or spring. 4 credits. Limited to Honors students in Dance.

This course is the first of a two-semester sequence (the second is DANCE 496) for seniors engaged in an honors project.

DANCE 496 Honors Research Tutorial

Fall or spring. 4 credits. Limited to Honors students in Dance.

This course is the second of a two-semester sequence (the first is DANCE 495) for students engaged in an honors project.

Tracks toward admission into the advanced undergraduate theatre program

Design, Technology, and Stage Management

Recommended 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)

Recommended 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)

Recommended for costume design or costume shop management emphasis:

THETR 351 Production Lab III (as Design Assistant)
THETR 356 Costume Construction Studio
THETR 366 Costume Design Studio I
THETR 371 Costume Design Studio II

Upon admission to the program:

THETR 451 Production Lab IV (at least 1 credit)

Recommended for Lighting Design or costume shop management emphasis:

THETR 252 Technical Production Studio I
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)

Recommended for Sound Design emphasis:

THETR 251 Production Lab II (as Student Sound Technician)
THETR 252 Technical Production Studio I
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)

Recommended 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)

Recommended for Stage Management emphasis:

THETR 253 or 353 Stage Management Lab II or III—two assignments
THETR 280 Introduction to Acting
THETR 370 Stage Management Studio
THETR 398 Fundamentals of Directing I

Upon admission to the program:

THETR 453 Stage Management Lab IV

Directing

Recommended for 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

Recommended for 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
THETR 348 Playwriting
THETR 349 Advanced Playwriting
 Students in the advanced undergraduate theatre program may also elect to take FILM 485 (Undergraduate Internship) in addition to or in place of one production assignment.

TURKISH

See Near Eastern Studies.

UKRAINIAN

See Department of Russian.

URDU

See Department of Asian Studies.

VIETNAMESE

See Department of Asian Studies.

VISUAL STUDIES UNDERGRADUATE CONCENTRATION

Visual Studies is a concentration that provides students with an interdisciplinary approach to visual art, media (including digital works), performance, and perception. Faculty from departments throughout the college offer courses toward the concentration, drawing on such various disciplines as the history of art, film, literary studies, psychology, theatre, and others. Requirements for the concentration include the core course, Introduction to Visual Studies (VISST 200), which introduces students to critical thinking about visual studies as well as close textual analysis in social and historical contexts. Responsibility for teaching the core course will rotate among faculty affiliated with the concentration, and the course will, as much as possible, entail interdepartmental collaboration in the form of team-teaching or visiting lectures. In addition to the core course, students must choose four Cornell courses from among the different categories

of courses offered in the concentration. One of the four courses must include a significant component of practical work (such courses are listed under the category "Theory/Practice"). No more than two courses from the concentration may be double-counted toward a student's major. All courses must be taken for a letter grade.

Students interested in pursuing the concentration should discuss it with their advisers and then contact the director of the concentration. The director will register students in the concentration and assign each student an adviser selected from among the concentration's affiliated faculty. Advisers should forward a copy of each advisee's transcript to the director, indicating courses completed for the concentration.

Director

Susan Buck-Morss

Visual Studies Concentration Course List

Core Course for 2004–2005

VISST 200 Introduction to Visual Studies (IV) (LA)

Spring, 4 credits. Requirements: two objective midterm exams; occasional listserv postings; two five-page papers. T. Murray.

Introduction to Visual Studies provides a broad introduction of modes of vision and the historical impact of visual images, visual structures, and visual space on culture, communication, and politics. The question of "how we see" is discussed in terms of 1) procedures of sight (from optical machines to the psychology of vision and the philosophy of aesthetics); 2) spaces of vision (from landscapes to maps to cities); 3) objects of vision (from sacred sites to illuminated books to digital art); and 4) performances of vision (race, sexualities, ethnicities, cultures). Of importance to the course will be the practical and conceptual relation of twentieth-century visual technologies (photography, cinema, video, and computing) to their historical corollaries in the arts.

