

COLLEGE OF ARTS AND SCIENCES

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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 members 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 college 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. 587.)
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 nonintroductory 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 (other than the breadth 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 "Acceleration" below.)
8. 34 courses: a 3- or 4-credit course counts as one course. A 2-credit course counts as half a course; a 1-credit course does not normally count toward the requirement; a 6-credit language course counts as one and one-half courses. (See "Courses and Credits" for some 1-credit courses in music, dance, and theatre performance that can be cumulated to count as one-half course and for counting 5- and 6-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. (See "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 1-credit nonacademic courses). Note: 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 "Graduation.")

Explanation of Requirements

Foreign Language Requirement

(Note 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 of 3 or more credits (or CHIN or JAPAN 161). Introductory courses in some less commonly taught languages are taught at the 200 level or above (e.g., 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 3 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 3 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 3 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 of 3 or more credits 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 11 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 during their first year 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 he or she has enrolled.

French			
<i>Placement Tests</i>	<i>SAT II</i>	<i>Language Courses</i>	<i>Literature Courses</i>
<i>LPF</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>SAT II</i>	<i>Language Courses</i>	<i>Literature Courses</i>
<i>LPG</i>			
below 37	below 370	121	
37–44	370–450	122	
45–55	460–580	123	
56–64	590–680	200	200
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>SAT II</i>	<i>Language Courses</i>	<i>Literature Courses</i>
<i>LPI</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>SAT II</i>	<i>Language Courses</i>	<i>Literature Courses</i>
<i>LPS</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

- The following language placement and advanced standing tests are scheduled at the beginning of each semester:
 - Chinese, Japanese, and Korean (schedule available from Department of Asian Studies, 350 Rockefeller Hall);
 - German (schedule available from Department of German Studies, 183 Goldwin Smith Hall);
 - French, Italian, and Spanish (schedule available from Department of Romance Studies, 303 Morrill Hall);
 - Russian (schedule available from 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.

- Arabic: departmental examination, Department of Near Eastern Studies, 409 White Hall.
- Greek, ancient: departmental examination, Department of Classics, 120 Goldwin Smith Hall.
Greek, modern: departmental examination, Department of Near Eastern Studies, 409 White Hall
- Hebrew: departmental examination, Department of Near Eastern Studies, 409 White Hall.
- 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 strong, convincing evidence of inability to learn foreign languages in a classroom setting. A poor grade in a Cornell introductory language course or taking the LP exam repeatedly and unsuccessfully is not adequate evidence of disability.

Students who wish to request a substitution for this 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

(Note 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 3 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 (e.g., 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 (e.g., one course in sociology, one in history, one in history of art, and two in theatre 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

208 Anthropology of Human Mating
275 Human Biology and Evolution
371 Human Paleontology
474 Lab and Field Methods in Human Biology

Applied and Engineering Physics

217 Physics II: Electricity and Magnetism
330 Modern Experimental Optics
363 Electronic Circuits
450 Introduction to Solid-State Physics
470 Biophysical Methods

Archaeology

285 Art, Archaeology, and Analysis

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, 299, 498; BIOEE 362; BIOMI 172; BIOBM 321; BIONB 423 and BIOSM 204. BIO G 200 and 499 require permission from the Office of Undergraduate Biology.

Biological and Environmental Engineering

441 Computer in Neurobiology
456 Biomechanics of Plants

Biology and Society

214 Biological Basis of Sex
447 Seminar in the History of Biology
461 Environmental Policy

Chemistry and Chemical Biology

all 3- or 4-credit 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

Engineering

122 Earthquake
185 Art, Archaeology, and Analysis

Entomology

325 Insect Behavior
400 Insect Development
452 Herbivores and Plants
453 Historical Biogeography
455 Insect Ecology
456 Stream Ecology

Feminist, Gender, & Sexuality Studies

214 Biological Basis of Sex

Food

394 Applied and Food Microbiology

History

287 Evolution
415 Seminar in the History of Biology

History of Art

200 Art, Archaeology, and Analysis

Horticulture

243 Taxonomy of Cultivated Plants

Music

204 Physics of Musical Sound

Natural Resources

321 Introduction to Biogeochemistry
456 Stream Ecology

Nutritional Science

- 275 Human Biology and Evolution
- 475 Mammalian Birth Defects

Physics

all courses *except* 205, 209

Plant Pathology

- 407 Nature of Sensing and Response

Psychology

- 111 Brain, Mind, and Behavior
- 322 Hormones and Behavior
- 324 Biopsychology Laboratory
- 330 Introduction 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

Science and Technology Studies

- 287 Evolution
- 447 Seminar in the History of Biology

Visual Studies

- 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 Human Evolution: Genes, Behavior, and the Fossil Record
- 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
- 361 Biology of Normal and Abnormal Behavior

Psychology

- 223 Introduction to Biopsychology
- 326 Evolution of Human Behavior
- 361 Biology of Normal and Abnormal 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 (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
- 328 Quantitative Methods in Policy Planning

Cognitive Studies

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

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
- 327 Time Series 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
- 211 Computers and Programming
- 321 Numerical Methods in Computational Molecular Biology

Industrial and Labor Relations

- 210 Statistical Reasoning I
- 211 Statistical Reasoning II

Linguistics

- 424 Computational Linguistics
- 483 Intensional Logic
- 485 Topics in Computational Linguistics

Mathematics

all courses *except* 101 and 109

Philosophy

- 231 Introduction to Deductive Logic
- 330 Foundations of Mathematics
- 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

Policy Analysis and Management

- 210 Introduction to Statistics

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: BTRY 301 (formerly 261) Statistical Methods I, CRP 223 Introduction to Statistical Reasoning, ECON 321 Applied Econometrics, ILRST 212 Statistical Reasoning, 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 4 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 3 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 20th 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.

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 semesters 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, 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 semester

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 semester to graduate should complete the outstanding courses and pay prorated tuition. Students may spend a ninth semester 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 temporarily 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 proration of tuition in the college.

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 semester, 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 one additional course.

Students must obtain approval of an advising dean and complete the prorated 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 3- or 4-credit course counts as one course; a 2-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 1-credit courses do not aggregate to count as one course. A 6-credit language course counts as 1 1/2 courses, while the summer FALCON Programs in Asian languages count as 8 credits and two courses each and regular semester FALCON counts as 16 credits and four courses. Archaeology and geology fieldwork for more than 6 credits counts as two courses each. BIOGD 281 counts as 1 1/2 courses. Other 5- or 6-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. 8-10. 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 online, 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."

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 four 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 of classes before final exams in spring 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 10 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 Jim Finlay, Office of Undergraduate Admissions and Advising, 55 Goldwin Smith Hall, for further information. Deadlines for submitting independent major proposals are listed on the calendar supplement for the College of Arts and Sciences.

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 8 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 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 6 credits with one instructor or up to 8 credits with more than one instructor.

Undergraduate Research

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 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. See www.rso.cornell.edu/curb/.

Students interested in this program should consult Dean David DeVries in the Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall, or consult www.research.cornell.edu/undergrad/.

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 contact Clare McMillan, 726 University Ave., 255-6453.

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, 55 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 21st 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
- fulfillment of the requirements of the foreign university or program

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 that 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, the student 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 students' 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 complete 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 the proposed host country, the student 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 the student enrolls in be advanced-level course work in their major field.

Students will need to acquire background knowledge of the country or region where they 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. Students who intend to enhance their major with study abroad 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 students intend to earn major credit, the college requires that time spent abroad will not impede their progress toward the degree. The student's faculty adviser and departmental director of undergraduate studies must review and approve the study-abroad plans before the application is submitted 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 Wasyliv, 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 semester abroad, and after the college receives your official transcript. To receive credit, students must fill out a **Request for Credit from Study Abroad** form and submit it to the advising office along with a copy of their 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. **Students must save all written work from all courses until their grades are received and recorded on their 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, 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. Students interested in the Cornell in Rome Program should contact Dean Wasyliv.

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 Patricia Wasyliv, 55 Goldwin Smith Hall. The full A&S study-abroad policy can be found on the Cornell Abroad web site.

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 Professor 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 members, 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 nongovernmental 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 members. Potential externships are arranged through, and approved by, the Cornell in Washington

program. For further information, see p. 22 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 they 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 semester, 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 semester, 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, located in 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

Juliette Corazon, minority students and liaison to Latino Studies Program, 255-4833

Maria Davidis, juniors, seniors, Dean's Scholars, Cornell Presidential Research Scholars, Mellon Mays Fellows, and postgraduate fellowships, 255-4833

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

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

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

Ray Kim, student ambassadors, 255-4833

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 peer 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. Students who find that their undergraduate education would be better realized by satisfying requirements or proceeding in a way that requires an exception to normal rules 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 the student 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 before 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 semester 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 semester, students find their schedules on "Just the Facts." Periodically during the semester, 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. (Note: 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 12 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-semester freshmen must petition to enroll in more than 18 credits; other students may enroll in up to 22 credits if their previous semester'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 or 22 credits, depending on their previous semester's average, toward the degree for that semester.

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 semester. 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 semester 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 semester if no issue of academic integrity is at stake. Between the seventh and 12th 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 12th week in the semester.** 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 must 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. Students should discuss their 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 "Return from Leave," below). Readmission is automatic upon written request made by August 1 for a fall semester, or January 1 for a spring semester.
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 semesters and/or until specific and individual conditions, such as completing unfinished work, have been met. Students may be granted conditional leaves after

the 12th week of a semester 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 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."

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 semester and January 1 for the spring semester. 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 "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 semester 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 semester 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 semester if they successfully complete at least 12 degree credits by the end of the semester 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 semester 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 and constitutes academic fraud. In all cases of forgery on academic forms, the effect of the forged documents shall be negated; such incidents will be recorded in the Academic Integrity Hearing Board's confidential file for forgeries. If the student forges more than once, or if the forgery would advance the student's academic standing unfairly or fraudulently, or if for any 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," p. 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 semester.** No exceptions to this deadline are permitted, and consequently students adding courses after the third week of the semester 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 semester 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 semester 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 (Yearlong Courses)

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 semester evaluates the student's performance in the course for the entire year.

Grade Reports

Grade reports are available online 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 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 semester, 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 semesters.

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 2005	Spring 2006
Last day for adding courses without petition	Sept. 16	Feb. 10
Last day for adding a first-year writing seminar	Sept. 9	Feb. 3
Last day for changing grade option to S-U or letter	Sept. 16	Feb. 10
First deadline for submitting independent major requests. Go to 172 Goldwin Smith Hall for further information.	Sept. 26	Feb. 27
Last day for dropping courses without petition	Oct. 14	March 10
Last day to petition to withdraw from a course	Nov. 18	April 21
Second deadline for submitting independent major requests. Go to the Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall, for further information.	Nov. 27	April 3

Deadline for requesting internal transfer to the College of Arts and Sciences for the following semester.	Dec. 3	May 6
Deadline for applying to the College Scholar Program.		May 4
Deadline for applying Office, to study abroad	See Cornell Abroad	474 Uris Hall
Course enrollment (preregistration) for the following semester.	TBA	TBA

Departments, Programs and Courses

AFRIKAANS

See "Department of German Studies (Dutch)."

AFRICANA STUDIES AND RESEARCH CENTER

S. Hassan, Director (255-0528); A. Adams, N. Assië-Lumumba, A. Bekerie, L. Edmondson, R. Harris, A. Mazrui, A. Nanji, D. Ohadike 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 first-year 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 8 credits of center courses numbered 200 or above and 15 credits numbered 300 or above. The program of an undergraduate major may have a specifically Afro-American focus or a specifically African focus.

Joint Majors (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 CRP 477/677 Issues in African Development. 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 111/112(1104/1105) Elementary Arabic I and II (also NES 111/112)

Fall/Spring. 4 credits. *AS&RC 112 provides language qualification.* M. Younes.
For description, see NES 111/112.

AS&RC 113/212(1106/2101) Intermediate Arabic I and II (also NES 113/210)

Fall/Spring. 4 credits. *AS&RC 212 @ provides language proficiency and satisfies Option 1.* M. Younes.

For description, see NES 113/210.

AS&RC 308/312(3100/3101) Advanced Intermediate Arabic I and II @ (also NES 311/312)

Fall/Spring. 4 credits. *AS&RC 308 provides language proficiency and satisfies Option 1.* M. Younes.

For description, see NES 311/312.

AS&RC 131(1100) Swahili

Fall. 4 credits. Language lab times 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(1101) 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 used during all of these sequences.

AS&RC 133(1102) Swahili

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

Advanced study in reading and composition.

AS&RC 134(1103) Swahili

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

Places more emphasis 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(1600) Black Families and the Socialization of Black Children (III) (SBA)

Fall. 3 credits. G. Jackson.

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(1601) The Education of Black Americans: Historical and Contemporary Issues (III) (SBA)

Spring. 3 credits. G. Jackson.

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(1300) Africa: The Continent and Its People @ (III) (HA)

Fall. 3 credits. L. Edmondson.

Introductory interdisciplinary course focusing on Africa's geographical, ecological, and demographic characteristics; indigenous institutions and values; the triple cultural heritage of Africanity, Islam, and Western civilization; main historical developments and transitions; 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(2100) Swahili Literature @ (IV) (LA)

Fall. 4 credits. *Provides language proficiency and satisfies Option 1.* Prerequisite: AS&RC 134. A. Nanji.

Students gain mastery over spoken Swahili and are introduced to the predominant Swahili literary forms.

AS&RC 205(2300) African Cultures and Civilizations # @ (III) (CA)

Spring, summer. 3 credits. A. Bekerie.

Concerned with the peoples of Africa and the development of African cultures and civilizations from the earliest times to the present day. 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. 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 206(2502) Introduction to Black Theatre (also THETR 206[2060]) (IV) (LA)

Fall. 3 credits. Successful completion of course gives students priority for limited enrollment in AS&RC 207 Black Theatre, which produces a public performance in spring. L. Grady-Willis.

Performance-based course introducing students to the evolution of Black Theatre in the United States through the study and interpretation of classic and contemporary plays. Students read works often overlooked in mainstream theatre and literature courses, while experiencing firsthand the challenges and triumphs of creating theatre together. Students participate in both individual and group presentations of dramatic materials. Through dialogue as well as hands-on exploration, students gain insight into various aspects of performance and production, while exploring the works of such renowned playwrights as Lorraine Hansberry and Douglas Turner Ward.

AS&RC 207(2500) Black Theatre (also THETR 207[2070])

Spring. 3 credits. L. Grady-Willis.

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

AS&RC 210(2501) Major Works of Black World Writing (IV) (LA)

Fall. 3 credits. C. Anyadike.

Surveys classic texts by African American, Caribbean, and African writers. 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. 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.

[AS&RC 231(2601) Afro-American Social and Political Thought (III) (SBA)

Spring. 3 credits. Not offered 2005-2006. J. Turner.]

AS&RC 255(2503) African Literature (also ENGL 255[2550])

Fall. 4 credits. B. Jeyifo.

For description, see ENGL 255.

[AS&RC 290(2602) The Sociology of the African-American Experience (III) (SBA)

Fall. 3 credits. Not offered 2005-2006. J. Turner.]

AS&RC 299 Achebe and the African Novel

Fall. 3 credits. C. Anyadike.

A course on the pioneering role and continuing influence of Chinua Achebe's *Things Fall Apart* on the development of the novel writing tradition in Africa. From the perspectives of Achebe's seminal essays, and commentaries, articles by other writers and critics of African novels, the course examines how some selected African novels continue and contrast with the artistic and ideological concerns expressed in *Things Fall Apart* in an effort to get a good understanding of the growth of a novel writing tradition in Africa. Particular attention will be paid to women's writing and different approaches to narrative and social vision. Other authors studied may include Ayi Kwei Armah, Ngugi Wa Thiong'o, Buchi Emecheta, and Tsi Tsi Dangaremanga.

[AS&RC 301(3200) Politics of Global Africa @ (III) (SBA)

Fall. 3 credits. Not offered 2005-2006. A. Mazrui.]

AS&RC 304(3500) African American Art (also ART H 377[3500])

Spring. 3 credits. C. Finley.

Presents a survey of the different forms of visual arts production by African Americans from 1619 to the present. Begins 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 (furniture, ironwork, quilt-making, basketry), architecture and archeology. The core of the course is centered in the 20th century and today with an examination of the fine arts of painting and sculpture as well as photography, performance, film and video. Special attention is given to rich periods of artistic production, including the Harlem Renaissance and the Black Arts Movement. Slides and films are used extensively to illustrate topics discussed in addition to original examples of African American art and artifacts in the special collections of the Kroch Library and the Johnson Museum on campus.

AS&RC 310(3501) Introduction to African Art (also ART H 378[3510]) @ (IV) (LA)

Fall. 3 credits. S. Hassan.

Survey of the visual art and material cultural traditions of sub-Saharan Africa. Aims at investigating the different forms of visual artistic traditions in relation to their historical and sociocultural context. Explores the symbolism and complexity of traditional African art through the analysis of myth, ritual, and cosmology. Uses in-depth analysis of particular African societies to examine the relationship of the arts to indigenous concepts of time, space, color, form, and sociopolitical

order. Also explores new and contemporary art forms associated with major socioeconomic changes and processes of assimilation and acculturation. These include tourist art, popular art, and elite art.

AS&RC 311(3600) Government and Politics in Africa @ (III) (SBA)

Fall. 3 credits. A. Mazrui.

Deals with power and political participation in Africa. Topics include: the colonial background and its political consequences, the precolonial continuities in the post-colonial politics; ethnicity and allegiance in the African polity; and the monarchial tendency in African political culture. Discussion covers a spectrum of topics from the warrior tradition to the military coup in the post-colonial era; from the elder tradition to presidential gerontocracy; from the sage tradition to intellectual meritocracy. Other major topics include class versus ethnicity in African politics; the one-party versus the multiparty state; sociocultural versus socioeconomic ideologies; the gender question in African politics; the soldier and the state; and the African political experience in a global context.

AS&RC 320(3202) Race in U.S. Cinema 1895 to 1930 (also VISST 320, FILM 320[3200]) (IV) (CA)

Spring. 4 credits. M. Wallace.

Cultural stereotypes and clichés of blacks as inept and clownish were rife in the illustrated press at the time (the turn of the century) that the earliest films were brief and cheap to produce, allowing for a range and variety of imagery that quickly overwhelmed the most compelling racial stereotypes on stage and in performance. In the teens, as the U.S. film industry began to consolidate westward in California, there was the emergence of a powerful new set of racial stereotypes mobilized around the perception of slavery as having been most beneficial for all concerned, culminating in such films as *Gone with the Wind* in 1939. In the meanwhile, in the '20s and '30s, the U.S. film industry remained capable of a modicum of diversity and self-contradiction as black entertainers and peoples of color were becoming internationally famous for their extraordinary gifts as musicians, dancers and performers. Some of the performers in this list include Jack Johnson, Noble Johnson, Mme. Sul-te-Wan, Bert Williams, Paul Robeson, Fredi Washington, Louise Beavers, Hattie McDaniel, Anna Mae Wong, Nina Mae McKinney, Bessie Smith, Louis Armstrong, Josephine Baker, and Ethel Waters.