The course draws on the visual traditions of both Western and non-Western societies and study texts that have defined the premises and analytic vocabularies of the visual. Through viewings, screenings, collaborative writing, and art projects, students develop the critical skills necessary to appreciate how the approaches that define visual studies complicate traditional models of defining and analyzing art objects. Guest lecturers occasionally address the class.

Concentration Categories

New Media

[VISST 293 Middle Eastern Cinema (also NES 293, JWST 291, FILM 293)]

4 credits. Not offered 2004–2005. D. Starr. For description, see NES 293.]

VISST 309 The Cinema and the American City (also AM ST 309)

Spring, 4 credits. S. Haenni. For description, see AM ST 309.

[VISST 336 French Film (also FRLIT 336 and THETR 341)]

4 credits. Not offered 2004-2005.
T. Murray.

For description, see FRLIT 336.]

[VISST 345 American Film Melodrama (also FILM 344)]

Spring. 4 credits. S. Haenni.

For description, see FILM 344.

[VISST 375 History and Theory of Commercial Narrative Film (also FILM 375)]

Fall. 4 credits. Fee for screening expenses \$10 (paid in class). S. Haenni.

For description, see FILM 375.

[VISST 376 History and Theory of Documentary and Experimental Film (also FILM 376)]

4 credits. Fee for screening expenses \$10 (paid in class). Not offered 2004-2005.
D. Fredericksen.

For description, see FILM 376.]

[VISST 379 Modern Documentary Film History and Theory (also FILM 379)]

4 credits. Prerequisite: FILM 376 is strongly recommended but not required. Fee for screening expenses \$10 (paid in class). Not offered 2004-2005.
D. Fredericksen.

For description, see FILM 379.]

[VISST 386 Cinema and Social Change (also FILM 386)]

4 credits. Not offered 2004-2005.

A. Villarejo.

For description, see FILM 386.]

[VISST 410 Chinese Film (also ASIAN 410)]

4 credits. Not offered 2004-2005. E. Gunn.

For description, see ASIAN 410.]

[VISST 433 Electronic Innovation (also ENGL 433)]

4 credits. Not offered 2004-2005.

T. Murray.

For description, see ENGL 433.]

[VISST 435 African Cinema (also AS&RC 435 and ART H 478)]

4 credits. Not offered 2004-2005.

S. Hassan.

For description, see AS&RC 435.2.]

Interdisciplinary, Intermedia Studies**[VISST 202 Art, Archaeology, and Analysis (also ARCH 200, EAS 200, and PHYS 200)]**

4 credits. Not offered 2004-2005. R. Kay.

For description, see EAS 200.]

[VISST 272 Special Topics: Digital Multi-Media]

Not offered 2004-2005. M. Lyons.

For description, see ART 272.]

[VISST 274/674 Introduction to Film Analysis: Meaning and Value (also FILM 274/674)]

Fall. 4 credits. Limited to 40 students. Graduate students should enroll in FILM 674. D. Fredericksen

For description, see FILM 274/674.

[VISST 400 Proseminar (also ART H 400)]

Fall. 4 credits. Prerequisite: History of Art Majors only. Enrollment is limited. I. Dadi.

For description, see ART H 400.

[VISST 580 Dancing the Stone: Body, Memory, and Architecture (also ART H 580, ASIAN 580, and THETR 580)]

Spring. 4 credits. Prerequisite: permission of instructor. K. McGowan.

For description, see ART H 580.

[VISST 651 The Sexual Child (also ENGL 651 and FGSS 651)]

4 credits. Not offered 2004-2005.

E. Hanson.

For description, see ENGL 651.]

[VISST 660 Cinematic Desire (also ENGL 660)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2004-2005.

E. Hanson.

For description, see ENGL 660.]

Perception, Cognitive Studies**[VISST 305 Visual Perception (also PSYCH 305)]**

Fall. 4 credits. Prerequisite: PSYCH 205 or permission of instructor. Limited to 20 students. J. Cutting.

For description, see PSYCH 305.

[VISST 342 Human Perception: Application to Computer Graphics, Art, and Visual Display (also PSYCH 342 and COGST 342)]

Fall. 3 or 4 credits. The 4-credit option involves a term paper. Prerequisite: PSYCH 101 or permission of the instructor. PSYCH 205 strongly recommended. D. Field.

For description, see PSYCH 342.

[VISST 347 Psychology of Visual Communications (also PSYCH 347)]

Spring. 3 credits. Limited to 15 students. Prerequisites: PSYCH 101 and permission of instructor. J. Maas.

For description, see PSYCH 347.

[VISST 475 Seminar in Cinema: Cognitive Film Theory (also FILM 475 and AM ST 475)]

Spring. 4 credits. Limited to 20 students.
D. Fredericksen.

For description, see FILM 475.

[VISST 492 Sensory Function (also BIONB 492 and PSYCH 492/692)]

4 credits. Limited to 25 students. Prerequisite: a 300-level course in biopsychology, or BIONB 222 or BIOAP 311, or equivalent. Students are expected to have a knowledge of elementary physics, chemistry, and behavior. S-U grades optional. Not offered 2004-2005.
B. Halpern.

For description, see PSYCH 492.4.]

Theory and Visuality**[VISST 203 Introduction to Feminist Theory (also FGSS 202)]**

Spring. 3 credits. D. Reese.

For description, see FGSS 202.

[VISST 252 Late Twentieth-Century Women Writers and Visual Culture (also ENGL 252)]

Spring. 3 credits. S. Samuels.

For description, see ENGL 252.

[VISST 367 Visual Culture and Social Theory (also ART H 370, COM L 368, and GOVT 375)]

Fall. 4 credits. S. Buck-Morss.

For description, see ART H 370.

[VISST 395 Video: Art, Theory, Politics (also ENGL 395, THETR 395)]

Fall. 4 credits. Not offered 2004-2005.
T. Murray.

For description, see ENGL 395.]

[VISST 473 Film and Spiritual Issues (also FILM 473 and RELST 473)]

4 credits. Limited to 20 students. Not offered 2004-2005. D. Fredericksen.

For description, see FILM 473.]

Performance and Visuality**[VISST 233 Explorations in Movement (also DANCE 233)]**

Fall. 0 to 1 credit. Limited to 16 students. Attendance at dance concerts is required.
J. Self.

For description, see DANCE 233.

[VISST 303 Dance Technique Workshop (also DANCE 303)]

0 to 1 credit. By placement only; no pre-enrollment. Attendance at dance concerts is required. Not offered 2004-2005. J. Self.

For description, see DANCE 303.]

[VISST 308 Modern Dance (also DANCE 308)]

Fall and spring. 0 to 1 credit. By placement only; no pre-enrollment. Attendance at dance concerts is required. J. Self.

For description, see DANCE 308.

[VISST 319 Music, Dance, and Light (also DANCE 319 and THETR 319)]

Fall. 3 credits. A. Fogelsanger and E. Intemann.

For description, see DANCE 319.

[VISST 445 Text Analysis for Production: How to Get from the Text Onto the Stage (also THETR 445)]

Spring. 4 credits. Prerequisites: THETR 240 or THETR 281 or THETR 250 or THETR 398 or permission of instructor. Limited to 15 students. B. Levitt.

For description, see THETR 445.

[VISST 446 Shakespeare in (Con)text (also THETR 446)]

Fall. 4 credits. B. Levitt.

For description, see THETR 446.

Visuality and Society**[VISST 245 Renaissance and Baroque (also ART H 245)]**

Fall. 4 credits. Each student must enroll in a section. C. Lazzaro.

For description, see ART H 245.

[VISST 361 European Cultural History 1750-1870 (also COM L 352 and HIST 362)]

Fall. 4 credits. Not offered 2004-2005.
M. Steinberg.

For description, see HIST 362.]

[VISST 362 Impressionism in Society (also ART H 362, FGSS 361)]

Fall. 4 credits. L. Meixner.