AS&RC 325 New Postcolonial Black Lit @ (IV) (LA) (also ENGL 399, COM L 325)

Spring. 4 credits. C. Anyadike.

Devoted to the study of exciting and important new voices of the last decade from the so-called postcolonial societies with a view to highlighting how this body of work has broadened or gone beyond the issues which engaged their predecessors: the colonial experience, imperialism, globalization, culture clash, identity and gender issues. Special attention is paid to women's writing, which has benefited from the upsurge of interest in gender studies during the period. Authors considered may include Edwidge Danticat, Yvonne Vera, Arundhati Roy, Pamela Jooste, Chimaanda Adiche. By reading representative works of writers close to them in age, students may become well informed

and utilization of knowledge, particularly emancipatory knowledge, the history of the paradigm, and the debate it generates among a wide range of thinkers and scholars.

AS&RC 332(3201) 20th-Century Black Cultural Movements (also COM L 387) @ (IV) (CA)

Fall. 4 credits. A. Adams.

Examines the major cultural currents of the 20th century in the Black World. Major movements/currents 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 are 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 is given to comparisons across geographic regions, principally the African continent, North America, and the Caribbean. The reading of the literary texts is supported by theoretical readings as well as references to other artistic forms, such as visual arts and music.

AS&RC 342(3504) Topics in Black World Writing (IV) (LA)

Spring. 4 credits. A. Adams.

Provides rotating topics in African and Diaspora literary texts for students at the intermediate level. The rotating topics include: "In Living Color: African and Diaspora Autobiography"; "The Afro-Europeans: African Diaspora in Europe"; "Africa Seen through the Eye of the Diaspora." Although a lecture course, with specific, required readings, this class also provides an opportunity for students to read independently selected texts for individual projects.

AS&RC 352(3601) Pan-Africanism and International Politics (III) (SBA)

Spring. 3 credits. L. Edmondson.

Pan-Africanism addresses the shared experiences and aspirations of African people around the world, focused on a search for greater linkages and unifying measures. Informed by an exploration of the racial factor in international relations, this course examines Pan-African theories, ideologies, and movements, past and present, in their political, socioeconomic, and cultural manifestations, focusing mainly on the African continent, the Caribbean, and Black America.

[AS&RC 362(3602) Global Perspectives on Gender @ (III)]

Spring. 4 credits. Not offered 2005–2006. N. Assié-Lumumba.]

[AS&RC 380(3300) African History: Earliest Times to 1800 # @ (III) (HA)]

Fall. 3 credits. Not offered 2005–2006. A. Bekerie.]

AS&RC 404(4200) Afrocentricity: Paradigm and Critical Readings @ (III) (CA)

Fall. 4 credits. A. Bekerie.

What is Afrocentricity? It is a theoretical framework designed to study and interpret the histories and cultures of peoples of Africa and African descent by locating them at the center of their experiences. In other words, it is a method of knowing the life experiences of African peoples from the inside out. The course examines—through the writings of Asante, Keto, Clarke, Jean, Myers, Amin, Mazrui, Gates, Appiah, Richards, Schlesinger, and Thiongo—the conception and depth of the paradigm, its relevance in the production

and utilization of knowledge, particularly emancipatory knowledge, the history of the paradigm, and the debate it generates among a wide range of thinkers and scholars.

[AS&RC 410(4300) African American Politics (III) (HA)]

Spring. 4 credits. Not offered 2005–2006. J. Turner.]

AS&RC 413 Lynching Violence in America (also S HUM 413)

Fall. 4 credits. N. Barnes.

For description, see S HUM 413.

[AS&RC 420(4605) Public Policy and the African-American Urban Community (III) (SBA)]

Spring. 4 credits. Not offered 2005–2006. J. Turner.]

AS&RC 422(4501) African Literature @ (IV) (LA)

Spring. 4 credits. G. Anyadike.

With such great focus, both inside and outside Africa, on issues of Africa's "development," what place does "literature" take? Is African literature influencing or influenced by the mundane realities of daily living faced by African people? Or does African literature concern itself with philosophical ideas and ideals that transcend those realities to embrace the general human condition? Or, does it do both? The texts read in this course are approached in terms of these issues of "African development" and "the universal human experience".

AS&RC 426 Rastafari, Race, and Resistance (also S HUM 425)

Spring. 4 credits. P. Archer-Straw.

For description, see S HUM 425.

AS&RC 437(4203) Black Feminism and Photography (IV) (CA)

Fall. 4 credits. M. Wallace.

Looks at recent academic and intellectual developments in black feminist thought. Interrogates contemporary investigations by feminist visual culture into the increasing awareness, documentation and photography of American poverty from the turn of the century through the fifties. How did photographic images of the poor go from being regarded as picturesque to successfully provoking efforts of social reform? How were sexuality and gender roles re-inscribed within a series of social class expectations rendered newly explicit by the technological innovations of halftone printing and the illustrated press? Most important, were these images racially deterministic, merely reportorial or perhaps (as Walker Evans and James Agee might suggest) perennially and deeply poetic? These images form the basis of our national legacy, made increasingly available and affordable for all of us thanks to the Internet. As such, this is a timely and useful field of inquiries for today's undergraduates in the humanities and the arts.

AS&RC 451(4600) Politics and Social Change in the Caribbean @ (III) (SBA)

Fall. 4 credits. L. Edmondson.

Study of the historical, geostrategic, political, economic, and social (including racial and cultural) forces affecting the domestic and international experiences of Caribbean societies. Special attention is given to conflicting definitions and perceptions of the Caribbean; contending theories of Caribbean social structure and models of development; the continuing salience of struggles for change

and transformation; prospects of regional integration; and Caribbean challenges to the global system, especially with regard to the region's relations with the United States and the region's position in the Third World in the context of the North-South cleavage.

AS&RC 455(4500) Caribbean Literature @ (IV) (LA)

Fall. 4 credits. A. Adams.

Examines the prose literature of the Caribbean islands. Through the reading of several novels and short stories from the various languages and cultural strains that comprise the Caribbean societies, students study the points of commonality and the diversity within this body of literature. The recurrence of certain historical, social, and cultural issues that have formed the multi-ethnic Caribbean peoples are analyzed in their varying manifestations across the linguistic and other boundaries to uncover the underlying shared experience.

AS&RC 459(4601) Innovation in Africa and the Diaspora (also EDUC 459[4590]) @ (III) (SBA)

Fall. 4 credits. N. Assiè-Lumumba.

Deals with educational innovations geared to promoting equal opportunity based on gender, race, and class in Africa and the African diaspora. After introducing 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(4201) Islam in Global Africa (III) (CA)]

Fall. 4 credits. Not offered 2005-2006. A. Mazrui.]

AS&RC 468-469(4900-4901) Honors Thesis

468, fall; 469, spring. Prerequisite: permission of AS&RC director of undergraduate studies. 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.

[AS&RC 475(4301) Black Leaders and Movements in African-American History (III) (HA)]

Fall. 4 credits. Not offered 2005-2006. R. Harris.]

AS&RC 478(4606) The Family and Society in Africa (also SOC 478) @ (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(4602) 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. Topics include women in non-westernized/precolonial 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 484(4603) Politics and Social Change in Southern Africa @ (III) (SBA)

Spring. 4 credits. L. Edmondson.

Focuses on the legacies of apartheid and the challenges of transformation toward a post-apartheid society in South Africa. Topics 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(4302) Nile Valley Civilization: Ethiopia, Nubia, and Egypt @ (IV) (HA)

Spring. 4 credits. A. Bekerie.

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. Concentrates on the Aksumite civilization of Ethiopia, Nubian civilizations of the Sudan, and the Kemetic civilizations of Egypt. Uses archaeological, literary, oral, biological, and religious sources to study civilization centers along the Nile. Students 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(4902-4903) Independent Study

498, fall; 499, spring. Africana Studies 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(6200) Global Africa: Comparative Black Experience

Fall. 4 credits. Not offered 2005-2006. A. Mazrui.]

AS&RC 502(6600) Education and Development in Africa

Spring. 4 credits. N. Assiè-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 504(6201) Political Change in Africa

Fall. 4 credits. A. Mazrui.

The study of Africa can be approached dialectically (focusing on the tension between opposing forces) or thematically (focusing on themes as chapters of experience). This course borrows from both those approaches. In their class assignments and examinations students are free to use either approach. The first approach explores the dialectic between continuity and change; tradition and modernity; dependency and liberation; foreign and indigenous influences; anarchy and order; political decay and political development; democracy and authoritarianism; and socialism and capitalism. The thematic approach examines African nationalism; race consciousness and Pan-Africanism; political parties and interest groups; executive power; ethnicity in politics; class-formation; civil-military relations; economic and cultural dependency; sub-regional and continental Pan-Africanism; crisis of the African state; and Africa in world politics.

AS&RC 506(6500) Contemporary African Diaspora Art (also ART H 506[5505])

Spring. 4 credits. C. Finley.

Since the 1950s, projects of 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. The

focus is on artists working after 1960, but students also study the roots of this tradition in the beginning of the 20th century and in earlier periods.

AS&RC 530(6505) Womanist Writing in Africa and the Caribbean

Spring. 4 credits. A. Adams.
Theoretical essays on the nature, relevance, and articulation of feminist thought from African and Caribbean writers complement literary texts. Gender issues, as manifested both at home and in emigrant situations abroad are examined in texts by such writers as Sistren, Conde, Dangarembga, Aidoo, Warner-Vieyra, Ba, Emecheta, Kincaid, and W. Mandela. (Francophone works may be read in the original by individuals who so desire.)

AS&RC 532(6202) 20th-Century Black Cultural Movements (also COM L 690[6900])

Fall. 4 credits. A. Adams.
Examines the major cultural currents of the 20th century in the Black World. Major movements/currents 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 are 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 is given to comparisons across geographic regions, principally the African continent, North America, and the Caribbean. The reading of the literary texts is supported by theoretical readings as well as references to other artistic forms, such as visual arts and music.

AS&RC 542(6502) Topics in Black World Writing

Spring. 4 credits. A. Adams.
Provides rotating topics in African and Diaspora literary texts for students at the intermediate level. The rotating topics include: "In Living Color: African and Diaspora Autobiography"; "The Afro-Europeans: African Diaspora in Europe"; "Africa Seen through the Eye of the Diaspora." Although a lecture course, with specific, required readings, this class also provides an opportunity for students to read independently selected texts for individual projects.

AS&RC 598-599(6900-6901) Independent Study

598, fall; 599, spring. Variable credit.
Prerequisite: graduate standing. Africana Studies faculty.

AS&RC 601-602(6902-6903) Africana Studies Graduate Seminar

601, fall; 602, spring. 4 credits. Africana Studies faculty.
Designed for first-year AS&RC graduate students. The seminar 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 or his areas of specialization or an area of interest pertaining to theory and methodology of Africana Studies.

AS&RC 610 Hurston and Afro-American Folklore (IV) (LA) (also ENGL 684, AM ST 610, FGSS 609)

Fall. 4 credits. M. Wallace.
Looks at the ethnographies and literature produced by Zora Neale Hurston. As an exemplary native-born Modernist, Hurston's approach to African American culture was generally celebratory. Nonetheless, she often hinted otherwise, rendering her work also a first rate guide through a full range of perspectives on the diasporic black experience in the '20s, '30s, and '40s. As students read most of her published works, as well as a range of work recently published about her (letters, new biography, WPA materials), they ponder the remaining mysteries of her life's work: what did she wish to teach us about African American oral traditions? What were her own religious and/or philosophical beliefs and did they change throughout her lifetime?

AS&RC 611 Ellison—Modernism and the Blues (also ENGL 679)

Spring. 4 credits. M. Wallace
Looks at Ralph Ellison's elegant restructuring of the canon of Modernist literature both through the self-creation of his own fiction and his non-fiction essays. With the assistance of a first-rate biographer (Lawrence Jackson in *Emergence of Genius*), students consider some of Ellison's formative culture experiences, including his childhood and adolescence in Oklahoma City and his coming of age through his time as a music student at Tuskegee. In the politically progressive atmosphere of New York, Ellison met and learned from the unfolding reputations of Langston Hughes, Richard Wright, Paul Robeson, and James Baldwin. He wrote *Invisible Man* already in his middle years and was unable to publish another novel within his lifetime.

AS&RC 698-699(8900-8901) Thesis
698, fall; 699, spring. Prerequisite: AS&RC graduate students. Africana Studies faculty.

AKKADIAN

See "Department of Near Eastern Studies."

AMERICAN STUDIES

M. Jones-Correa, director; G. Altschuler, E. Baptist, R. Benschel, S. Blumin, M. P. Brady, J. Brumberg, D. Chang, E. Cheyfitz, J. Cowie, J. Frank, J. E. Gainor, M. C. Garcia, F. Gleach, S. Haenni, R. Harris, K. Jordan, M. Kammen, R. Kline, I. Kramnick, F. Logevall, T. J. Lowi, B. Maxwell, K. McCullough, L. L. Meixner, R. Mize, R. L. Moore, V. Nee, M. B. Norton, J. Parmenter, R. Polenberg, S. Pond, J. Rabkin, A. Sachs, N. Salvatore, S. Samuels, M. E. Sanders, V. Santiago-Irizarry, M. Shefter, A. Simpson, H. Spillers, T. Tu, 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: D. E. McCall, J. Porte, 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.

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

All students majoring in American Studies must take a minimum of 12 courses selected from the American Studies roster. No more than six of these courses can come from any one discipline. Of the 12 courses at least three must have a substantial focus on material before 1900, at least two must deal with American diversity (AM ST 109 and 110 are especially recommended), and at least one must be a 400 level seminar, either an American Studies 430 course or an appropriate substitute seminar at the 400 level (AM ST 500/501, taught in Washington, D.C., does not fulfill the seminar requirement though it counts as one course toward the major). Note: A single course may satisfy more than one of these requirements: e.g., a course on Native Americans in the 1800s is both a course dealing substantially with pre-1900 material and one dealing with American diversity.

Although a good bit of freedom is encouraged in the selection of courses, American Studies majors, in consultation with their adviser, must define an area of concentration and complete six courses in that area. The area of concentration can be designed to fit the particular interests of a student, but it must include subjects in at least two disciplines. Possible areas of concentration include "visual studies," "cultural studies," "race and ethnicity," "legal and Constitutional studies," "American institutions," "class and social structure," "the American environment". (Courses taken to satisfy the concentration may be used to fulfill other requirements for the major.)

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 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 meet with their adviser and a second member of the American Studies faculty to discuss their progress. If satisfactory, honors students complete their honors essays in the spring by enrolling in AM ST 494.

Prerequisite Courses (see also under appropriate departments)

[AM ST 101(1101) Introduction to American Studies: History and Literature, the 19th Century # (III or IV) (LA)

4 credits. Not offered 2005-2006.
G. C. Altschuler and D. McCall.

Interdisciplinary course analyzing 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(1102) Introduction to American Studies: History and Literature, the 20th Century (III or IV) (LA)

4 credits. Not offered 2005-2006.
G. Altschuler and D. McCall.

Interdisciplinary course analyzing American values and behavior as the intersection of culture, politics, literature, and society. It does 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(1109) Introduction to American Studies: New Approaches to Understanding American Diversity, the 19th Century # (III) (HA)

4 credits. Not offered 2005-2006.
N. Salvatore.

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(1110) Introduction to American Studies: New Approaches to Understanding American Diversity, the 20th Century (also HIST 161[1610], LSP 110[1110], AAS 111[1110]) (III or IV) (HA)

4 credits. Not offered 2005-2006.
M. C. Garcia and D. Chang.

Examines American national life in the 20th century and asks questions about the changing meaning of national identity. What does it mean to be an American in the 20th

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(4302) The South as an American Problem: History, Culture, and Memory (also HIST 411[4111])

Spring. 4 credits. Prerequisite: permission of instructor. Priority given to American Studies and history majors. E. Baptist.
The South in America considers the problem of the relationship of the South to the rest of the United States. We will discuss the idea of Southern distinctiveness from its earliest roots in the 18th century and what it came to mean, beginning with the early 1800s and proceeding through the sectional conflict to Civil War. We will investigate how writers, scholars, politicians, and ordinary citizens on both sides of the Mason-Dixon line came to believe that the South was different from the rest of the country. After the war, we'll show how the issue of reunion and reconstruction in the South came to have important consequences for the whole country, and for both the idea and the lived realities of race in America. As the course moves into the 20th century, we'll find some of the roots of Southern literature, New Deal policies, African-American migration, the national defense state, new forms of Protestant evangelicalism, and the rise of the new right in America in the South and its alleged distinctiveness. We'll finally ask and try to answer two questions: Is the South like the rest of the United States? Or has the rest of the United States become like the South?

AM ST 430.3(4303) Literature as History: The Americas (also ENGL 430[4300])

Spring. 4 credits. Prerequisite: permission of instructor. B. Maxwell.
Beginning with William Carlos Williams's *In the American Grain* (1925), this course will consider modernist innovations in the telling of history by literary means. Responding to what they felt as "deadness" of conventional historiography, writers such as Williams, Charles Reznikoff, John Sanford, Muriel Rukeyser, Melvin Tolson, and Paul Metcalf produced imaginative American histories that made a new world of historical narration, and in the process found new objects of historical attention, one of which was the plural, transnational America of the hemispheric Americas. This reconfiguration anticipated and in some cases shaped recent revisionist critiques of the European presence on American soil (Eduardo Galeano, Leslie Marmon Silko, David Stannard, Ward Churchill, Noam Chomsky, Ana Castillo); accordingly, students will read examples, some polemical, of that later work.

AM ST 430.4(4304) America Reborn?: Conservatives, Liberals, and American Political Culture Since 1945

Spring. 4 credits. Prerequisite: permission of instructor. N. Salvatore.
This seminar will examine the enormous changes in American political life in the last half of the 20th century. Among the topics we will cover in readings and discussion: the changing fate of liberalism and the legacy of

the New Deal; the emergence of the modern conservative movement; the impact of the 1960s on the decades that followed; and the revival of a vibrant, Christian, and politically engaged presence in American politics. In addition to the weekly book, there will be a series of short essays and a research paper selected in consultation with the instructor.

AM ST 430.5(4301) The Rabinor Seminar (also HIST 448[4480])

Fall. 4 credits. Prerequisite: permission of instructor. E. Cheyfitz.

The Rabinor Seminar 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 fall 2005: American Indian Philosophies. This course will focus on Native American (Alaskan, Hawaiian, and Indian) thought from the pre-invasion period (before 1492) to the present as it is contained in both oral narratives and written texts (nonfiction, fiction, and poetry). The purpose of the course will be twofold. First, to understand how and in what forms Native Americans from a range of cultures think about subject matters in a range of areas: social, spiritual, legal, political, aesthetic, scientific, environmental, and historical. Second, to ask how Native philosophies can help us answer the following question: what is a just community?

Narratives and texts will be taken from a list that includes: Paul Zolbrod, trans. *Diné babanè: The Navajo Creation Story*; Greg Sarris, *Keeping Slug Woman Alive: A Holistic Approach to American Indian Texts*; Radin and Blowsnake, *The Trickster*; Julie Cruikshank, Angela Sidney, Kitty Smith, and Annie Ned, *Life Lived Like a Story*; William Apses, *A Son of the Forest*; Charles Eastman, *The Soul of the Indian*; Black Elk and Neihardt, *Black Elk Speaks*; Linda Hogan, *Power*; Leslie Marmon Silko, *Ceremony*; Haunani-Kay Trask, *From a Native Daughter: Colonialism and Sovereignty in Hawai'i*; Taijaki Alfred, *Peace, Power, Righteousness: An Indigenous Manifesto*; Gerald Vizenor, *Manifest Manners: Narratives on Postindian Survivance*; Winona LaDuke, *All Our Relations: Native Struggles for Land and Life*; Greg Cajete, *Native Science: Natural Laws of Interdependence*; Vine Deloria, Jr. and Clifford M. Lytle, *America Indians, American Justice*; and Wendy Rose, *Bone Dance*.

AM ST 430.6(4300) The Milman Seminar

Fall. 4 credits. Prerequisite: permission of instructor. 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 include Bernard Malamud, *The Natural*; Mark Harris, *Bang the Drums Slowly*; 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 writes a 25- to 35-page research paper.

AM ST 430.7(4305) The Postmodern Presidency (also GOVT 405[4051])

Spring. 4 credits. Prerequisite: permission of instructor. D. Rubenstein.

This course examines the presidencies of Reagan, G. H. W. Bush, Clinton, and

G. W. Bush 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, this course emphasizes 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 is read as a site of political as well as cultural contestation. 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. Readings will include Frances Fitzgerald's *Way Out There in the Blue*, Edmund Morris' *Dutch*, Lydia Millet's *George Bush, Dark Prince of Love*, and Michael Rogin's *Independence Day, or How I Learned to Stop Worrying and Love the Enola Gay*, and Ronald Reagan, *the Movie*. We will examine films/film excerpts including *Dave*, *Mars Attacks*, *Forrest Gump*, *Independence Day*, *Primary Colors*, *Murder at 1600*, *JFK*, *Nixon*, and *House of Yes*.

Anthropology, Sociology, and Economics

[AM ST 221(2721) Anthropological Representation: Ethnographies of Latino Culture (also ANTHR/LSP 221[2721])]

3 credits. Not offered 2005–2006.
V. Santiago-Irizarry.
For description, see ANTHR 221.]

[AM ST 231(2300) Latino Communities (also D SOC/LSP 230[2300])]

Fall. 4 credits. R. Mize.
For description, see D SOC 230.

[AM ST 235(2350) Archaeology of North American Indians (also ANTHR 235[2355])]

Spring. 4 credits. K. Jordan.
For description, see ANTHR 235.

[AM ST 353(3453) Anthropology of Colonialism (also ANTHR 353[3453])]

Fall. 4 credits. A. Simpson.
For description, see ANTHR 353.

[AM ST 375(3750) Comparative Race and Ethnicity (also D SOC/LSP 375[3750])]

Spring. 4 credits. R. Mize.
For description, see D SOC 375.

[AM ST 377(3777) The United States (also ANTHR/LSP 377[3777])]

Fall. 4 credits. V. Santiago-Irizarry.
For description, see ANTHR 377.

Literature and Theatre Arts

[AM ST 206(2030) Introduction to American Literature (also ENGL 203[2030])]

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

[AM ST 207(2040) Introduction to American Literature (also ENGL 204[2040])]

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

[AM ST 215(2150) Comparative American Literature (also COM L 215[2150])]

4 credits. Not offered 2005–2006.
B. Maxwell.
For description, see COM L 215.]

[AM ST 219(2060) The Great American Novel (also ENGL 206[2060])]

Fall. 4 credits. M. Hite.
For description, see ENGL 206.

[AM ST 230(2760) Survey of American Film (also FILM 276[2760], VISST 230[2300]) (IV) (LA)]

Spring. 4 credits. Each student must enroll in a section and attend one screening per week. S. Haenni.

Focusing mostly on Hollywood film, this course surveys some major developments in and approaches to 20th-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(2641) Survey in U.S. Latino Literature (also ENGL[2400]/LSP 240[2640])]

4 credits. Not offered 2005–2006.
M. P. Brady.
For description, see ENGL 240.]

[AM ST 252(2510) 20th-Century Women Writers (also ENGL/FGSS 251[2510])]

Fall. 4 credits. E. DeLoughrey.
For description, see ENGL 251.

[AM ST 253(2520) Late 20th-Century Women Writers and Visual Culture (also ENGL/FGSS/VISST 252[2520])]

4 credits. Not offered 2005–2006.
For description, see ENGL 252.]

[AM ST 260(2600) Introduction to American Indian Literature (also ENGL 260[2600])]

4 credits. Not offered 2005–2006.
E. Cheyfitz.
For description, see ENGL 260.]

[AM ST 262(2620) Asian American Literature (also ENGL/AAS 262[2620])]

4 credits. S. Wong.
For description, see ENGL 262.

[AM ST 268(2680) The Culture of the 1960s (also ENGL 268[3680])]

4 credits. Not offered 2005–2006.
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(2750) The American Literary Tradition (also ENGL 275[2750])]

4 credits. Not offered 2005–2006.
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(2650) Survey in African American Literature (also ENGL 293[2930])]

4 credits. Not offered 2005–2006.
H. Spillers.
For description, see ENGL 293.]

[AM ST 335(3370) Contemporary American Theatre (also THETR/ENGL 337[3370])]

Fall. 4 credits. S. Warner.
For description, see THETR 336.

[AM ST 338(3440) American Film Melodrama (also FILM/ENGL 344[3440])]

Spring. 4 credits. Not offered 2005–2006.
S. Haenni.
For description, see FILM 344.]

[AM ST 348(3480) Film Noir (also FILM 346[3460]) (IV) (LA)]

Spring. 4 credits. Recommended: some course work in film. Not offered 2005–2006. S. Haenni.

At the close of World War II, the French coined the semester "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 semester, 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*. The discussion of films is guided by readings in film criticism and history.]

[AM ST 361(3610) Studies in the Formation of U.S. Literature: Emerson to Melville (also ENGL 361[3610])
4 credits. Not offered 2005-2006. D. Fried.
For description, see ENGL 361.]

[AM ST 364(3640) Studies in U.S. Literature after 1950 (also ENGL 364[3640])
Fall. 4 credits. B. Maxwell.
For description, see ENGL 363.]

[AM ST 365(3650) American Literature Since 1945 (also ENGL 365[3650])
4 credits. Not offered 2005-2006.
B. Maxwell.
For description, see ENGL 365.]

[AM ST 366(3660) Studies in U.S. Fiction before 1900: The 19th-Century American Novel (also ENGL 366[3660])
Spring. 4 credits. S. Samuels.
For description, see ENGL 366.]

[AM ST 367(3670) Studies in U.S. Fiction after 1900 (also ENGL 367[3670])
Spring. 4 credits. S. Wong.
For description, see ENGL 367.]

[AM ST 368(3680) The American Novel Since 1950 (also ENGL 368[3680])
4 credits. Not offered 2005-2006. P. Sawyer.
For description, see ENGL 368.]

[AM ST 370(3760) Survey in African American Literature: 1918 to Present (also ENGL 376[3760])
4 credits. Not offered 2005-2006.
H. Spillers.
For description, see ENGL 376.]

[AM ST 372(3780) American Poetry Since 1950 (also ENGL 378[3780])
4 credits. Not offered 2005-2006.
R. Gilbert.
For description, see ENGL 378.]

[AM ST 374(3681) Slavery in 20th-Century American Film and Fiction (also ENGL 374[3740], FGSS 378[3780])
Spring. 4 credits. N. Waligora-Davis.
For description, see ENGL 374.]

[AM ST 387(3910) Studies in African-American Literature (also ENGL 391[3910])
Fall. 4 credits. H. Spillers.
For description, see ENGL 391.]

[AM ST 393(3930) International Film of the 1970s (also FILM 393[3930])
Spring. 4 credits. 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 marital 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 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 history.

[AM ST 395(3970) Policing and Prisons in American Culture (also ENGL 397[3970])
Spring. 4 credits. Not offered 2005-2006.
B. Maxwell.
For description, see ENGL 397.]

[AM ST 396(3981) Latina/o Cultural Practices (also ENGL/LSP 398[3980])
4 credits. Not offered 2005-2006.
M. P. Brady.
For description, see ENGL 398.]

[AM ST 403(4030) Senior Seminar in Poetry: A. R. Ammons (also ENGL 403[4030])
Fall. 4 credits. R. Gilbert.
For description, see ENGL 403.]

[AM ST 452(4620) Senior Seminar in Latino/a Studies: Chicana Feminism (also ENGL/LSP 462[4620])
4 credits. Not offered 2005-2006.
M. P. Brady.
For description, see LSP 462.]

[AM ST 465(4650) American Violence (also ENGL 465[4650])
4 credits. Not offered 2005-2006.
S. Samuels.
For description, see ENGL 465.]

[AM ST 468(4780) Intersections in Lesbian Fiction (also ENGL 478[4780], FGSS 477[4770])
4 credits. Not offered 2005-2006.
K. McCullough.
For description, see ENGL 478.]

[AM ST 469(4690) William Faulkner (also ENGL 469[4690])
4 credits. Not offered 2005-2006.
H. Spillers.
For description, see ENGL 469.]

[AM ST 475(4750) Seminar in Cinema I (also FILM 475[4750])
4 credits. Not offered 2005-2006.
D. Fredericksen.
For description, see FILM 475.]

[AM ST 476(4760) American Melodrama and Film (also FILM 476[4760])
4 credits. Not offered 2005-2006.
S. Haenni.
For description, see FILM 476.]

[AM ST 477(4601) Melville (also ENGL 477[4600])
Fall. 4 credits. Not offered 2005-2006.
B. Maxwell.
For description, see ENGL 477.]

Government and Public Policy

GOVT 111(1111) Introduction to American Government and Politics
Fall. 3 credits. T. Lowi.
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(3021) Social Movement in American Politics (also GOVT 302[3021])
Fall. 4 credits. M. E. Sanders.
For description, see GOVT 302.]

[AM ST 310(3271) Civil Liberties in the United States (also GOVT 327[3271])
4 credits. Not offered 2005-2006. J. Rabkin.
For description, see GOVT 327.]

[AM ST 311(3111) Urban Politics (also GOVT 311[3111])
Spring. 4 credits. Not offered 2005-2006.
M. Shefter.
For description, see GOVT 311.]

AM ST 313(3191) Racial and Ethnic Politics (also GOVT 319[3191])
Spring. 4 credits. M. Jones-Correa.
For description, see GOVT 313.]

AM ST 315(3141) Prisons (also GOVT 314[3141])
Fall. 4 credits. M. Katzenstein.
For description, see GOVT 314.]

[AM ST 316(3161) The American Presidency (also GOVT 316[3161])
4 credits. Not offered 2005-2006.
M. E. Sanders.
For description, see GOVT 316.]

AM ST 319(3181) The U.S. Congress (also GOVT 318[3181])
Fall. 4 credits. M. Shefter.
For description, see GOVT 318.]

[AM ST 326(3031) Imagining America: Race and National Fantasy in European Travel Writing from De Tocqueville to Baudrillard (also COM L 341[3410], GOVT 303[3031] (III or IV) (CA))
4 credits. Not offered 2005-2006.
D. Rubenstein.

Addresses 19th- and 20th-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*. 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 *America Day by Day*? Also discusses Francois-René de Chateaubriand's *René* and *Atala* as a literary limit case of intercultural exchange. Also considers 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(3281) Constitutional Politics: The United States Supreme Court (also GOVT 328[3281])
Fall. 4 credits. J. Rabkin.
For description, see GOVT 328.]

[AM ST 350(3501) Atomic Consequences: The Incorporation of Nuclear Weapons in Postwar America (also S&TS 350, GOVT 305)
4 credits. Not offered 2005-2006.
For description, see S&TS 350.]

AM ST 351(3606) Ideology (also GOVT 360[3605])

Spring. 4 credits. D. Rubenstein.
For description, see GOVT 360.

AM ST 362(3655) Politics and Literature (also GOVT 365[3655])

Fall. 4 credits. J. Frank.
For description, see GOVT 365.

AM ST 376(3665) American Political Thought from Madison to Malcolm X (also GOVT 366[3665], HIST 316[3160])

Fall. 4 credits. I. Kramnick.
For description, see GOVT 366.

[AM ST 388(3901) Science in the American Polity, 1800 to 1960 (also S&TS 390[3901], GOVT 308[3081])

4 credits. Not offered 2005–2006.
For description, see S&TS 390.]

AM ST 389(3911) Science in the American Polity, 1960 to Now (also S&TS 391[3901], GOVT 309[3091])

Spring. 4 credits. Staff.
For description, see S&TS 391.

[AM ST 404(4041) American Political Development in the 20th Century (also GOVT 404[4041])

4 credits. Not offered 2005–2006.
M. E. Sanders.
For description, see GOVT 404.]

[AM ST 422(4201) War at Home (also GOVT 420[4201])

4 credits. Not offered 2005–2006.
M. Shefter and J. Rabkin.
For description, see GOVT 420.]

AM ST 424(4241) Contemporary American Politics (also GOVT 424[4241])

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

AM ST 428(4281) Government and Public Policy: An Introduction to Analysis and Criticism (also GOVT 428[4281])

Fall. 4 credits. T. Lowi.
For description, see GOVT 428.

AM ST 458(4585) American Political Thought (also GOVT 458[4585])

Spring. 4 credits. J. Frank.
For description, see GOVT 458.

AM ST 501(4998) Politics and Policy: Theory, Research, and Practice (also GOVT 500[4998], ALS 500[4998], PAM 406)

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

Offered in 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(1530) Introduction to American History (also HIST 153[1530])

Fall. 4 credits. J. Parmenter.
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(1531) Introduction to American History (also HIST 154[1531])

Spring. 4 credits. D. Chang.
An introductory survey of the development of the United States since the Civil War.

AM ST 124(1240) 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 19th century and expanded rights for women and working people in the 20th 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 that include guest lecturers and hands-on instruction in how to use the modern electronic research library.

[AM ST 201[2010] Popular Culture in the United States, 1900 to 1945 (III or IV) (HA)

4 credits. Not offered 2005–2006.
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, the goal is 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 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(2020) Popular Culture in the United States, 1945 to Present (III or IV) (HA)

4 credits. Not offered 2005–2006.
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 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 203(2033) Wilderness in North American History and Culture (also HIST 203[2030])

Fall. 4 credits. A. Sachs.
For description, see HIST 203.

AM ST 204(2022) Court, Crime, and Constitution (also HIST 202[2020])

Spring. 4 credits. R. Polenberg.
For description, see HIST 202.

[AM ST 208(2080) Seminar: Era-Franklin D. Roosevelt (also HIST 208[2080])

4 credits. Not offered 2005–2006.
R. Polenberg.
For description, see HIST 208.]

[AM ST 209(2090) Seminar in Early America (also HIST 209[2090])

4 credits. Limited to 20 students. Not offered 2005–2006. M. B. Norton.
For description, see HIST 209.]

[AM ST 210(2100) The Emergence of Modern Conservative Movement: From Strom Thurmond to Ronald Reagan

4 credits. Limited to 15 students. Priority given to sophomores. Not offered 2005–2006. 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(2120) African American Women: 20th Century (also HIST/FGSS 212[2120])

4 credits. Not offered 2005–2006.
M. Washington.

For description, see HIST 212.]

[AM ST 213(2640) Introduction to Asian American History (also HIST 264[2640], AAS 213[2130])

4 credits. Not offered 2005–2006.
D. Chang.

For description, see HIST 264.]

AM ST 214(2140) Seminar on American Foreign Policy (also HIST 214[2140])

Fall. 3 credits. Prerequisite: permission of instructor. W. LaFeber.

For description, see HIST 214.

AM ST 216(2104) Ritual, Print, and Politics (also HIST 204[2040])

Fall. 4 credits. C. Capers.
For description, see HIST 204.

[AM ST 218(2200) Road Trip in American History and Culture (also HIST 220[2200])

4 credits. Not offered 2005–2006. A. Sachs.
For description, see HIST 220.]

[AM ST 229(2290) Jefferson and Lincoln (also HIST 229[2290])

4 credits. Limited to 15 students. Priority given to underclassmen. Not offered 2005–2006. E. Baptist.

For description, see HIST 229.]

[AM ST 236(2360) Native People of the Northeast, Pre-Contact to the Present (also HIST/AIS 236[2360])

4 credits. Not offered 2005–2006.
J. Parmenter.

For description, see HIST 236.]

AM ST 238(2390) Seminar in Iroquois History (also HIST 239[2390])

Fall. 4 credits. J. Parmenter.
For description, see HIST 239.

[AM ST 239(2400) Immigration and Ethnicity in 20th-Century United States (also HIST 240[2400], LSP 241[2400])

4 credits. Not offered 2005-2006. M. C. Garcia.
For description, see HIST 240.]

[AM ST 242(2420) Religion and Politics in American History from J. Winthrop to R. Reed (also HIST/RELST 242[2420])

4 credits. Prerequisite: permission of instructor. Not offered 2005-2006.
R. L. Moore.
For description, see HIST 242.]

[AM ST 250(2501) Race and Popular Culture (also HIST 251[2510])

Spring. 4 credits. M. Washington.
For description, see HIST 251.]

[AM ST 251(2110) Black Religious Traditions from Slavery to Freedom (also HIST/RELST 211[2110])

Fall. 4 credits. M. Washington.
For description, see HIST 211.]

[AM ST 261(2610) Latinos in the United States: 1898 to the Present (also HIST/LSP 261[2610])

4 credits. Not offered 2005-2006.
M. C. Garcia.
For description, see HIST 261.]

[AM ST 266(2660) Introduction to Native American History (also HIST/AIS 266[2660])

Spring. 4 credits. J. Parmenter.
For description, see HIST 266.]

[AM ST 272(2720) The Atlantic World from Conquest to Revolution (also HIST 272[2720])

4 credits. Not offered 2005-2006.
M. B. Norton and R. Weil.
For description, see HIST 272.]

[AM ST 273(2730) Women in American Society, Past and Present (also HIST 273[2730])

4 credits. Not offered 2005-2006.
M. B. Norton.
For description, see HIST 273.]