For description, see ART H 362.

[VISST 363 European Cultural History 1870-1945 (also COM L 353 and HIST 363)]

Spring. 4 credits. Not offered 2004-2005.
M. Steinberg.

For description, see HIST 363.]

[VISST 384 Introduction to Japanese Art (also ART H 384, ASIAN 381)

4 credits. Not offered 2004–2005. A. Pan. For description, see ART H 384.]

[VISST 394 The House and the World: Architecture of Asia (also ART H 395 and ASIAN 394)

Spring. 4 credits. K. McGowan. For description, see ART H 395.

[VISST 407 The Museum and the Object (also ART H 407)

4 credits. Prerequisites: History of Art majors only. Not open to freshmen or sophomores without permission of instructor. All classes meet in the Johnson Art Museum Study Gallery. Not offered 2004–2005. A. Pan.

For description, see ART H 407.]

[VISST 462 Topics in Early Modernism: America and the Machine Age (also ART H 462)

4 credits. Prerequisite: permission of instructor. Auditing is not permitted. Not open to freshmen or sophomores. Not offered 2004–2005. L. Meixner.

For description, see ART H 462.]

Theory/Practice

[VISST 104 Introduction to World Music: Asia (also MUSIC 104 and ASIAN 192)

3 credits. 1-hour discussion to be arranged. No previous training in music required. Not offered 2004–2005. M. Hatch.

For description, see MUSIC 104.]

[VISST 201 Cognitive Studies in Context Laboratory (also COGST 201, COM S 201, and PYSCH 201)

4 credits. Prerequisite: COGST 101/COM S 101/LING 101/PHIL 191/PSYCH 102. Knowledge of programming languages is not assumed. Limited to 24 students. Not offered 2004–2005. D. Field.

For description, see COGST 201.]

[VISST 211 Beginning Dance Composition (also DANCE 210)

Fall. 3 credits. Concurrent enrollment in DANCE 212 and a dance technique class at the appropriate level is required. Attendance at dance concerts is required. J. Self.

For description, see DANCE 210.

[VISST 244 Gamelan in Indonesian History and Cultures (also MUSIC 245 and ASIAN 245)

Fall and spring. 3 credits. Permission of instructor. No previous knowledge of musical notation or performance experience required. M. Hatch.

For description, see MUSIC 245.

[VISST 258 Techno Soma Kinesics I: Technology and the Moving Body (also DANCE 258)

Spring. 4 credits. Prerequisite: DANCE 201 or DANCE 210 (or equivalent) or permission of instructor. No freshmen. Limited to 5 students. B. Suber.

For description, see DANCE 258.

[VISST 325 Strolling: Introduction to Dance Theory for Pedestrians (also DANCE 325)

Fall. 4 credits. A. Scott.

For description, see DANCE 325.

[VISST 335 Modern Western Drama, Modern Western Theater: Theory and Practice (also COM L 335 and THETR 335)

4 credits. Not offered 2004–2005. Staff. For description, see THETR 335.]

[VISST 358 Techno Soma Kinesics II: Technology and the Moving Body (also DANCE 358)

4 credits. Prerequisite: DANCE 258 (or equivalent) or permission of instructor. Limited to 5 students. Not offered 2004–2005. B. Suber.

For description, see DANCE 358.]

[VISST 391 Media Studio I (also ARCH 459.1, ART 391, FILM 391, MUSIC 391, and DANCE 391)

Fall. 3 credits. Prerequisite: permission of instructor and junior-level standing required, minimum FILM 377 or 277, or dance studio courses. \$50 equipment fee (to be paid in class). M. Rivchin, M. Lyons, D. Borden, J. Zissovich.

For description, see FILM 391.

[VISST 398 Fundamentals of Directing I (also THETR 398)

Fall. 3 credits. Limited to 10 students. Prerequisite: permission of instructor. Special consideration is given to students who have completed THETR 280 or intend to continue in the area of stage or screen directing. Students should see instructor one year in advance to sign up for the course. D. Feldshuh.

For description, see THETR 398.

[VISST 419 Seminar in the History of Dance (also DANCE 418)

Fall and spring. 4 credits. J. Morgenroth.

For description, see DANCE 418.

[VISST 478 Intermediate Film and Video Projects, Narrative Workshop (also FILM 478)

Fall. 4 credits. Limited to 8 students. Prerequisites: FILM 377 or 277. As minimum production; and THETR 383 (Screenwriting) or 398 (Directing I), and permission of instructor based on proposals. Equipment fee \$100 (paid in class). Film projects costs: \$500–\$1500. Video \$100–\$200. M. Rivchin.

For description, see FILM 478.

[VISST 493 Advanced Film and Video Projects (also FILM 493)

Spring. 4 credits. Limited to 6–8 students. Prerequisite: minimum FILM 377 or 277, preference to those who have taken 477 or 478; recommended: 383 (Screenwriting) and 398 (Directing I). Equipment fee: \$100. Project costs: \$500–\$2,000, unless group project is funded by the Melville Shavelson fund. M. Rivchin.

For description, see FILM 493.

Interdisciplinary Graduate Concentration

In the spring of 2004, Cornell began plans for an interdisciplinary graduate concentration in Visual Studies that will take several years to institutionalize. The concentration in Visual Studies is not meant to substitute for disciplinary training, which will not be waived by the addition of interdisciplinary courses. The "Course List in Visual Studies for Fall 2004" below alerts incoming students to courses that may be relevant to their interests, and aids them in discovering the network of

professors working in Visual Studies, spanning multiple departments and schools at Cornell.

[VISST 411 The Classical in Colonial Asia (also S HUM 410)

Fall. 4 credits. A. Blackburn. For description, see S HUM 410.

[VISST 413 Translating the Untranslatable (also S HUM 413)

Fall. 4 credits. H. Petrovsky. For description, see S HUM 413.

[VISST 421 The Multicultural Alhambra (also ART H 411)

Fall. 4 credits. C. Robinson. For description, see ART H 411.

[VISST 430 Americans at Play (also AM ST 430)

Fall. 4 credits. S. Haenni. For description, see AM ST 430.

[VISST 431 America in the Camera's Eye (also HIST 430)

Fall. 4 credits. R. L. Moore. For description, see HIST 430.

[VISST 456 Aesthetic Theory: End of Art (also GERST 656)

Fall. 4 credits. P. Gilgen. For description, see GERST 656.

[VISST 490 Art and Collecting: East and West (also ART H 490)

Fall. 4 credits. K. McGowan. For description, see ART H 490.

[VISST 506 Contemporary African Diaspora Art (also AS&RC 506)

Fall. 4 credits. Faculty. For description, see AS&RC 506.

[VISST 540 Seminar in Renaissance Art (also ART H 540)

Fall. 4 credits. C. Lazzaro. For description, see ART H 540.

[VISST 570 Introduction to Critical Theory (also ART H 570)

Fall. 4 credits. M. Fernandez. For description, see ART H 570.

[VISST 661 Visual Identity (also GERST 660)

Fall. 4 credits. G. Waite. For description, see GERST 660.

[VISST 666 Media Theory: Film and Photography (also GOVT 666)

Fall. 4 credits. D. Rubenstein. For description, see GOVT 666.

[VISST 683 From Electric to Electronic Media (also GERST 683)

Fall. 4 credits. W. Kittler. For description, see GERST 683.

[VISST 696 Digital Bodies, Virtual Identity (also ENGL 696)

Fall. 4 credits. T. Murray. For description, see ENGL 696.

WELSH

See Department of Linguistics.

WRITING PROGRAM

See John S. Knight Institute for Writing in the Disciplines.

YIDDISH

See Department of Near Eastern Studies.

FACULTY ROSTER

FOR ARTS AND SCIENCES BIOLOGY
FACULTY SEE "BIOLOGICAL SCIENCES."