[AM ST 292(2980) Inventing an Information Society (ECE/ENGRG 298[2980], HIST 292[2920], S&TS 292[2921])

Spring. 3 credits. R. Kline.
For description, see ECE 298.]

[AM ST 303(3030) African American Women in Slavery and Freedom (also HIST 303[3030], FGSS 307[3070])

Fall. 4 credits. M. Washington.
For description, see HIST 303.]

[AM ST 304(3040) American Culture and Social Change, 1880 to 1980 (also HIST 304[3040])

4 credits. Not offered 2005-2006.
M. Kammen.
For description, see HIST 304.]

[AM ST 306(3060) History of American Workers: 1960 to 1990s (also ILRCB 306[3060])

Fall. 3 credits. J. Cowie.
For description, see ILRCB 306.]

[AM ST 308(3003) Working-Class America in Mass Media and Popular Culture (also ILRCB 303[3030])

3 credits. Not offered 2005-2006. J. Cowie.
For description, see ILRCB 303.]

[AM ST 309(3090) The Cinema and the American City (also FILM 342[3420])

4 credits. Not offered 2005-2006.
S. Haenni.

The emergence of the cinema in the late 19th 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 312(3140) History of American Foreign Policy (also HIST 314[3140])

Spring. 4 credits. F. Logevall.
For description, see HIST 314.]

[AM ST 317(3180) American Constitutional Development (also HIST 318[3180])

4 credits. Not offered 2005-2006.
R. Polenberg.
For description, see HIST 318.]

[AM ST 321(3210) Colonial North America to 1763 (also HIST 321[3210])

4 credits. Not offered 2005-2006.
M. B. Norton.
For description, see HIST 321.]

[AM ST 322(3250) Age of the American Revolution, 1763 to 1815 (also HIST 325[3250])

4 credits. Not offered 2005-2006.
M. B. Norton.
For description, see HIST 325.]

[AM ST 324(3240) Varieties of American Dissent, 1880 to 1990 (also HIST 324[3240])

Fall. 4 credits. 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 329(3220) The Great Depression (also HIST 322[3220])

Spring. 4 credits. J. Smith.
For description, see HIST 322.]

[AM ST 331(3310) Causes of the American Civil War, 1815 to 1860 (also HIST 331[3310])

Fall. 4 credits. E. Baptist.
For description, see HIST 331.]

[AM ST 340(3400) Recent American History, 1925 to 1960 (also HIST 340[3400])

4 credits. Not offered 2005-2006.
R. Polenberg.
For description, see HIST 340.]

[AM ST 341(3410) Recent American History, 1960 to Present (also HIST 341[3410])

Fall. 4 credits. R. Polenberg.
For description, see HIST 341.]

[AM ST 343(3430) American Civil War and Reconstruction, 1860 to 1877 (also HIST 343[3430])

Spring. 4 credits. E. Baptist.
For description, see HIST 343.]

[AM ST 344(3350) African-American History (also HIST 335[3350])

4 credits. Not offered 2005-2006.
M. Washington.
For description, see HIST 335.]

[AM ST 345(3450) Intellectual/Cultural Life of 19th-Century Americans (also HIST/RELST 345[3450])

Fall. 4 credits. A. Sachs.
For description, see HIST 345.]

[AM ST 346(3460) Modernization of the American Mind (also HIST 346[3460])

4 credits. Not offered 2005-2006.
R. L. Moore.
For description, see HIST 346.]

[AM ST 349(3510) Environmental History: The United States and the World Culture (also HIST 315[3150])

Spring. 4 credits. A. Sachs.
For description, see HIST 315.]

[AM ST 356(3570) Engineering in American Culture (also ENGRG/HIST/S&TS 357[3570])

Fall. 4 credits. R. Kline.
For description, see ENGRG 357.]

[AM ST 357(3550) Latinos, Law, and Identity (also LSP/D SOC 355[3550])

3 credits. Not offered 2005-2006. R. Mize.
For description, see LSP 355.]

[AM ST 378(3708) Topics in U.S. Women's History (also HIST/FGSS 378[3780])

4 credits. Not offered 2005-2006.
M. B. Norton.
For description, see HIST 378.]

[AM ST 411(4110) Undergraduate Seminar in the History of the American South: Race and Sex, Men and Women; Gender of the Old South (also HIST 411[4111])

4 credits. Limited to 15 students. Not offered 2005-2006. E. Baptist.
For description, see HIST 411.]

[AM ST 413 Lynching Violence in America (also S HUM 413)

Fall. 4 credits. N. Barnes.
For description, see S HUM 413.]

[AM ST 417(4170) History of Female Adolescence (also HD 417[4170], HIST 458[4580], FGSS 438[4380])

4 credits. Prerequisite: permission of instructor. Not offered 2005-2006.
J. Brumberg.
For description, see HD 417.]

AM ST 419(4190) Seminar in American Social History (also HIST 419[4190])

Spring. 4 credits. Taught in Washington, D.C. S. Blumin.
For description, see HIST 419.

[AM ST 420(4220) Asian American Communities (also HIST 420[4200], AAS 424[4240])]

4 credits. Limited to 15 students. Not offered 2005–2006. D. Chang.
For description, see HIST 420.]

[AM ST 421(4120) Undergraduate Seminar in American Cultural History (also HIST 421[4210], ART H 421[4021])]

4 credits. Prerequisite: permission of instructor. Not offered 2005–2006. 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[4260])]

4 credits. Not offered 2005–2006. A. Sachs.
For description, see HIST 426.]

AM ST 427(4261) Sex, Rugs, Salt, and Coal (also HIST 426[4261])

Spring. 4 credits. A. Sachs.
For description, see HIST 426.]

AM ST 439(4039) Reconstruction and the New South (also HIST 439[4390])

Spring. 4 credits. Limited to 15 students. M. Washington.
For description, see HIST 439.]

[AM ST 440(4400) Undergraduate Seminar in Recent American History (also HIST 440[4400])]

4 credits. Prerequisite: permission of instructor. Not offered 2005–2006. R. Polenberg.
For description, see HIST 440.]

[AM ST 444(4440) American Men (also HIST 444[4440])]

4 credits. Not offered 2005–2006. E. Baptist.
For description, see HIST 444.]

[AM ST 466(4660) Iroquois History (also HIST 466[4660])]

4 credits. Not open to freshmen. Not offered 2005–2006. J. Parmenter.
For description, see HIST 466.]

AM ST 499(4900) New World Encounters, 1500 to 1800 (also HIST 499[4900])

Spring. 4 credits. J. Parmenter.
For description, see HIST 499.]

AM ST 500(4997) Research Seminar in American Studies (also HIST 500[4997])

Fall or spring. Offered in Cornell in Washington Program only. S. Blumin and others.
For description, see HIST 500.]

Music and Visual Studies**[AM ST 105(1311) Popular Music in America: 1850 to 1985 (also MUSIC 101[1311])]**

3 credits. Not offered 2005–2006. S. Pond.
For description, see MUSIC 101.]

AM ST 222(1313) A Survey of Jazz (also MUSIC 222[1313])

Fall. 3 credits. S. Pond.
For description, see MUSIC 222.]

AM ST 223(1312) History of Rock Music (also MUSIC 221[1212])

Spring. 3 credits. J. Peraino.
For description, see MUSIC 221.]

AM ST 227(2091) The Immigrant Imagination (also ART H 209[2190], AAS 209[2090])

Fall. 4 credits. T. Tu.
For description, see ART H 209.]

[AM ST 270(2700) Mapping America (also ART H 270[2700])]

4 credits. Not offered 2005–2006. L. L. Meixner.
For description, see ART H 270.]

AM ST 282(2820) The American Landscape (also LA 282[2820])

Fall. 3 credits. H. Gottfried.
For description, see LA 282.]

AM ST 355(3605) U.S. Art from FDR to Reagan (also ART H 365[3605])

Fall. 4 credits. J. E. Bernstock.
For description, see ART H 365.]

[AM ST 360(3740) Painting and Everyday Life in 19th-Century America (also ART H 360[3740])]

4 credits. Not offered 2005–2006. L. L. Meixner.
For description, see ART H 360.]

AM ST 390(3810) American Architecture and Building I (also ARCH 390[3810])

Fall. 3 credits. Prerequisites: ARCH 181–182 or permission of instructor. M. Woods.
For description, see ARCH 390.]

AM ST 391(3811) American Architecture and Building II (also ARCH 391[3811])

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

[AM ST 397(3818) Special Topics in the History of Architecture and Urbanism (also ARCH 398[3818])]

3 credits. Prerequisites: ARCH 181–182 or permission of instructor. Not offered 2005–2006. M. Woods.
For description, see ARCH 398.]

AM ST 412(4113) Race, Technology, and Visuality (also ART H 413[4113], AAS 413[4130])

Fall. 4 credits. T. Tu.
For description, see ART H 413.]

[AM ST 462(4762) Topics in Early Modernism (also ART H 462[4762])]

4 credits. Not offered 2005–2006. L. L. Meixner.
For description, see ART H 462.]

AM ST 463(4761) Art and Social Histories (also ART H 461[4761])

Fall. 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(4993–4994) Honors Essay Tutorial

493, fall; 494, spring. Up to 8 credits each semester. See M. Jones-Correa for appropriate advisers.

ANTHROPOLOGY

D. Holmberg, chair; N. Russell, director of graduate studies; A. Clark Arcadi, director of undergraduate studies—fall; K. Jordan, director of undergraduate studies—spring; D. Boyer, J. Fajans, M. Fiskesjo, D. Greenwood, J. Henderson, B. Lambert, K. Jordan, K. March, H. Miyazaki, V. Munasinghe, J. Rigi, A. Riles, J. Siegel, A. Simpson, M. Small, 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 8 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 GPA 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 (B65 McGraw Hall) 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 ANTHR 497, Topics in Anthropology, a course open to a limited number of juniors and seniors who have obtained permission and supervision of a faculty member. Undergraduates should note that many 600-level courses are open to them by permission of the instructor.

Colloquia: The Department of Anthropology holds colloquia almost every week of the semester on Friday at 3:30 P.M. in 215 McGraw Hall. 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 Department of Anthropology web page (falcon.arts.cornell.edu/Anthro/).

I. Introductory Courses

A. Nature and Culture:

ANTHR 101(1300) Human Evolution: Genes, Behavior, and the Fossil Record (I/PBS Supplementary List)

Fall. 3 credits. Lab usage and maintenance fee: \$5. A. Clark Arcadi.

Explores the evolution of humankind through the fossil record, studies of the biological differences among current human populations, and a comparison with our closest relatives, the primates. Investigates the roots of human biology and behavior with an evolutionary framework.

ANTHR 103(1401) The Scope of Anthropology

Spring. 1 credit. Does not satisfy major requirement to take two broad introductory courses. Pre- or co-requisite: ANTHR 101 or 102. S-U grades only. Staff.

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(2200) Early People: The Archaeological and Fossil Record (also ARKEO 203[2200]) # (III) (HA)

Spring. 3 credits. T. Volman.

Survey of the archaeological and fossil record of human evolution. Highlights contributions by researchers from a variety of disciplines as well as the discoveries that have enlivened the study of human evolution for more than a century. Stresses critical evaluation of evidence and interpretation. Demonstrations and films supplement the lectures.

[ANTHR 211(2411) Sophomore Seminar: Nature and Culture @ (III) (SBA)

Spring. 4 credits. Limited to 15 students. Sophomore writing seminar. Not offered 2005-2006. S. Sangren.

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. Limited to 15 students. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.]

[ANTHR 275(2750) Human Biology and Evolution (also BIOEE/NS 275[2750]) (I) (PBS)

Fall. 3 credits. Offered alternate years; not offered 2005-2006. J. D. Haas.]

B. Culture and History:

ANTHR 100(1200) Ancient Peoples and Places (also ARKEO 100[1200]) # @ (III or IV) (HA)

Fall. 3 credits. J. Henderson.

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(1400) The Comparison of Cultures @ (III) (CA)

Spring. 3 credits. A. Riles.

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, students 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(1401) The Scope of Anthropology

Spring. 1 credit. Does not satisfy major requirement to take two broad introductory courses. Pre- or co-requisite: ANTHR 101 or 102. S-U grades only. Staff. For description, see section I.A, "Introductory Courses."

ANTHR 200(1420) Cultural Diversity and Contemporary Issues @ (III) (SBA)

Fall. 3 credits. A. Willford.
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. The course approaches 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 are "political correctness" and truth; nativism and ecological diversity; race, ethnicity, and sexuality; sin, religion, and war; and global process and cultural integrity.

[ANTHR 215(2215) Stone Age Art (also ARKEO 215(2215)) # (III) (CA)

Fall. 3 credits. Not offered 2005-2006.
T. Volman.]

[ANTHR 240(2240) Old World Prehistory (also ARKEO 240(2240)) # (III) (HA)

Fall. 3 credits. Not offered 2005-2006.]

II. Honors and Independent Study**ANTHR 483(4980) Honors Thesis Research**

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

ANTHR 491(4990) Honors Thesis Write-Up

Fall or spring. Credit TBA. Staff.

ANTHR 497(4910) Independent Study: Undergrad I

Fall or spring. Credit TBA. Prerequisite: undergraduate standing. 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(4920) Independent Study: Undergrad II

Fall or spring. Credit and Times TBA. Prerequisite: undergraduate standing. Staff. For 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 228(2428) Slavery and Human Trafficking

Fall. 4 credits. M. Fiskesjo.
Study of slavery and trafficking in human slaves in the world today, as well as its roots and history in Asia, Africa, as well as in medieval Scandinavia, and in America and Europe today. Makes use of anthropological perspectives to look at influential historical and Classical definitions of slavery, such as Aristotle's idea of the "natural slave," and ask how ownership and domination over fellow humans have been justified in different societies. While introducing themes of gender, race, ethnicity, etc., and basic philosophical issues regarding autonomy and dependence, the course also examines the economic forces of exploitation in the floating world of economic migration, people smuggling, and human trafficking.

ANTHR 310(3410) Nationalism and Revivalism (III) (CA)

Spring. 4 credits. A. Willford.
Explores the growing phenomenon of religious and ethnic nationalism within modern nation-states. Also examines ways in which religious and ethnic revivalism present alternative models of modernity and group identity, often defined in opposition to state-sponsored nationalist ideologies.

[ANTHR 312(3512) Work and Workplaces in Japan @ (III) (SBA)

Spring. 4 credits. Not offered 2005-2006.
H. Miyazaki.]

ANTHR 314(3514) Learning in Japan

Spring. 4 credits. H. Miyazaki.
Approaches contemporary Japanese society through the lens of ongoing debates about learning, education, and educational institutions. In recent years, education has emerged as one of the most urgent and contested social issues in Japan. This course covers a wide range of topics from the debate about history textbooks to the competition for admittance to preschools and primary schools, the reorganization of universities and other research institutions and the notion of Japanese workers as experts in knowledge creation through learning. The goal of the course is to reevaluate the celebrated Japanese commitment to learning and to understand the changing significance of education in Japan.

ANTHR 321(3421) Sex and Gender in Cross-Cultural Perspective (also ANTHR 621[6421], FGSS 321/631[3210/6310]) @ (III) (SBA)

Fall. 4 credits. K. March.

Introduction to the study of sex roles cross-culturally and to anthropological theories of sex and gender. 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(3423) 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(3425) Anthropology of the University (III) (SBA)

Fall. 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 corporatization, globalization, and competition from a host of alternative higher-education institutions.

[ANTHR 326(3426) Economic Anthropology (III) (SBA)

Fall. 4 credits. Not offered 2005-2006.]

ANTHR 328(3428) Conflict, Dispute Resolution, and Law in Cultural Context (III) (SBA)

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

ANTHR 351(3451) Global Flows of Cultural Heritage

Spring. 4 credits. M. Fiskesjo.
In this course we explore "cultural heritage" as an idea, and as objects that change hands across continents. Our focus is the global trade of fragments of monuments, statues, tomb furnishings and other antiquities derived from poorer areas of the world, ranging from Benin and Afghanistan to China and Cambodia, transferred to collectors and museums in wealthier countries. We use anthropological perspectives to explore a range of issues such as contested spoils of war, looting and international law, auctions and collecting, value and representation, as

well as the role of knowledge, the academy, and world public opinion.

ANTHR 353(3453) Anthropology of Colonialism (also AIS 353[3530], AM ST 353[3453]) (III) (CA)

Fall. 4 credits. A. Simpson.

Examines the relationship between colonialism and anthropology and the ways in which the discipline has engaged this global process locally in North America. One of the aims of this course is to gain an appreciation of colonialism both as a theory of political legitimacy and as a set of governmental practices. As such, North America is reimagined in light of the colonial project and its technologies of rule such as education, law, policy that worked to transform indigenous notions of gender, property and territory. This is done to appreciate the ways in which these forms of knowledge and practice advanced the settlement of space and place and both settled and unsettled peoples. This course is comparative in scope but is grounded within the literature from Native North America.

[ANTHR 382(3482) Human Rights, Cultural Rights, and Economic Rights: Views from the South

Spring. 4 credits. Not offered 2005-2006. J. Schoss.]

[ANTHR 385(3485) The Anthropology of Intellectuals (III) (CA)

Fall. 4 credits. Not offered 2005-2006. D. Boyer.]

[ANTHR 388(3488) Masks of Power and Strategies of Resistance and Subversion (also ANTHR 688) @ (III) (SBA)

Fall. 4 credits. Not offered 2005-2006. J. Rigi.]

[ANTHR 422(4422) Anthropology and Environment @ (III) (SBA)

Fall. 4 credits. Prerequisite: anthropology majors or permission of instructor. Not offered 2005-2006. D. Holmberg.]

[ANTHR 426(4426) Ideology and Social Production (also ANTHR 726[7426]) (III) (SBA)

Spring. 4 credits. Not offered 2005-2006. S. Sangren.]

ANTHR 429(4429) Anthropology and Psychoanalysis @ (III) (SBA)

Spring. 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. Students 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(4440) Ethnographic Approaches to Studying Professionals and Institutions (III) (SBA)

Spring. 4 credits. Not offered 2005-2006. D. Boyer.]

[ANTHR 442(4542) Violence, Symbolic Violence, Terror, and Trauma in South Asia and the Himalayas (also ANTHR 642[6542]) @ (III) (CA)

Spring. 4 credits. Not offered 2005-2006. D. Holmberg.]

[ANTHR 444(4444) God(s) and the Market @ (III) (CA)

Spring. 4 credits. Not offered 2005-2006. H. Miyazaki.]

ANTHR 470(4270) Political Economy in Archaeology (also ANTHR 770[7270], ARKEO 470/770[4270/7270])

Fall. 4 credits. K. Jordan.