- Abel, Lynne S., Ph.D., Stanford U. Assoc. Prof., Classics
- Abrams, Meyer H., Ph.D., Harvard U. Class of 1916 Professor of English Emeritus, English
- Abruna, Hector D., Ph.D., U. of North Carolina at Chapel Hill. Emile M. Chamot Professor of Chemistry, Chemistry and Chemical Biology
- Abusch, Dorit, Ph.D., U. of Massachusetts at Amherst. Assoc. Prof., Linguistics
- Adams, Anne, Ph.D., U. of Michigan. Assoc. Prof., Africana Studies and Research Center/Comparative Literature
- Adams, Barry B., Ph.D., U. of North Carolina. Prof. Emeritus, English
- Adams, James E., Ph.D., Cornell U. Assoc. Prof., English
- Adelson, Leslie A., Ph.D., Washington U. Prof., German Studies
- Ahl, Frederick M., Ph.D., U. of Texas at Austin. Prof., Classics/Comparative Literature
- Alexander, James P., Ph.D., U. of Chicago. Prof., Physics/LEPP
- Alkire, Elbern H., Ph.D., Cornell U. Senior Lecturer, Romance Studies
- Allmendinger, Richard W., Ph.D., Stanford U. Prof., Earth and Atmospheric Sciences/INSTOC#
- Allmon, Warren, Ph.D., Harvard U. Adjunct Assoc. Prof., Earth and Atmospheric Sciences
- Almy, James, Ph.D., U. of California at Irvine. Lecturer, Chemistry
- Altschuler, Glenn C., Ph.D., Cornell U. The Thomas and Dorothy Litwin Professor of American Studies, American Studies
- Ambegaokar, Vinay, Ph.D., Carnegie Inst. of Technology. Goldwin Smith Professor of Physics, Physics/LASSP*
- Amigo-Silvestre, Silvia, M.A., U. of Oregon. Lecturer, Romance Studies
- Anderson, Benedict R., Ph.D., Cornell U. Aaron L. Binenkorb Professor of International Studies Emeritus, Government
- Archer, Richard J., M.A., U. of Missouri at Kansas City. Assoc. Prof., Theatre, Film and Dance
- Arias, Tomas A., Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Physics/LASSP*
- Arms, William, Ph.D., U. of Sussex. Prof., Computer Science
- Arnesen, Ingrid, M.A., U. of California at Davis; M.A. SUNY Stony Brook. Senior Lecturer, English for Academic Purposes
- Arroyo, Ciriaco M., Ph.D., U. of Munich (Germany). Prof. Emeritus, Romance Studies/Comparative Literature
- Ascher, Robert, Ph.D., U. of California at Los Angeles. Prof. Emeritus, Anthropology
- Ashcroft, Neil W., Ph.D., Cambridge U. (England). Horace White Professor of Physics, Physics/LASSP*
- Ashmanskas, William J., Ph.D., U. of California at Berkeley. Prof., Physics/LEPP
- Assié-Lumumba, N'Dri, Ph.D., U. of Chicago. Assoc. Prof., Africana Studies and Research Center
- Back, Allen H., Ph.D., U. of California at Berkeley. Senior Lecturer, Mathematics
- Bailey, Graeme, Ph.D., U. of Birmingham. Prof., Computer Science
- Baird, Barbara, Ph.D., Cornell U. Prof., Chemistry and Chemical Biology
- Bala, Kavita, Ph.D., Massachusetts Institute of Technology. Asst. Prof., Computer Science
- Banerjee, Anindita, Ph.D., U. of California at Los Angeles. Asst. Prof., Comparative Literature
- Baptist, Edward, Ph.D., U. of Pennsylvania. Asst. Prof., History
- Bar, Talia, Ph.D., Yale U. Asst. Prof., Economics
- Baraldi, Michela, B.A. equivalent, U. of Bologna. Lecturer, Romance Studies
- Barazangi, Muawia, Ph.D., Columbia U. Prof., Earth and Atmospheric Sciences/INSTOC#
- Barbasch, Dan, Ph.D., U. of Illinois. Prof., Mathematics
- Barseghyan, Levon, Ph.D., Northwestern U. Asst. Prof., Economics
- Bassett, William A., Ph.D., Columbia U. Prof. Emeritus, Earth and Atmospheric Sciences
- Basu, Alaka, M.Sc., U. of London. Assoc. Prof., Sociology
- Basu, Kaushik, Ph.D., London School of Economics (England). Carl Marks Prof. of International Studies, Economics
- Bathrick, David, Ph.D., U. of Chicago. Prof., German Studies/Theatre, Film and Dance
- Battig von Wittelsbach, Kora, M.A., University of Zagreb. Senior Lecturer, Romance Studies
- Bauer, Simon H., Ph.D., U. of Chicago. Prof. Emeritus, Chemistry and Chemical Biology
- Baugh, Daniel A., Ph.D., Cambridge U. (England). Prof. Emeritus, History
- Begley, Tadhg P., Ph.D., California Inst. of Technology. Prof., Chemistry and Chemical Biology
- Bekerie, Ayele, Ph.D., Temple U. Asst. Prof., Africana Studies and Research Center
- Bell, James F., Ph.D., U. of Hawaii. Assoc. Prof., Astronomy/CRSR
- Bem, Daryl J., Ph.D., U. of Michigan. Prof., Psychology
- Bem, Sandra L., Ph.D., U. of Michigan. Prof., Psychology/Feminist, Gender, and Sexuality Studies
- Beneria, Lourdes, Ph.D., Columbia U. Prof., City and Regional Planning/Feminist, Gender, and Sexuality Studies
- Bensel, Richard, Ph.D., Cornell U. Prof., Government
- Béreaud, Jacques, Doctorat d'Univ., U. of Lille (France). Prof. Emeritus, Romance Studies
- Berest, Yuri, Ph.D., Université de Montreal (Canada). Asst. Prof., Mathematics
- Berezin, Mabel, Ph.D., Harvard U., Assoc. Prof., Sociology
- Berger, Anne, Ph.D., Paris VII (France). Prof., Romance Studies
- Berkelman, Karl, Ph.D., Cornell U. Goldwin Smith Professor of Physics, Physics/LEPP
- Bernal, Martin G., Ph.D., Cambridge U. (England). Prof. Emeritus, Government/Near Eastern Studies
- Bernstein, Sarah E., M.F.A., Yale U. Senior Lecturer, Theatre, Film and Dance
- Bernstock, Judith, Ph.D., Columbia U. Assoc. Prof., History of Art
- Bethe, Hans, Ph.D., U. of Munich (Germany). John Wendell Anderson Professor of Physics Emeritus
- Billera, Louis J., Ph.D., City U. of New York. Prof., Mathematics
- Bilson, Malcolm, D.M.A., U. of Illinois. Frederic J. Whiton Professor of Music
- Bird, John M., Ph.D., Rensselaer Polytechnic Inst. Prof. Emeritus, Earth and Atmospheric Sciences
- Birman, Kenneth P., Ph.D., U. of California at Berkeley. Prof., Computer Science
- Bishop, Jonathan P., Ph.D., Harvard U. Prof. Emeritus, English
- Bjerken, Xak, D.M.A., Peabody Conservatory of Music. Asst. Prof., Music
- Blackall, Jean F., Ph.D., Harvard U. Prof. Emerita, English
- Blackburn, Anne M., Ph.D., U. of Chicago. Assoc. Prof., Asian Studies
- Blacksher, Beverly, Ph.D., Cornell U. Senior Lecturer, Africana Studies and Research Center
- Bloom, Arthur L., Ph.D., Yale U. Prof. Emeritus, Earth and Atmospheric Sciences
- Blume, Lawrence E., Ph.D., U. of California at Berkeley. Prof., Economics
- Blumin, Stuart M., Ph.D., U. of Pennsylvania. Prof., History
- Bock, David, Ph.D., SUNY Albany. Senior Lecturer, Mathematics