Political economy is a theoretical approach that emphasizes power relations, social tensions, and contradictions and how they mediate access to wealth and basic resources. This seminar explores applications of political-economic theory in archaeological analysis. Begins with some key approaches to political economy within sociocultural anthropology to assess how these works can (and cannot) assist the interpretation of archaeological evidence. Particular attention is paid to questions of methodology: do certain field or analytical techniques facilitate or hinder political-economic interpretations? Case studies apply political-economic approaches to past societies at a variety of analytic and social scales, illustrating the intersection between archaeological political economy and issues of culture change, domination and resistance, ideology, gender, and agency.

ANTHR 475(4475) Governmentality, Citizenship, and Indigenous Political Theory

Spring. 4 credits. A. Simpson.

This seminar explores the ways in which Indigenous peoples have theorized, deployed, critiqued notions of "nationhood", "citizenship" and "sovereignty" in order to articulate and claim rights to territory, to jurisdiction and to the past. Our aim is to gain an appreciation of what these critical concepts mean in the literature of anthropology, political theory and Native American Studies as well as to examine the ways in which Indigenous peoples understand and critique state practices, maintain and construct their own modes of governance and mobilize politically to achieve these ends. This course is comparative in scope, literature and cases will be drawn from various sites but will dwell largely within Native North America.

[ANTHR 479(4479) Ethnicity and Identity Politics: An Anthropological Perspective (also AAS 479[4790]) (III) (SBA)

Spring. 4 credits. Not offered 2005-2006. 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(2432) Media, Culture, and Society (III) (SBA)

Fall. 3 credits. D. Boyer.

Introduction to understanding the relationship between media and culture from an anthropological perspective. The primary goal is to help students develop an ethnographic awareness of the complex factors influencing mass media production, representation, and reception. The course works toward this goal by studying how media technologies effect the representation and reproduction of cultural identities, how mass media representations mediate the negotiation of national identities and moralities, how institutional situations and professional practices influence media production, and how state and market forces both create and restrict possibilities of media expression. A wide range of social and historical cases are covered by both reading and lectures. Course materials include print, visual, and electronic media. Assignments encourage students to engage the contemporary American media both analytically and critically.

[ANTHR 250(2450) The Anthropology of Food and Cuisine @ (III) (CA)

Spring. 4 credits. Not offered 2005-2006. J. Fajans.]

ANTHR 320(3420) Myth, Ritual, and Symbol (also RELST 320[3720]) @ (III) (CA)

Spring. 4 credits. D. Holmberg.

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

[ANTHR 343(3553) Anthropology through China Ethnography @ (III) (SBA)

Fall. 4 credits. Not offered 2005-2006. S. Sangren.

For description, see section III. C.

"Understanding Cultures and Societies."]

ANTHR 369(3269) Gender and Age in Archaeology (also ANTHR 669[6269], ARKEO 369/669[3269/6269], FGSS 370/670[3700/6700])

Fall. 4 credits. N. Russell.

In recent years, feminist theory has begun to have an impact on archaeological thought. It is now recognized that gender is likely to have been a relevant dimension of social organization in past societies. Some archaeologists are also trying to take into account the differing interests and experiences of children, adults of reproductive age, and the elderly. This course is not limited to any period or geographical area, but ranges widely in examining how feminist theory has been applied to archaeological data and models. Considers whether it is necessary to identify women and men, adults and children in the archaeological record to take gender and age into account. Also examines the uses of archaeological data by contemporary feminists.

[ANTHR 379(3479) Culture, Language, and Thought (III) (CA)
Spring. 4 credits. Not offered 2005–2006.
V. Santiago-Irizarry.]

[ANTHR 381(3481) Anthropology and Religion (also RELST 381[3481]) @ (III) (CA)
Fall. 4 credits. Not offered 2005–2006.
A. Willford.]

[ANTHR 406(4406) The Culture of Lives (also FGSS 406[4060]) @ (III) (CA)
Spring. 4 credits. Not offered 2005–2006.]

[ANTHR 408(4408) Gender Symbolism (also FGSS 408[4080]) @ (IV) (CA)
Spring. 4 credits. Not offered 2005–2006.]

[ANTHR 410(4810) Rousseau and Anthropology (also FRLIT 411[4110]) (III) (CA)
Fall. 4 credits. Not offered 2005–2006.
J. Siegel and A. Berger.]

[ANTHR 421(4621) Comparative Islamic Movements
Fall. 4 credits. Not offered 2005–2006.
J. Rigi.]

[ANTHR 425(4425) Hope as a Method (also S HUM 420)
Spring. 4 credits. Not offered 2005–2006.
H. Miyazaki.]

[ANTHR 428(4428) Deconstruction and Anthropology (IV) (CA)
Spring. 4 credits. Not offered 2005–2006.
J. Siegel.]

[ANTHR 445(4445) Gift and Exchange @ (III) (SBA)
Fall. 4 credits. Not offered 2005–2006.
H. Miyazaki.]

[ANTHR 456(4256) Mesoamerican Religion, Science, and History (also ARKEO 456[4256]) @ # (III) (CA)
Fall. 4 credits. Not offered 2005–2006.
J. Henderson.]

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(2410) Sophomore Seminar: South Asian Diaspora (also AAS 210[2110]) (III) (CA)
Spring. 3 credits. Limited to 15 students.
Sophomore writing seminar. Not offered 2005–2006. V. Munasinghe.

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. Limited to 15 students. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.]

[ANTHR 221(2721) Anthropological Representation: Ethnographies on Latino Culture (also LSP 272[2721], AM ST 221[2721]) (III) (CA)
Fall. 3 credits. Not offered 2005–2006.
V. Santiago-Irizarry.]

ANTHR 230(2730) Cultures of Native North America @ # (III) (CA)
Fall. 4 credits. B. Lambert.

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(2560) Japanese Popular Culture @ (III) (CA)
Fall. 3 credits. Not offered 2005–2006.
H. Miyazaki.]

ANTHR 303(3703) Asians in the Americas: A Comparative Perspective (also AAS 303[3030]) (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 reputé 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.

[ANTHR 312(3512) Work and Workplaces in Japan
Spring. 4 credits. Not offered 2005–2006.
H. Miyazaki.]

ANTHR 314(3514) Learning in Japan
Spring. 4 credits. H. Miyazaki.

For description, see section III A. "Understanding Cultures and Societies."

ANTHR 316(3516) Power, Society, and Culture in Southeast Asia @ (III) (CA)
Fall. 4 credits. A. Willford.

Southeast Asia is a region where anthropologists have played great attention to the symbolic within cultural and social processes. While this intellectual orientation has produced contextually rich accounts of cultural uniqueness, there has been a tendency within "interpretive" ethnographies to downplay the role of power and domination within culture and society. This course aims to use the traditional strengths of symbolic anthropology by examining the roles of ritual, art, religion, and "traditional" values within contemporary Southeast Asian societies. In doing so, however, it examines how these practices and ideas can also structure ethnic,

class, and gender inequalities. Understanding how "traditional" cultural practices and ideologies fit within contemporary nation-states requires an examination the effects of colonialism, war, and nationalism throughout the region. In addition to providing a broad and comparative ethnographic survey of Southeast Asia, this course investigates how culturally specific forms of power and domination are reflected in national politics, and in local and regional responses to the economic and cultural forces of globalization.

ANTHR 335(3535) The Situation of China's Minorities: Anthropological Perspectives

Fall. 4 credits. M. Fiskesjo.
Survey of the situation of China's minorities, using a relational approach that includes the majorities and their views, too. Studies several different minority peoples on the margin of the Middle Kingdom—sometimes crossing over into Southeast Asia—in imperial Chinese history, mythology, and today, and such aspects as the eroticizing, demonizing, and feminizing of minority groups and social outcasts; the place of minorities in Chinese law and politics, and Chinese affirmative action. Also considers the historical civilized/barbarian dynamic and compares the Chinese "Other" with the Noble Savage and other Western ideas, thus challenging Eurocentric generalizations about civilization and culture, and opening for discussion of global terms for identity production, race, and ethnicity.

[ANTHR 336(3536) Change and Continuity in the Pacific Islands @ (III) (CA)
Fall. 4 credits. Not offered 2005–2006.
J. Fajans.]

[ANTHR 337(3537) Gender, Identity, and Exchange in Melanesia @ (III) (SBA)
Fall. 4 credits. Not offered 2005–2006.]

[ANTHR 339(3545) Peoples and Cultures of the Himalayas (also ANTHR 739[7545]) @ (III) (CA)
Spring. 4 credits. Not offered 2005–2006.
K. March.]

[ANTHR 343(3553) Anthropology Through China Ethnography @ (III) (SBA)
Fall. 4 credits. Not offered 2005–2006.
S. Sangren.]

[ANTHR 344(3554) Male and Female in Chinese Culture and Society (also FGSS 344[3440]) @ (III) (SBA)
Fall. 4 credits. Not offered 2005–2006.
S. Sangren.]

ANTHR 355(3255) Ancient Mexico and Central America (also ARKEO 355[3255]) @ # (III) (HA)

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

[ANTHR 356(3256) Archaeology of the Andes (also ARKEO 356[3256]) @ # (III) (HA)
Spring. 4 credits. Not offered 2005–2006.
J. Henderson.]

ANTHR 377(3777) The United States (also LSP/AM ST 377[3777]) (III) (CA)

Fall. 4 credits. V. Santiago-Irizarry.

The anthropological inquiry into one's own culture is never a neutral exercise. This course explores issues in the cultural construction of the United States as a "pluralistic" society. Looks at the ideological context for the production of a cultural profile predicted upon ideas that are intrinsic to American images of identity such as individualism, freedom, and equality and the way these are applied in practice. Readings include historic documents and accounts, popular writing, and recent ethnographies on the United States.

[ANTHR 383(3683) Topics in African Ethnography: The State and Civil Society in Colonial and Contemporary Africa @ (III) (SBA)

Fall. 4 credits. Not offered 2005-2006. J. Schoss.]

ANTHR 384(3684) Africa in the Global Economy (also ANTHR 784[7684]) @ (III) (SBA)

Fall. 4 credits. J. Schoss.

Examines the shifting and various ways in which African societies and nation states have been and continue to be enmeshed in global economic structures. Topics include: past and present African engagement in global trade; the nature of commodity marketing, consumption and advertising in colonial and post-colonial Africa; the burgeoning African tourist industry; the intersection between local communities and international development efforts, and the crucial but ambivalent role of primary commodities export industries, with particular consideration of diamond mining. Readings focus on a few key ethnographic and/or social historical texts. These texts are supplemented by materials from mass media sources, contemporary African films, and critical commentaries by African scholars.

[ANTHR 413(4513) Religion and Politics in Southeast Asia (also ASIAN 413[4413]) @ (III) (CA)

Spring. 4 credits. Not offered 2005-2006. A. Willford.]

[ANTHR 421(4621) Comparative Islamic Movements

Fall. 4 credits. Not offered 2005-2006. J. Rigi.]

ANTHR 423(4523) Making History on the Margins: The China-SE Asia Borderlands (also ANTHR 723[7523])

Spring. 4 credits. M. Fiskesjo.

This seminar course is a new in-depth look at classical issues regarding the making of history, revisiting the mountain borderlands in between China and Southeast Asia made famous by anthropologists (Leach, Lévi-Strauss, Kirch, and Friedman) attempting to understand structure, history, and center-periphery transformations. Are the peoples of this region (Kachin, Wa, Naga, etc.) predetermined by fateful forces and processes beyond their control, as prisoners of geography and circumstance, or what role do they have in the making of their own history? The course addresses themes from regional ethnography as well as theoretical issues, and forms an introduction to field research in this fertile region.

ANTHR 441(4541) Himalayan Ethnographies (also ANTHR 741[7541]) @ (III) (CA)

Fall. 4 credits. D. Holmberg.

Focuses on a systematic reading of the monographic literature on the peoples and cultures of Himalayas. Classic and contemporary ethnographies are juxtaposed in an attempt to trace the history of the anthropology of the Himalayas. Although students read studies focused on Tibetan cultures and Hindu cultures continuous with those of India, the majority of monographs are drawn from the literature on Nepal because the greatest number of ethnographies on Himalayan peoples and cultures have been produced in reference to Nepal. Engagement with this ethnographic literature is the context for assessing the state of anthropological study of the Himalayas on topics as diverse as the environment, ritual, and gender. The course is framed in a more general reflection on problems in ethnographic research and writing as they have emerged in critiques of ethnography in the past two decades.

[ANTHR 442(4542) Violence, Symbolic Violence, Terror, and Trauma in South Asia and the Himalayas (also ANTHR 642[6542]) @ (III) (CA)

Spring. 4 credits. Not offered 2005-2006. D. Holmberg.]

ANTHR 450(4852) Europe (also ANTHR 750[7852]) (III)

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

Rotating seminar dealing 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. Because the topics and professors shift, students may take more than one of these seminars.

ANTHR 455(4455) Anthropology in the Real World

Spring. 4 credits. J. Schoss.

Designed to expose students to the range of ways and fields within which practitioners employ anthropological theory, methods and perspectives. Course format includes both seminar discussions and workshop sessions with invited speakers. Both the invited speakers and the discussion topics represent different broadly defined fields in which anthropologists practice. Through class discussion and writing, students are expected to critically consider such issues as: research ethics, professional responsibility, the academic versus activist role, methodological practices, and the relationship between individual practitioners and the national, international, and organization contexts within which they work. Students produce a major research paper examining a particular field of "practical" anthropology of their interest.

[ANTHR 456(4256) Mesoamerican Religion, Science, and History @ # (III) (CA)

Fall. 4 credits. Not offered 2005-2006. J. Henderson.]

[ANTHR 462(4262) Catalhoyuk and Archaeological Practice (also ANTHR 762[7262], ARKEO 462[762][4262/7262]) @ # (III) (HA)

Fall. 4 credits. Not offered 2005-2006. N. Russell.]

[ANTHR 472(4272) Historical Archaeology of Indigenous Peoples (also ANTHR 772[7272], ARKEO 472[772][4272/7272], AM ST 472[4720]) # (III) (HA)

Spring. 4 credits. Not offered 2005-2006. K. Jordan.]

[ANTHR 477(4577) Ethnology of Island Southeast Asia @ (III) (CA)

Fall. 4 credits. Not offered 2005-2006.]

[ANTHR 493(4293) Seminar in Archaeology: The Aztecs (also ARKEO 493[4293]) (III) (HA)

Fall. 4 credits. Not offered 2005-2006.]

IV. Anthropological Thought and Method

As a form of inquiry, anthropology has a long and complex history and uses 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(2215) Stone Age Art (also ARKEO 215[2215]) # (III) (CA)

Fall. 3 credits. Not offered 2005-2006. T. Volman.]

[ANTHR 306(3406) Ethnographic Description (III)

Fall. 4 credits. Not offered 2005-2006.]

[ANTHR 324(3424) Anthropology Amongst the Disciplines (III) (CA)

Spring. 4 credits. Not offered 2005-2006. J. Siegel.]

[ANTHR 330(3230) Humans and Animals (also ARKEO 330[3230]) @ # (III) (CA)

Spring. 4 credits. Not offered 2005-2006. N. Russell.]

[ANTHR 362(3462) Democratizing Research: Participation, Action, and Research (also ANTHR 662[6462]) (III) (SBA)

Fall. 4 credits. Not offered 2005-2006. D. J. Greenwood.]

ANTHR 368(3468) Marx: An Overview of His Thought (also ANTHR 668[6468]) (III) (SBA)

Spring. 4 credits. J. Rigi.

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(3272) Hunters and Gatherers (also ANTHR 672[6272], ARKEO 372[672][3272/6272]) @ # (III) (SBA)

Fall. 4 credits. T. Volman.

Survey of contemporary and recent peoples with economies based completely or mainly on hunting and gathering. Examines selected societies from various parts of the world to

compare aspects of technology, subsistence practices, organization, and beliefs. Considers the impact of contact with more economically advanced societies.

[ANTHR 403(4403) The Craft of Anthropology: Ethnographic Field Methods (also ANTHR 603[6403]) (III) (SBA)]

Fall. 4 credits. Not offered 2005–2006. V. Santiago-Irizarry.]

[ANTHR 405(4250) Archaeology Research Design (also ANTHR 605[250], ARKEO 405/605[4250/6250]) (III) (SBA)]

Spring. 4 credits. Not offered 2005–2006.]

[ANTHR 412(4421) Contemporary Anthropological Theory (III) (CA)]

Spring. 4 credits. Not offered 2005–2006.]

[ANTHR 420(4420) Development of Anthropological Thought (also ANTHR 720[7420]) (III) (SBA)]

Spring. 4 credits. Prerequisite: for undergraduates, two prior anthropology courses or permission of instructor. H. Miyazaki.

Examination of the history and development of anthropological theory and practice. 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(4258) Archaeological Analysis (also ANTHR 658[6258], ARKEO 458/658[4258/6258]) (III) (SBA)]

Spring. 4 credits. Limited to 15 students. Prerequisite: archaeology course or permission of instructor. Not offered 2005–2006. J. Henderson.]

[ANTHR 459(4259) Archaeology of the Household (also ANTHR 659[6259], ARKEO 459/659[4259/6259]) # (III) (HA)]

Fall. 4 credits. Not offered 2005–2006.]

[ANTHR 463(4263) Zooarchaeological Method (also ANTHR 463[4623]) (I/PBS Supplementary List)]

Fall. 5 credits. N. Russell.

Hands-on laboratory course in zooarchaeological method: the study of animal bones from archaeological sites. Designed to provide students with a basic grounding in identification of body part and taxon, aging and sexing, pathologies, taphonomy, and human modification. Deals only with mammals larger than squirrels. Though students work on animal bones from prehistoric Europe, most of these skills are easily transferable to the fauna of other areas, especially North America. This is an intensive course that emphasizes laboratory skills in a realistic setting. Students analyze an assemblage of actual archaeological bones. Highly recommended: ANTHR/ARKEO 464 Zooarchaeological Interpretation (offered in spring).

[ANTHR 464(4264) Zooarchaeological Interpretation (also ARKEO 464[4264]) (I/PBS Supplementary List)]

Spring. 4 credits. Prerequisite: permission of instructor. N. Russell.

Follows from the previous semester's Zooarchaeological Method. Emphasis shifts from basic skills to interpretation, although students continue to work with

archaeological bones. Begins by examining topics surrounding the basic interpretation of raw faunal data: sampling, quantification, taphonomy, seasonality. Then explores how to use faunal data to reconstruct subsistence patterns, social structure, and human/animal relations.

[ANTHR 467(4267) Origins of Agriculture (also ARKEO 467[4267]) # (III) (HA)]

Spring. 4 credits. Not offered 2005–2006.]

[ANTHR 480(4480) Anthropology and Globalization (also ANTHR 680[6480]) (III)]

Spring. 4 credits. A. Willford.

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 using both anthropological theories of and ethnographic studies on globalization, ethnicity, diaspora, and nationalism.