- Bodenschatz, Eberhard, Ph.D., U. of Bayreuth (Germany). Prof., Physics/LASSP*
- Bogel, Fredric V., Ph.D., Yale U. Prof., English
- Bogel, Lynda Donelia, M.Phil., Yale U. Senior Lecturer, English
- Borden, David R., M.A., Harvard U. Senior Lecturer, Music
- Bosteels, Bruno, Ph.D., U. of Pennsylvania. Asst. Prof., Romance Studies
- Boucher, Daniel, Ph.D., U. of Pennsylvania. Assoc. Prof., Asian Studies, H. Stanley Krusen Professor of World Religions
- Bowers, John S., Ph.D., Massachusetts Inst. of Technology. Prof., Linguistics
- Boyd, Richard N., Ph.D., Massachusetts Inst. of Technology. Prof., Philosophy/Science and Technology Studies
- Boyer, Dominic, Ph.D., U. of Chicago. Asst. Prof., Anthropology
- Bracken, William F., Ph.D., Harvard U. Asst. Prof., Philosophy
- Brady, Mary Pat, Ph.D., U. of California at Los Angeles. Assoc. Prof., English
- Bramble, James H., Ph.D., U. of Maryland. Prof. Emeritus, Mathematics
- Brann, Ross, Ph.D., New York U., Milton R. Konvitz Professor of Judeo-Islamic Studies, Near Eastern Studies
- Brazell, Karen W., Ph.D., Columbia U. Prof. Emeritus, Japanese Literature, Asian Studies
- Briggs, Martijna Arts, M.A., O.M.O. Utrecht (The Netherlands). Senior Lecturer, German Studies
- Brittain, Charles F., D. Phil., Oxford U. (England). Assoc. Prof., Classics
- Bronfenbrenner, Urie, Ph.D., U. of Michigan, Jacob Gould Schurman Professor Emeritus, Human Ecology/Psychology
- Brookhouse, Stephen Christopher, M.F.A., Virginia Tech. Senior Lecturer, Theatre, Film and Dance
- Brouwer, Piet, Ph.D., Leiden U. Assoc. Prof., Physics/LASSP*
- Brown, Kenneth S., Ph.D., Massachusetts Inst. of Technology. Prof., Mathematics
- Brown, Larry D., Ph.D., Cornell U. Prof., Earth and Atmospheric Sciences/INSTOC#
- Brown, Laura, Ph.D., U. of California at Berkeley. Prof., English
- Browne, E. Wayles, Ph.D., U. of Zagreb (Croatia). Assoc. Prof., Linguistics
- Brumberg, Joan Jacobs, Ph.D., U. of Virginia. Prof., Human Development/Feminist, Gender, and Sexuality Studies
- Buck-Morss, Susan F., Ph.D., Georgetown U. Prof., History of Art
- Buettner, Bonnie, Ph.D., Cornell U. Senior Lecturer, German Studies

- Bunce, Valerie, Ph.D., U. of Michigan. Prof., Government
- Burlitch, James M., Ph.D., Massachusetts Inst. of Technology. Prof., Chemistry and Chemical Biology
- 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
- Campbell, Deborah, M.A., Indiana U., Bloomington. Senior Lecturer, English for Academic Purposes
- Campbell, Donald B., Ph.D., Cornell U. Prof., Astronomy/NAIC‡
- Campbell, Timothy C., Ph.D., Columbia U. Asst. Prof., Romance Studies
- Campos, Michelle, Ph. D., Stanford U. Asst. Prof., Near Eastern Studies
- Caputi, Anthony F., Ph.D., Cornell U. Prof. Emeritus, English/Comparative Literature
- Carden, Patricia J., Ph.D., Columbia U. Prof., Russian Literature
- Cardie, Claire, Ph.D., U. of Massachusetts. Assoc. Prof., Computer Science
- Carlacio, Jami, Ph.D., U. of Wisconsin. Lecturer, English
- Carlson, Allen, Ph.D., Yale U. Asst. Prof., Government
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