[ANTHR 487(4900) Field Research Abroad]

Fall or spring. Credit TBA. Prerequisite: undergraduate standing. 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 to six weeks) in a foreign setting with faculty supervision, culminating in a major paper or report.

[ANTHR 494(4294) Seminar in Archaeology: The Archaeology of Human Origins (also ARKEO 494[4294]) (III) (HA)]

Spring. 4 credits. T. Volman.

Exploration of the archaeological record associated with early modern and near-modern humans as well as their nonmodern contemporaries, such as the Neanderthals. Major issues include: what behaviors and capabilities are indicated for various populations, and how and why did these change over the course of the later Pleistocene? To what extent does the archaeological record support the "Out-of-Africa" hypothesis of a recent, African origin for all modern humans?

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(2200) Early People: The Archaeological and Fossil Record (also ARKEO 203[2200]) # (III) (HA)]

Spring. 3 credits. T. Volman.

For description, see section IA, "Introductory Courses."

[ANTHR 215(2215) Stone Age Art (also ARKEO 215[2215]) # (III) (CA)]

Fall. 3 credits. Not offered 2005–2006. T. Volman.]

[ANTHR 235(2235) Archaeology of North American Indians (also ARKEO 235[2235] AIS/AM ST 235[2350]) # (III) (HA)]

Spring. 3 credits. K. Jordan.

Introductory course surveying archaeology's contributions to the study of American Indian cultural diversity and change in North America north of Mexico. Lectures and readings examine topics ranging from the debate over when the continent was first inhabited to present-day conflicts between Native Americans and archaeologists over excavation and the interpretation of the past. Reviews important archaeological sites such as Chaco Canyon, Cahokia, Lamoka Lake, and the Little Bighorn battlefield. A principal focus is on major transformations in lifeways such as the adoption of agriculture, the development of political-economic hierarchies, and the disruptions that accompanied the arrival of Europeans to the continent.

[ANTHR 240(2240) Old World Prehistory (also ARKEO 240[2240]) # (III) (HA)]

Fall. 3 credits. Not offered 2005–2006.]

[ANTHR 242(2201) Early Agriculture (also ARKEO 242[2201]) @ # (III) (HA)]

Spring. 3 credits. Not offered 2005–2006. N. Russell.]

[ANTHR 317(3217) Stone Age Archaeology (also ARKEO 317[3217]) (III) (HA)]

Fall. 4 credits. Not offered 2005–2006. T. Volman.]

[ANTHR 330(3230) Humans and Animals (also ARKEO 330[3230]) # (III) (CA)]

Spring. 4 credits. Not offered 2005–2006. N. Russell.]

[ANTHR 348(3248) Iroquois Archaeology (also ANTHR 648[6248], ARKEO 348/648[3248/6248], AIS 348/648[3480/6480])

Spring. 4 credits. K. Jordan.

Surveys the long-term development of Iroquois (Haudenosaunee) culture from an archaeological perspective. Issues examined include the geographic origins of the Iroquois; material culture, settlement, and subsistence; the founding of the Iroquois Confederacy; Iroquois responses to European-borne diseases, the fur trade, and territorial encroachment; the practicalities of doing Indian archaeology in New York State; and contemporary Haudenosaunee perspectives on archaeology. The Six Nations Iroquois is emphasized, with some material drawn from surrounding Northern Iroquoian groups. Visits to local archaeological sites and museum collections supplement classroom instruction. Requirements differ at the 300 and 600 levels.

[ANTHR 355(3255) Ancient Mexico and Central America (also ARKEO 355[3255]) @ # (III) (HA)]

Spring. 4 credits. J. Henderson.

For description, see section IIIC, "Understanding Cultures and Societies."

[ANTHR 356(3256) Archaeology of the Andes (also ARKEO 356[3256]) @ # (III) (HA)
Spring. 4 credits. Not offered 2005-2006. J. Henderson.]

ANTHR 369(3269) Gender and Age in Archaeology (also ANTHR 669[6269], ARKEO 369/669[3269/6269], FGSS 370/670)
Fall. 4 credits. N. Russell.
For description, see section III B, "Understanding Cultures and Societies."

ANTHR 370(3270) Environmental Archaeology (also ANTHR 670[6270], ARKEO 370/670[3270/6270]) (I/PBS Supplementary List)
Fall. 4 credits. T. Volman.
Survey of selected topics in paleoenvironmental analysis and reconstruction, with emphasis on how they inform interpretations of the archaeological record. Ranges broadly from a general consideration of human ecology and the role of environment in culture change to detailed study of specific techniques and approaches.

ANTHR 372(3272) Hunters and Gatherers (also ANTHR 672[6272], ARKEO 372/672[3272/6272]) # @ (III) (SBA)
Fall. 4 credits. T. Volman.
For description, see section IV, "Anthropological Thought and Method."

[ANTHR 405(4250) Archaeological Research Design (also ANTHR 605 [6250], ARKEO 405/605[4250/6250]) (III) (SBA)
Spring. 4 credits. Not offered 2005-2006.]

[ANTHR 409(4209) Approaches to Archaeology (also ANTHR 609[6209], ARKEO 409/609[4209/6209]) (III) (CA)
Fall. 4 credits. Not offered 2005-2006.]

[ANTHR 456(4256) Mesoamerican Religion, Science, and History (also ARKEO 456[4256]) @ # (III) (CA)
Fall. 4 credits. Not offered 2005-2006. J. Henderson.]

[ANTHR 458(4258) Archaeological Analysis (also ANTHR 658[6258], ARKEO 458/658[4258/6258]) (III) (SBA)
Spring. 4 credits. Not offered 2005-2006. J. Henderson.]

[ANTHR 459(4259) Archaeology of the Household (also ANTHR 659[4259], ARKEO 459/659[4259/6259]) # (III) (HA)
Fall. 4 credits. Not offered 2005-2006.]

[ANTHR 462(4262) Catalhoyuk and Archaeological Practice (also ANTHR 762[7262], ARKEO 462/762[4262/7262]) @ # (III) (HA)
Fall. 4 credits. Not offered 2005-2006. N. Russell.]

ANTHR 463(4263) Zooarchaeological Method (also ARKEO 463[4263]) (I/PBS Supplementary List)
Fall. 5 credits. N. Russell.
For description, see section IV, "Anthropological Thought and Method."

ANTHR 464(4264) Zooarchaeological Interpretation (also ARKEO 464[4264]) (I/PBS Supplementary List)
Spring. 4 credits. N. Russell.
For description, see section IV, "Anthropological Thought and Method."

[ANTHR 467(4267) Origins of Agriculture (also ARKEO 467[4267]) # (III) (HA)
Spring. 4 credits. Not offered 2005-2006.]

ANTHR 470(4270) Political Economy in Archaeology (also ANTHR 770[7270], ARKEO 470/770[4270/7270])
Fall. 4 credits. K. Jordan.
For description, see section III A, "Understanding Cultures and Societies."

[ANTHR 493(4293) Seminar in Archaeology: The Aztecs (also ARKEO 493[4293]) (III) (HA)
Fall. 4 credits. Not offered 2005-2006.]

ANTHR 494(4294) Seminar in Archaeology: The Archaeology of Human Origins (also ARKEO 494[4294]) (III) (HA)
Spring. 4 credits. T. Volman.
For description, see section IV, "Anthropological Thought and Method."

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 211(2411) Sophomore Seminar: Nature and Culture @ (III) (SBA)
Spring. 4 credits. Not offered 2005-2006. S. Sangren.

For 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. Limited to 15 students. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.]

[ANTHR 242(2201) Early Agriculture (also ARKEO 242[2201]) @ # (III) (HA)
Spring. 3 credits. Not offered 2005-2006. N. Russell.]

[ANTHR 344(3554) Male and Female in Chinese Culture and Society (also FGSS 344[3440]) @ (III) (SBA)
Fall. 4 credits. Not offered 2005-2006. S. Sangren.]

ANTHR 370(3270) Environmental Archaeology (also ANTHR 670[6270], ARKEO 370/670[3270/6270]) (I/PBS Supplementary List)
Fall. 4 credits. T. Volman.
For description, see section V, "Human History and Archaeology."

ANTHR 372(3272) Hunters and Gatherers (also ANTHR 672[6272], ARKEO 372/672[3272/6272]) # @ (III) (SBA)
Fall. 4 credits. T. Volman.
For description, see section IV, "Anthropological Thought and Method."

[ANTHR 375(3375) Evolutionary Theory and Human Behavior (also ANTHR 675[6375]) (I/PBS Supplementary List)
Spring. 4 credits. Not offered 2005-2006.]

[ANTHR 390(3390) Primate Behavior and Ecology (I/PBS Supplementary List)
Spring. 4 credits. Prerequisite: ANTHR 101 or permission of instructor. Not offered 2005-2006. A. Clark Arcadi.]

[ANTHR 409(4209) Approaches to Archaeology (also ANTHR 609[6209], ARKEO 409/609[4209/6209]) (III) (CA)
Fall. 4 credits. Not offered 2005-2006.]

[ANTHR 422(4422) Anthropology and Environment @ (III) (SBA)
Fall. 4 credits. Limited to 15 students. Prerequisite: anthropology majors or permission of instructor. Not offered 2005-2006. D. Holmberg.]

[ANTHR 490(4390) Topics in Biological Anthropology
Spring. 4 credits. Prerequisites: ANTHR 101, 390, or permission of instructor. Not offered 2005-2006. A. Clark Arcadi.]

Relevant courses in other departments

[BIOPL 247(2470) Ethnobiology
Fall. 3 credits. Not offered 2005-2006. D. M. Bates.]

BIOPL 348(3480) The Healing Forest
Spring. 2 credits. D. M. Bates and E. Rodriguez.

BIOPL 442(4420) Current Topics in Ethnobiology
Fall. 2 credits. Limited to 12 students. Prerequisite: permission of instructor. D. Bates.

[MUSIC 104(1302) Introduction to World Music II: Asia
Fall. 3 credits. Not offered 2005-2006. M. Hatch.]

MUSIC 245(1311) Gamelan in Indonesian History and Cultures
Fall. 3 credits. Prerequisite: permission of instructor. M. Hatch.

[NS/HD 347(3471), B&SOC 347(3471) Human Growth and Development: Biological and Social Interactions
Spring. 3 credits. Not offered 2005-2006. J. Haas and S. Robertson.]

NS 630(6300) 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(6000) Proseminar: Culture and Symbol

Fall. 6 credits. D. Boyer.

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., the course investigates 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(6010) Proseminar: Social Organization

Spring. 6 credits. J. Rigi.

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 603(6403) The Craft of Anthropology (also ANTHR 403[4403])]

Fall. 4 credits. Not offered 2005–2006. V. Santiago-Irizarry.]

[ANTHR 604(6404) Praxis and Culture

Spring. 4 credits. Not offered 2005–2006.]

[ANTHR 605(6250) Archaeological Research Design (also ANTHR 405[4250], ARKEO 405/605[4250/6250])]

Spring. 4 credits. Not offered 2005–2006.]

[ANTHR 609(6209) Approaches to Archaeology (also ANTHR 409[4209], ARKEO 409/609[4209/6209])]

Fall. 4 credits. Not offered 2005–2006.]

[ANTHR 610(6410) Language and Myth

Fall. 4 credits. Not offered 2005–2006.]

[ANTHR 614(6414) Reading in the Ethnographic Tradition (1880 to 1960)

Spring. 4 credits. Not offered 2005–2006. D. Holmberg.]

[ANTHR 615(6415) Reading Contemporary Ethnographies (1960 to 1990)

Fall. 4 credits. Not offered 2005–2006.]

[ANTHR 616(6416) Cultural Production of the Person

Spring. 4 credits. Not offered 2005–2006. J. Fajans.]

[ANTHR 621(6421) Sex and Gender in Cross-Cultural Perspective (also ANTHR 321[3421], FGSS 321/631[3210/6310])]

Fall. 4 credits. Co-requisite: attendance at lectures and films of ANTHR/FGSS 321 and permission of instructor. Not offered 2005–2006. K. March.]

[ANTHR 624(6424) Ethnoracial Identity in Anthropology, Language, and Law (also LSP 624[6424])]

Spring. 4 credits. Not offered 2005–2006. V. Santiago-Irizarry.]

[ANTHR 628(6428) Social Forms of Violence in Anthropological Perspective

Fall. 4 credits. Not offered 2005–2006. J. Siegel.]

[ANTHR 629(6543) Chinese Ethnology

Spring. 4 credits. Not offered 2005–2006. S. Sangren.]

ANTHR 635(7520) 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(7540) Problems in Himalayan Studies

Fall, spring. 4 credits. Not offered 2005–2006. D. Holmberg.]

ANTHR 641(7530) 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(6542) Violence, Symbolic Violence, Terror and Trauma in South Asia and the Himalayas (also ANTHR 442[4542])]

Spring. 4 credits. Not offered 2005–2006. D. Holmberg.]

[ANTHR 644(6440) Research Design

Spring. 4 credits. Not offered 2005–2006. J. Schoss.]

ANTHR 648(6248) Iroquois Archaeology (also ANTHR 348[3248], ARKEO 348/648[3248/6248], AIS 348/648[3480/6480])]

Spring. 4 credits. K. Jordan.

For description, see ANTHR 348, section V, "Human History and Archaeology."

[ANTHR 650(6450) Social Studies of Economics and Finance

Fall. 4 credits. Not offered 2005–2006. H. Miyazaki.]

[ANTHR 652(6452) Evidence: Ethnography and Historical Method

Fall. 4 credits. Not offered 2005–2006. H. Miyazaki.]

ANTHR 655(7550) 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(6256) Maya History (also ARKEO 656[6256])]

Spring. 4 credits. Not offered 2005–2006. J. Henderson.]

[ANTHR 658(6258) Archaeological Analysis (also ANTHR 458[4258], ARKEO 458/658[4258/6258])]

Spring. 4 credits. Not offered 2005–2006. J. Henderson.]

[ANTHR 659(6259) Archaeology of the Household (also ANTHR 459[4259], ARKEO 459/659[4259/6259])]

Fall. 4 credits. Not offered 2005–2006.]

[ANTHR 660(6460) Language, Ideologies, and Practices (also LSP 660[6460])]

Spring. 4 credits. Not offered 2005–2006. V. Santiago-Irizarry.]

[ANTHR 662(6462) Democratizing Research: Participation, Action, and Research (also ANTHR 362[3462])]

Fall. 4 credits. Not offered 2005–2006. D. J. Greenwood.]

[ANTHR 663(6463) Action Research

Spring. 4 credits. Not offered 2005–2006. D. Greenwood.]

[ANTHR 665(6760) Topics in Native American Societies and Cultures (also AIS 665)]

Spring. 4 credits. Not offered 2005–2006. B. Lambert.]

[ANTHR 667(6267) Contemporary Archaeological Theory (also ARKEO 667[6267])]

Fall. 4 credits. Prerequisite: for undergraduates, permission of instructor. Not offered 2005–2006. N. Russell.]

ANTHR 668(6468) Marx: An Overview of His Thought (also ANTHR 368[3468])]

Spring. 4 credits. J. Rigi.

For description, see ANTHR 368, section IV, "Anthropological Thought and Method."

ANTHR 669(6269) Gender and Age in Archaeology (also ANTHR 469[4269], ARKEO 469/669[4269/6269])]

Spring. 4 credits. N. Russell.

For description, see ANTHR 369, section IIIB, "Understanding Cultures and Societies."

ANTHR 670(6270) Environmental Archaeology (also ANTHR 370[3720], ARKEO 370/670[3720/6720])

Fall. 4 credits. T. Volman.

For description, see ANTHR 370, section V, "Human History and Archaeology."

[ANTHR 671(6371) Palaeoanthropology of South Asia (also BIOEE 671[6710], ASIAN 620)

Fall. 3 credits. Not offered 2005-2006. K. A. R. Kennedy.]

ANTHR 672(6272) Hunters and Gatherers (also ANTHR 372[3272], ARKEO 372/672[3272/6272])

Fall. 4 credits. T. Volman.

For description, see ANTHR 372, section IV, "Anthropological Thought and Method."

[ANTHR 673(6373) Human Evolution: Concepts, History, and Theory (also BIOEE 673[6730])

Fall. 3 credits. Prerequisite: one year introductory biology, ANTHR 101, or permission of instructor. Offered alternate years. Not offered 2005-2006. K. A. R. Kennedy.]

[ANTHR 677(6477) The Anthropology of Global Turbulence

Fall. 4 credits. Not offered 2005-2006. J. Rigi.]

[ANTHR 678(6478) Value and Life: From Gift to Spectacle

Spring. 4 credits. Not offered 2005-2006. J. Rigi.]

[ANTHR 679(6479) Technocracy: Anthropological Approaches

Spring. 4 credits. Not offered 2005-2006. A. Riles.]

ANTHR 680(6480) Anthropology and Globalization (also ANTHR 480[4480])

Spring. 4 credits. A. Willford.

For description, see ANTHR 480, section IV, "Anthropological Thought and Method."

[ANTHR 681(6481) Empire and Imperialism

Spring. 4 credits. Not offered 2005-2006. J. Rigi.]

ANTHR 682(6482) Perspectives on the Nation

Fall. 4 credits. V. Munasinghe.

Critical examination of the key texts that have informed our understanding of the nation and nationalism. Beginning with some of the founding texts such as Hahn Kohn's "The Idea of Nationalism: A Study in its Origins and Backgrounds" (1994), Plamenatz's "Two Types of Nationalism" (1976), and Renan's "What is a Nation" (1939), the course moves on to more contemporary writings by Gellner, Hobsbawm and Anderson and ends with alternate analytical approaches that have been informed by the "national question" in the "Third World" such as Partha Chatterjee's "Nationalist Thought and the Colonial World." A central theme is how notions of culture, power, and history are implicated in constructions of "the Nation." Also explores the possibilities of an ethnographic approach to the nation and ask if such an analytical/methodological move may help us better grapple with the perplexing emotive dimension of nationalisms. The intersection of gender and nation also form a section of this course.

[ANTHR 690(6420) Ritual and Myth: Structure, Process, Practice

Spring. 4 credits. Not offered 2005-2006.]

[ANTHR 693(6593) Law and Social Movement in East Asia (also LAW 744)

Spring. 4 credits. Not offered 2005-2006. A. Riles.]

[ANTHR 699(6399) Current Fields in Biological Anthropology

Fall. 4 credits. Not offered 2005-2006.]

ANTHR 701(7910) Independent Study: Grad I

Fall or spring. Credit TBA. Prerequisite: graduate standing. 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(7920) Independent Study: Grad II

Fall or spring. Credit TBA. Prerequisite: graduate standing. Staff.

For description, see ANTHR 701, section VII, "Graduate Seminars."

ANTHR 703(7930) Independent Study: Grad III

Fall or spring. Credit TBA. Prerequisite: graduate standing. Staff.

For description, see ANTHR 701, section VII, "Graduate Seminars."

ANTHR 720(7420) Development of Anthropological Thought (also ANTHR 420[4240])

Spring. 4 credits. H. Miyazaki.

For description, see ANTHR 420, section IV, "Anthropological Thought and Method."

ANTHR 723(7523) Making History on the Margins: The China-SE Asia Borderlands (also ANTHR 423[4523])

Spring. 4 credits. M. Fiskesjo.

For description, see ANTHR 423, section III C, "Understanding Cultures and Societies."

[ANTHR 726(7426) Ideology and Social Production (also ANTHR 426[4426])

Spring. 4 credits. Not offered 2005-2006. S. Sangren.]

[ANTHR 739(7545) Peoples and Cultures of the Himalayas (also ANTHR 339[3545])

Spring. 4 credits. Not offered 2005-2006. K. March.]

ANTHR 741(7541) Himalayan Ethnographies (also ANTHR 441[4541])

Fall. 4 credits. D. Holmberg.

For description, see ANTHR 441, section IIIC, "Understanding Cultures and Societies."

ANTHR 750(7852) Europe (also ANTHR 450[4582])

Spring. 4 credits. D. Boyer, D. Greenwood, and J. Rigi.

For description, see ANTHR 450, section IIIA, "Understanding Cultures and Societies."

[ANTHR 762(7262) Catalhoyuk and Archaeological Practice (also ANTHR 462[4262], ARKEO 462/762[4262/7262])

Fall. 4 credits. Not offered 2005-2006. N. Russell.]

ANTHR 770(7270) Political Economy in Archaeology (also ANTHR 470[4270], ARKEO 470/770[4270/7270])

Fall. 4 credits. K. Jordan.

For description, see ANTHR 470, section III A, "Understanding Cultures and Societies."

[ANTHR 772(7272) Historical Archaeology of Indigenous Peoples (also ANTHR 472[4272], ARKEO 472/772[4272/7272], AM ST 472[4720])

Spring. 4 credits. Not offered 2005-2006. K. Jordan.]

ANTHR 784(7684) Africa in the Global Economy (also ANTHR 384[3684])

Fall. 4 credits. J. Schoss.

For description, see ANTHR 384, section IIIC, "Understanding Cultures and Societies."

ARABIC AND ARAMAIC

See "Department of Near Eastern Studies."

ARCHAEOLOGY

S. Baugher, director (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 (Anthropology), K. Jordan (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), E. Rebillard (Classics), 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 is not 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: II. Anthropological Archaeology; III. Classical, Near Eastern, and Medieval Archaeology; and IV. Methodology and Technology. Only 4 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 GPA 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 II–IV (described above), at least three of which must be basic courses, or (2) five courses from categories II–IV, 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 Program brochure.

I. Introductory Courses and Independent Study Courses

ARKEO 100(1200) Ancient Peoples and Places (also ANTHR 100[1200]) # @ (III or IV) (HA)

Fall. 3 credits. Basic. J. Henderson.
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(3000) 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(4981) 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(4982) Honors Thesis Writeup

Fall or spring. 4 credits, variable.

ARKEO 600(6000) Special Topics in Archaeology

Fall and spring. 4 credits, variable.
Students pursue advanced topics of particular interest under the guidance of a faculty member(s).

ARKEO 681–682(8901–8902) Master's Thesis

681, fall; 682, spring. 4 credits, variable.
Prerequisite: master's students in archaeology. S-U grades only.
Students, working individually with faculty member(s), prepare a master's thesis in archaeology.

II. Anthropological Archaeology

ARKEO 203(2200) Early People: The Archaeological and Fossil Record (also ANTHR 203[2200])

Spring. 3 credits. Basic. T. P. Volman.
For description, see ANTHR 203.

[ARKEO 215(2215) Stone Age Art (also ANTHR 215[2215])

Fall. 3 credits. Basic. Not offered 2005–2006. T. P. Volman.]

ARKEO 235(2235) Archaeology of North American Indians (also ANTHR 235[2235], AIS/AM ST 235[2350]) # (III) (HA)

Spring. 3 credits. K. Jordan.
For description, see ANTHR 235.

[ARKEO 242(2201) Early Agriculture (also ANTHR 242[2201])

Spring. 3 credits. Basic. Not offered 2005–2006. N. Russell.]

[ARKEO 255(2550) Great Empires of the Andes (also ANTHR 255[2550]) @ # (III) (HA)

Summer only. 3 credits. Basic. Not offered 2005–2006. M. Malpass.]

[ARKEO 317(3217) Stone Age Archaeology (also ANTHR 317[3217])

Fall. 4 credits. Basic. Not offered 2005–2006. T. P. Volman.]

[ARKEO 330(3230) Humans and Animals (also ANTHR 330[3230])

Spring. 4 credits. Not offered 2005–2006. N. Russell.]

ARKEO 348(3248) Iroquois Archaeology (also ARKEO 648[6248], ANTHR 348/648[3248/6248], AIS 348/648[3480/6480])

Spring. 4 credits. K. Jordan.
For description, see ANTHR 348.

ARKEO 355(3255) Ancient Mexico and Central America (also ANTHR 355[3255])

Spring. 4 credits. Basic. J. Henderson.
For description, see ANTHR 355.

[ARKEO 356(3256) Archaeology of the Andes (also ANTHR 356[3256]) # @ (III) (HA)

Spring. 4 credits. Basic. Not offered 2005–2006. J. Henderson.]

ARKEO 360(3600) Preindustrial Cities and Towns of North America (also LA/CRP 360[3600])

Fall. 3 credits. Basic. S. Baugher.
For description, see LA 360.

ARKEO 369(3269) Gender and Age in Archaeology (also ARKEO 669[3269], ANTHR 369/669[3269/6269], FGSS 370/670[3700/6700])

Fall. 4 credits. N. Russell.
For description, see ANTHR 369.

ARKEO 372(3272) Hunters and Gatherers (also ARKEO 672[6272], ANTHR 372/672[3272/6272])

Fall. 4 credits. T. Volman.
For description, see ANTHR 372.

[ARKEO 409(4209) Approaches to Archaeology (also ARKEO 609[6209], ANTHR 409/609[4209/6209])

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2005–2006. Staff.]

[ARKEO 456(4256) Mesoamerican Religion, Science, and History (also ANTHR 456[4256])

Fall. 4 credits. Not offered 2005–2006. J. Henderson.]

[ARKEO 459(4259) Archaeology of the Household (also ARKEO 659[6259], ANTHR 459/659[4259/6259])

Fall. 4 credits. Not offered 2005–2006. J. Henderson and N. Russell.]

[ARKEO 462(4262) Cataloyuk and Archaeological Practice (also ARKEO 762[7262], ANTHR 462/762[4262/7262])

Fall. 4 credits. Not offered 2005–2006. N. Russell.]

ARKEO 470(4270) Political Economy in Archaeology (also ARKEO 770[7270], ANTHR 470/770[4270/7270])

Fall. 4 credits. K. Jordan.
For description, see ANTHR 470.

[ARKEO 472(4272) Historical Archaeology of Indigenous Peoples (also ARKEO 772[7272], ANTHR 472/772[4272/7272], AM ST 472[4272])

Spring. 4 credits. K. Jordan. Not offered 2005–2006.]

[ARKEO 493(4293) Seminar in Archaeology: The Aztecs (also ANTHR 493[4293])

Fall. 4 credits. Not offered 2005–2006.]

ARKEO 494(4294) Seminar in Archaeology: The Archaeology of Human Origins (also ANTHR 494[4294])

Spring. 4 credits. T. P. Volman.
For description, see ANTHR 494.

[ARKEO 609(6209) Approaches to Archaeology (also ARKEO 409[4209], ANTHR 409/609[4209/6209])

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2005-2006.
N. Russell.]

ARKEO 648(6248) Iroquois Archaeology (also ARKEO 348[3248], ANTHR 348/648[3248/6248], AIS 348/648[3480/6480])

Spring. 4 credits. K. Jordan.
For description, see ANTHR 348.

[ARKEO 656(6256) Maya History (also ANTHR 656[6256])

Spring. 4 credits. Not offered 2005-2006.
J. Henderson.]

[ARKEO 659(6259) Archaeology of the Household (also ARKEO 459[4259], ANTHR 459/659[4259/6259])

Fall. 4 credits. Not offered 2005-2006.
J. Henderson and N. Russell.]

[ARKEO 667(6267) Contemporary Archaeological Theory (also ANTHR 667[6267])

Spring. 4 credits. Limited to 14 students. Prerequisite: permission of instructor for undergraduates. Not offered 2005-2006.
N. Russell.]

ARKEO 669(6269) Gender and Age in Archaeology (also ARKEO 369[3269], ANTHR 369/669[3269/6269])

Spring. 4 credits. N. Russell.
For description, see ANTHR 369.

ARKEO 770(7270) Political Economy in Archaeology (also ARKEO 470[4270], ANTHR 470/770[4270/7270])

Fall. 4 credits. K. Jordan.
For description, see ANTHR 470.

[ARKEO 772(7272) Historical Archaeology of Indigenous Peoples (also ARKEO 472[4272], ANTHR 472/772[4272/7272], AM ST 472[4272])

Spring. 4 credits. K. Jordan. Not offered 2005-2006.]

III. Classical, Near Eastern, and Medieval Archaeology

[ARKEO 221(2726) Minoan-Mycenaean Art and Archaeology (also CLASS 221[2726], ART H 221[2226])

Spring. 3 credits. Basic. Not offered 2005-2006. J. Coleman.
For description, see CLASS 221.]

[ARKEO 227(2727) The Bible and Ancient Near Eastern Civilization (also NES/JWST/RELST 227[2727])

Spring. 3 credits. Not offered 2005-2006.
J. Zorn.]

[ARKEO 240(2240) Old World Prehistory (also ANTHR 240[2240])

Fall. 3 credits. Basic. Not offered 2005-2006. N. Russell.]

[ARKEO 260(2662) Daily Life in the Biblical World (also NES/JWST 262[2662])

Spring. 3 credits. Basic. Not offered 2005-2006. J. Zorn.]

ARKEO 263(2663) Introduction to Biblical History and Archaeology (also NES/JWST 263[2663], RELST 264[2663])

Spring. 3 credits. Basic. J. Zorn.
For description, see NES 263.

[ARKEO 266(2666) Jerusalem through the Ages (also NES/JWST/RELST 266[2666])

Fall. 3 credits. Basic. Not offered 2005-2006. J. Zorn.]

[ARKEO 268(2668) Ancient Egyptian Civilization (also NES/JWST 268[2668])

Spring. 3 credits. Basic. Not offered 2005-2006. G. Kadish.]

ARKEO 276(2765) Religions of Ancient Israel (also NES/RELST/JWST 275[2765])

Fall. 3 credits. J. Zorn.
For description, see NES 275.

ARKEO 321(3721) Mycenae and Homer (also CLASS 321[3721], ART H 321[3226])

Fall. 4 credits. Basic. Prerequisite: at least one course in archaeology, classics, or history of art. J. Coleman.
For description, see CLASS 321.

ARKEO 361(3661) Sumerian Language and Culture (also NES/JWST 361[3761])

4 credits. D. Owen.
For description, see NES 361.

ARKEO 362(3762) Sumerian Language and Culture II (also NES/JWST 362[3762])

Spring. 4 credits. D. Owen.
For description, see NES 362.

[ARKEO 364(3764) Ancient Iraq: Mesopotamian Civilization (also NES/JWST 364)

4 credits. Basic. Not offered 2005-2006.
D. Owen.]

ARKEO 365(3665) Ancient Iraq II: From the Beginning of the Second Millennium to the Conquest of Alexander the Great (also NES/JWST 363[3665])

Fall. 4 credits. D. Owen.
For description, see NES 363.

ARKEO 366(3666) The History and Archaeology of the Ancient Near East (also JWST/NES 366[3666])

Fall. 4 credits. Basic. D. I. Owen.
For description, see NES 366.

[ARKEO 380(3800) Introduction to the Arts of China (also ART H 380[3800])

Fall. 4 credits. Not offered 2005-2006.
A. Pan.]

[ARKEO 425(4350) Seminar on the Bronze Age Architecture of Asia Minor (also ART H 425[4255], CLASS 430[4730])

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2005-2006.
P. I. Kuniholm.]

[ARKEO 432(4204) Sardis and the Cities of Asia Minor (also ART H 434[4254], CLASS 432)

4 credits. Prerequisite: permission of instructor. Not offered 2005-2006.
A. Ramage.]

ARKEO 434(4340) The Rise of Classical Greece (also ART H 434[4254], CLASS 434[4734])

Spring. 4 credits. Recommended: CLASS 220 or 221 or ART H 220 or 221, or permission of instructor. P. I. Kuniholm.
The art and archaeology of the Greek dark ages. Topics include: site reports, pottery, metalworking, the introduction of the alphabet, the beginnings of coinage, and links with Anatolia and the Near East.

[ARKEO 435(4207) Seminar on Roman Art and Archaeology (also CLASS 435[4735], ART H 427[4207])

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2005-2006.
J. Coleman.]

[ARKEO 520(5200) Seminar in Classical Archaeology (also ART H 520[5200], CLASS 630[7750])

Spring. 4 credits. Not offered 2005-2006.
A. Ramage.]

[ARKEO 629(7729) The Prehistoric Aegean (also CLASS 629[7729])

4 credits. Prerequisite: graduate standing; advanced undergraduates by permission of instructor. Not offered 2005-2006.
J. E. Coleman.]

[ARKEO 663(6763) Sumerian Language and Culture III (also ARKEO 363[3263], NES/JWST 363/663[3763/6763])]

Spring. 4 credits. D. Owen. Not offered 2005-2006.]

For description, see NES 363.

[CLASS 220(2700) Introduction to Art History: The Classical World (also ART H 220[2260])

Fall. 4 credits. Basic. Not offered 2005-2006. J. Coleman.]

[CLASS 237(2607) Greek Religion and Mystery Cults (also RELST 237)

Spring. 3 credits. Basic. Not offered 2005-2006. K. Clinton.]

[CLASS 240(2725) Greek Art and Archaeology (also ART H 222[2225])

Spring. 3 credits. Basic. Not offered 2005-2006. J. Coleman.]

[CLASS 322(3722) Greeks and Barbarians (also ART H 328)

Fall. 4 credits. Prerequisite: CLASS 220 or 221, or permission of instructor. Not offered 2005-2006. J. Coleman.]

[CLASS 329(3729) Greek Sculpture

4 credits. Not offered 2005-2006.
J. E. Coleman.]

[CLASS 333(3643) Greek and Roman Mystery Cults and Early Christianity (also RELST 333)

Fall. 4 credits. Recommended: previous course in classics (civilization or language) or RELST 101. Not offered 2005-2006.
K. Clinton.]

[ART H 320 The Archaeology of Classical Greece (also CLASS 320)

4 credits. Basic. Not offered 2005-2006.
A. Ramage.]

ART H 322 Arts of the Roman Empire (also CLASS 350[3740])

Spring. 4 credits. A. Ramage.
For description, see ART H 327.

[ART H 325 Greek Vase Painting (also CLASS 325[3725])

Fall 4 credits. Not offered 2005–2006.
A. Ramage.]

ART H 327 Greek and Roman Coins (also CLASS 327[3727])

Fall 4 credits. A. Ramage.
For description, see ART H 327.

[LA 545(5450) The Parks and Fora of Imperial Rome

Spring. 3 credits. Prerequisites: advanced standing in design field, classics, or history of art, or permission of instructor. Not offered 2005–2006. K. Gleason.]

IV. Methodology and Technology**[ARKEO 256(2756) Practical Archaeology (also CLASS 256[2756])**

Spring. 3 credits. Not offered 2005–2006.
J. Coleman.]

ARKEO 261(2610) Urban Archaeology (also LA/CRP 261[2610])

Fall 3 credits. Basic. S. Baugher.
For description, see LA 261.

ARKEO 262(2620) Laboratory in Landscape Archaeology (also LA 262[2620])

Spring. 3 credits. S. Baugher.
For description, see LA 262.

[ARKEO 285(2850) Art, Archaeology, and Analysis (also ENGRI 185, EAS 200[2000], MS&E 285)

Spring. 3 credits. Does not meet liberal studies distribution requirements. Not offered 2005–2006. Staff.]

ARKEO 309(3090) Dendrochronology of the Aegean (also ART H 309[3250], CLASS 309[3750]) # (IV) (HA)

Fall and spring. 4 credits. Limited to 10 students. Prerequisite: permission of instructor. Letter grades only.
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(3270) Environmental Archaeology (also ARKEO 670[6270], ANTHR 370/670[3270/6270])

Spring. 4 credits. T. P. Volman.
For description, see ANTHR 370.

[ARKEO 402(4020) Designing Archaeological Exhibits (also ARKEO 602[6020])

Spring. Variable credit. Letter grades only.
Not offered 2005–2006. S. Baugher.]

[ARKEO 405(4250) Archaeological Research Design (also ARKEO 605[6250], ANTHRO 405/605[4250/6250])

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2005–2006.
J. S. Henderson and T. P. Volman.]

ARKEO 423(4231) Ceramics (also ART H 423[4231], CLASS 431[4731])

Spring. 4 credits. Prerequisite: permission of instructor. A. Ramage.
For description, see ART H 423.

[ARKEO 437 Geophysical Field Methods (also EAS 437[4370])

Fall. 3 credits. Prerequisite: PHYS 213 or 208 or permission of instructor. Not offered 2005–2006. L. D. Brown.]

[ARKEO 458(4258) Archaeological Analysis (also ARKEO 658[6258], ANTHR 458/658[4258/6258])

Spring. 4 credits. Limited to 15 students. Prerequisite: archaeology course or permission of instructor. Not offered 2005–2006. J. S. Henderson.]

ARKEO 463(4263) Zooarchaeological Method (also ANTHR 463[6263]) (I/PBS Supplementary List)

Fall. 5 credits. N. Russell.
For description, see ANTHR 463.

ARKEO 464(4264) Zooarchaeological Interpretation (also ANTHR 464[4264]) (I/PBS Supplementary List)

Spring. 4 credits. Prerequisites: ARKEO/ANTHR 463; permission of instructor.
N. Russell.
For description, see ANTHR 464.

[ARKEO 467(4267) Origins of Agriculture (also ANTHR 467[4267])

Spring. 4 credits. Not offered 2005–2006.]

ARKEO 600(6000) Special Topics in Archaeology

Fall. 4 credits. Staff.

[ARKEO 601(6010) Graduate Colloquium in Archaeology

Fall. 4 credits. Prerequisites: graduate students and advanced undergraduates by permission of instructor. Not offered 2005–2006. K. Gleason.]

[ARKEO 602(6020) Designing Archaeological Exhibits (also ARKEO 402[4020])

Spring. Variable credit. Letter grades only.
Not offered 2005–2006. S. Baugher.]

[ARKEO 605(6250) Archaeological Research Design (also ARKEO 405[4250], ANTHR 405/605[4250/6250])

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2005–2006.
J. S. Henderson and T. P. Volman.]

ARKEO 670(6270) Environmental Archaeology (also ARKEO 370[3270], ANTHR 370/670[3270/6270])

Spring. 4 credits. T. P. Volman.
For description, see ANTHR 370.

[BIOEE 671(6710) Paleoanthropology of South Asia (also ANTHR 671[6371], ASIAN 620[6620])

Fall. 3 credits. Not offered 2005–2006.
K. A. R. Kennedy.]

[LA 569(5690) Archaeology in Preservation Planning and Design (also CRP 569[5690])

Spring. 3 credits. Not offered 2005–2006.
S. Baugher.]

V. Relevant Courses at Ithaca College

Contact Sherene Baugher in Landscape Architecture at sbb8@cornell.edu or the Ithaca College Anthropology Department at 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, S. Divo, D. Gold, T. Hahn, H. Huang, N. Jagacinski, Y. Katagiri, Y. Kawasaki, F. Kotas, T. LaMarre, N. Larson, J. M. Law, R. McNeal, Y. Lee-Mehta, C. Minkowski, S. Mukherjee, 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: A. Carlson, S. Cochran, A. Cohn, M. Hatch, R. Herring, D. Holmberg, M. Katzenstein, K. Kennedy, V. Koschmann, T. Loos, T. Lyons, K. March, S. Martin, K. McGowan, S. Mohanty, V. Munasinghe, V. Nee, A. Nussbaum, A. Pan, C. Peterson, P. Sangren, J. Siegel, 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 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 6 credits with a grade of C or better) in one of the Asian languages offered at Cornell. The major consists of at least 30 additional credits (which may include up to 6 credits of further language study) 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 semester 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 semester 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 semester 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 in East Asia studies.

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 taken 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 Department of Asian Studies at 350 Rockefeller Hall, 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 permission 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 in Southeast Asian Studies. 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. Aside from the exclusive language schools of some government agencies, FALCON is the only program in the world that offers a full year of intensive instruction beginning at the elementary level and continuing to the advanced level. FALCON is a full-time program; the degree of intensity does not allow students to enroll simultaneously in other courses or to work, except perhaps on weekends. Students typically take the entire sequence of 160, 161, and 162, but they may take any other portion of the program if they have the necessary background as determined by a placement interview. Students often choose to apply only to the summer portion. The spring semester of the Chinese program is expected to be offered in Beijing at Tsinghua University.

Students must formally apply to the program. To guarantee course availability, applications must be received by March 1. After that, applicants are reviewed on a rolling basis and acceptance is contingent on the availability of spaces. Applications are available in 388 Rockefeller Hall or on the FALCON web site at <http://rc.cornell.edu/falcon>.

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 semester 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 semester 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(1125) Introduction to the Urdu Script (also URDU 125[1125])
Spring. 1 credit. Prerequisite: HINDI 101 or permission of instructor. Staff.
For description, see URDU 125.

ASIAN 191(1191) Introduction to Modern Asian History (also HIST 191[1910]) @ (III) (HA)
Fall. 4 credits. T. Loos and S. Cochran.
For description, see HIST 191.

[ASIAN 192(1192) Introduction to World Music: Asia (also MUSIC 104[1302]) @ (IV) (CA)
Fall. 3 credits. Not offered 2005-2006.
M. Hatch.]

ASIAN 201(2201) Sophomore Seminar: Buddhist Felicities (CA) (IV)
Spring. 4 credits. A. Blackburn
Is there a Buddhist heaven? Where is nirvana? Should Buddhists desire nirvana? What is the pleasure and reassurance of monasticism, meditation, and ritual? With reference to materials from historical and contemporary South and Southeast Asia, and the American Buddhist diaspora, this course examines some of the central felicities of Buddhism and reflect on the scholarly move to study Buddhism in terms of emotion, ritual, narrative, and material culture. Writing projects include responses to films, art objects, and ethnographic writing, as well as close readings of short Buddhist texts.

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. Limited to 15 students. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

[ASIAN 206(2206) The Occidental Tourist: Travel Writing and Orientalism in Southeast Asia (also HIST 207/507[2070/5070]) @ (III)]
Fall. 4 credits. Not offered 2005–2006.
T. Loos.

For description, see HIST 207.]

[ASIAN 208(2208) Introduction to Southeast Asia @ (III or IV) (CA)]
Fall. 3 credits. T. Chaloehtiarana.

For anyone curious about the most diverse part of Asia; 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(2211) Introduction to Japan: Japanese Texts in History @ # (IV) (HA)]

Fall. 3 credits. B. deBary.
Introduction to Japanese studies for nonmajors. Takes up diverse cultural artifacts and demonstrates how the meanings and readings generated by these artifacts have changed over time. Considers 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(2212) Introduction to China @ # (IV) (CA)]

Spring. 3 credits. R. McNeal.
Interdisciplinary introduction to Chinese culture especially designed for students not majoring in Asian Studies. 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(2215) Introduction to South Asian Civilization @ (IV) (HA)]

Spring. 3 credits. A. Blackburn.
Interdisciplinary introduction to the cultures and histories of South Asia, with special attention to religion, political authority, and the arts.

[ASIAN 218(2218) Introduction to Korea (also HIST 218[2180]) @ (III or IV) (CA)]

Spring. 3 credits. M. Shin.
Multidisciplinary introduction to Korean history, society, and culture. The first part

of the course examines sources of Korean tradition in their historical contexts. The second part, on the transition to a modern society, covers the mid-19th century to the Korean War. The last part is 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 219(2219) Women in South Asia (also HIST/FGSS 219[2190]) @ (III) (HA)]

Fall. 4 credits. D. Ghosh.
For description, see HIST 219.

[ASIAN 220(2220) Buddhism in America (also RELST 220[2200]) (IV)]

Winter. 3 credits. Not offered 2005–2006.
J. M. Law.]

[ASIAN 228(2228) The Indian Ocean World (also HIST 228[2280]) @ (III) (HA)]

Spring. 4 credits. Limited to 15 students.
E. Tagliacozzo.
For description, see HIST 228.

[ASIAN 241(2241) China's Literary Heritage: An Introduction in Translation @ # (IV) (LA)]

Spring. 3 credits. D. X. Warner.
Survey course designed for, though not limited to, nonmajors with or without any knowledge of Chinese language, history, or culture. Students read a broad selection in translation of poems, prose, and narrative writings from the pre-modern period on a variety of themes, including the individual and society, man and nature, love and sorrow, fate and faith, life and death. Lectures and guided discussions explore the interrelation between the Chinese literary tradition and its culture, history, philosophy, religions, and visual art. The goal is to help students toward informed and enjoyable reading of Chinese literature while gaining a deeper understanding of the Chinese and cultural heritage.

[ASIAN 245(2245) Gamelan in Indonesian History and Cultures (also MUSIC 245[1341]) @ (IV) (LA)]

Fall or spring. 3 credits. Permission of instructor. M. Hatch.
For description, see MUSIC 245.

[ASIAN 249(2249) Peddlers, Pirates, and Prostitutes: Subaltern Histories of Southeast Asia, 1800 to 1900 (also HIST 249/648) @ # (III) (HA)]

Spring. 4 credits. Not offered 2005–2006.
E. Tagliacozzo.
For description, see HIST 249.]

[ASIAN 250(2250) Introduction to Asian Religions (also RELST 250[2250]) @ # (IV) (HA)]

Spring. 3 credits. D. Boucher.
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(2277) Meditation in Indian Culture (also RELST 277[2277]) @ # (IV) (CA)]

Spring. 3 credits. D. Gold.
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 worldviews as suggested by doctrines, rituals, iconic forms, and literary texts. Grades are based on short papers.

[ASIAN 282(2282) Japanese Animation and New Media @ (IV) (CA)]

Fall. 3 credits. T. LaMarre.
Introduces Japanese animation and new media, with an emphasis on analysis of myth, genre, and media.

[ASIAN 284(2284) Southeast Asia in the World System: Capitalism and Incorporation, 1500 to Present (also HIST 284[2840]) @ # (III)]

Fall. 4 credits. Not offered 2005–2006.
E. Tagliacozzo.
For description, see HIST 284.]

[ASIAN 293(2293) History of China up to Modern Times (also HIST 293[2930]) @ # (III) (HA)]

Fall. 4 credits. Not offered 2005–2006.
C. Peterson.
For description, see HIST 293.]

[ASIAN 294(2294) History of China in Modern Times (also HIST 294[2940]) @ (III) (HA)]

Spring. 4 credits. Not offered 2005–2006.
Staff.
For description, see HIST 294.]

[ASIAN 298(2298) The U.S.–Vietnam War (also HIST 289[2890]) @ (III) (HA)]

Fall. 3 credits. K. Taylor, F. Lovevall.
Analyzes events in Vietnam, the United States, and elsewhere related to the U.S. policy of intervention in Vietnam between 1954 and 1975. Readings include historical narratives, memoirs, and literature. The course evaluates the standard winner (Hanoi) and loser (U.S.) narratives and how they have silenced southern Vietnamese voices.

[ASIAN 299(2299) Buddhism (also RELST 290) @ # (IV) (CA)]

Fall. 4 credits. Not offered 2005–2006.
D. Boucher.]

[ASIAN 301(3301) Schools of Thought—Ancient China @ # (IV) (HA)]

Fall. 4 credits. R. McNeal.
Introduces students to early Chinese thought through readings in translation from classical works on moral and political philosophy. Addresses critically the traditional conception of the Six Schools of thought in ancient China, including the Taoists, Confucians, and Legalists. Examines 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(3302) Art of War in Ancient China @ # (IV) (HA)]

Fall. 4 credits. R. McNeal.
Sun-tzu's Art of War is one of the most widely translated and circulated books of all time. Businessmen in Asia swear by it, professional coaches invoke it when planning strategy, and students of political science plumb its depths for timeless wisdom on how to defeat an enemy without taking to the battlefield. This

course examines Sun-tzu's text in its historical context, along with several other early military and strategic works. Students treat the works as a genre and read them not as manuals for modern-day success, but as a record of a complex and sophisticated conceptualization of the role of warfare and all its components in the broader mission of the state.

[ASIAN 306(3306) Zen Buddhism (also RELST 306) @ # (IV) (KCM)

Spring. 4 credits. Limited to 15 students. Prerequisites: any university-level course in Buddhism or ASIAN/RELST 250, or permission of instructor. Graduate students can take this course for credit and sign up for an additional credit hour for an extra session. Not offered 2005-2006. J. M. Law.]

[ASIAN 312(3312) Intellectuals in Early Modern Korea @ # (IV) (HA)

Spring. 4 credits. Prerequisite: one course on modern Japan or Korea. M. Shin. Introduction to early modern Korean history (early 19th century to 1945) through a survey of its major intellectuals. Gives an overview of the political and socioeconomic background that gave rise to these intellectuals and then examines how they commented on and tried to shape the conditions of their times. Topics include critiques of feudal society, the origins of modern literature and historiography, socialism/communism, liberation movements, Christianity, and feminism. Readings include secondary sources, Korean texts in translation, and works by Korean intellectuals written in English.

[ASIAN 326(3326) Comparative Civil War

Spring. 4 credits. K. Taylor.

[ASIAN 328(3328) Construction of Modern Japan (also HIST 328[3280]) @ # (III) (HA)

Spring. 4 credits. Not offered 2005-2006. J. V. Koschmann. For description, see HIST 328.]

[ASIAN 342(3342) History of Modern South Asia 1700 to 1947 (also HIST 342[3420]) (III) (HA)

Fall. 4 credits. D. Ghosh. For description, see HIST 342.

[ASIAN 346(3346) Modern Japanese Politics (also GOVT 346[3463]) @ (III)

Spring. 4 credits. R. Weiner. For description, see GOVT 346.

[ASIAN 347(3347) Tantric Traditions (also RELST 349) @ # (IV) (CA)

Fall. 4 credits. D. Gold. Treats the development of tantric traditions in the Indian subcontinent and beyond. Discusses philosophical, socio-religious, cultic, and visionary dimensions of tantra. Different Hindu and Indo-Tibetan traditions are studied, and some attention is paid to tantric developments in East Asian Buddhism.

[ASIAN 348(3348) Indian Devotional Poetry (also RELST 348[3348]) @ # (IV) (LA)

Spring. 4 credits. Not offered 2005-2006. D. Gold.]

[ASIAN 351(3351) Indian Religious Worlds (also RELST 351[3351]) @ (IV) (CA)

Fall. 4 credits. Not offered 2005-2006. D. Gold.]

[ASIAN 354(3354) Indian Buddhism (also RELST 354[3354]) @ # (IV) (HA)

Fall. 4 credits. Not offered 2005-2006; next offered 2007-2008. D. Boucher.]

[ASIAN 355(3355) Japanese Religions (also RELST 355[3555]) @ (IV) (CA)

Spring. 4 credits. Not offered 2005-2006. J. M. Law.]

[ASIAN 356(3356) Theravada Buddhism (also RELST 363) @ (IV) (CA)

Fall. 4 credits. Not offered 2005-2006. A. Blackburn.]

[ASIAN 357(3357) Chinese Religions (also RELST 357[3357]) @ # (IV) (CA)

Fall. 4 credits. Not offered 2005-2006. D. Boucher.]

[ASIAN 359(3359) Japanese Buddhism: Texts in Context (also RELST 359[3359]) @ # (IV) (HA)

Spring. 4 credits. J. M. Law. Focuses on six figures in Japanese Buddhism: Saichō (767-822), Kukai (774-835), Hōnen (113-1212), Nichiren (1222-1282), Dogen (1200-1253), and Hakuin (1686-1769). Studies their lives, writings, core practices, and doctrines and a central religious dynamic the work of each embodies: establishment of a Mahayana ordination, esoteric practice, the popularization of Buddhism, Buddhist pro-nationalist ideologies, and establishment of Zen meditation as iconic "Japanese" Buddhism.

[ASIAN 373(3373) 20th-Century Chinese Literature @ (IV) (LA)

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

[ASIAN 374(3374) 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(3379) Southeast Asian Literature in Translation @ (IV) (LA)

Spring. 4 credits. L. Paterson. Introduction to modern Southeast Asian literature in translation, concentrating on contemporary short stories and novels from the mainland. Explores the literature thematically with reference to such issues as modernization, decolonization, changing gender roles and relationships, and the urban-rural dichotomy.

[ASIAN 380(3380) Vietnamese Literature in Translation @ # (IV) (LA)

Fall. 4 credits. K. Taylor. Survey of Vietnamese literature available in translation from all eras beginning with earliest times to the contemporary period. Includes both poetry and prose, with particular attention to literary forms and considerations of how those forms relate to their ostensible contents. Also addresses how the idea of a national literature arose and how the substance of this idea was constructed.

[ASIAN 385(3385) History of Vietnam (also HIST 388/688[3880/6880]) @ # (IV) (HA)

Spring. 4 credits. Meets concurrently with ASIAN 685. Graduate students may enroll and attend a seminar sec. K. Taylor. Survey of Vietnamese history and culture from earliest times to the present.

[ASIAN 386(3386) Southeast Asia through Film @ (IV) (CA)

Spring. 4 credits. L. Paterson. Explores the portrayal in Western cinema of countries of Southeast Asia in juxtaposition with films produced in the countries themselves. In what ways is this exotic region constructed through Western eyes? To what degree has Southeast Asian cinema itself imitated this Occidental construct? The earliest Western films shot in Southeast Asia, the rise of local cinemas, and the most recent Hollywood blockbusters are examined. Through close analysis of these films, students explore the process of visual translation from reality to fantasy, in both the local and international contexts, throughout the 20th century.

[ASIAN 387(3387) Literature and Film of South Asia (also COM L 386[3860]) @ (IV) (CA)

Fall. 4 credits. A. Banerjee. For description, see COM L 386.

[ASIAN 388(3388) Theorizing Gender and Race in Asian Histories and Literatures (also ASIAN 688[6688], COM L 398/668[3980/6680]) @ (IV) (CA)

Fall. 4 credits. N. Sakai. Students are allowed to take this course as ASIAN 388 or 688, although those who have studied Japanese for more than four years are strongly encouraged to register in ASIAN 688. Those who register in AS 688 have to spend additional time in class to deal with texts in Japanese. ASIAN 388: mainly for undergraduate and graduate. Prerequisite: none. The type and amount of written work required: oral presentations in class and two term papers (8 to 12 pages double-spaced each).

[ASIAN 392(3392) Divination Sciences in Antiquity (also CLASS 392[3692], NES 392) @ # (IV) (HA)

Fall. 4 credits. Not offered 2005-2006. C. Minkowski.]

[ASIAN 395(3395) Classical Indian Philosophical Systems (also CLASS 395[3695], RELST 395) @ # (IV) (KCM)

Spring. 4 credits. Prerequisite: some background in philosophy or in classical culture. Not offered 2005-2006. C. Minkowski.]

[ASIAN 396(3396) Southeast Asian History from the 18th Century (also HIST 396[3960]) @ (III) (HA)

Spring. 4 credits. T. Loos and E. Tagliacozzo. For description, see HIST 396.

[ASIAN 397(3397) Premodern Southeast Asia (also HIST 395[3950]) @ # (III) (HA)

Fall. 4 credits. E. Tagliacozzo. For description, see HIST 395.

[ASIAN 409(4409) Archipelago: The Worlds of Indonesia (also HIST 410[4100]) @ (III) (HA)

Spring. 4 credits. Not offered 2005–2006.
E. Tagliacozzo.

For description, see HIST 410.]

ASIAN 410(4410) Chinese Film (also VISST 410) @ (IV) (LA)

Spring. 4 credits. E. Gunn.

Additional film viewing hours TBA. The course surveys Chinese films from the 1920s to the present and various responses to them. Films from mainland China, Hong Kong, and Taiwan are included, together with critical studies employing a variety of different critical methods.

[ASIAN 411(4411) History of the Japanese Language (also LING 411[4411], JAPAN 410[4410]) @ # (III) (HA)

Fall. 4 credits. Not offered 2005–2006.

J. Whitman.

For description, see LING 411.]

[ASIAN 412(4412) Linguistic Structure of Japanese (also LING 412[4412]) (III) (KCM)

Spring. 4 credits. Not offered 2005–2006.

J. Whitman.

For description, see LING 412.]

ASIAN 413(4413) Religion and Politics in Southeast Asia (also ANTHR 413[4413]) @ (III) (CA)

Spring. 4 credits. A. Willford.

For description, see ANTHR 413.]

ASIAN 414(4414) Second Language Acquisition I (also LING 414[4414]) (III) (KCM)

Fall. 4 credits. Y. Shirai.

For description, see LING 414.]

ASIAN 416(4416) Gender and Sexuality in Southeast Asian History (also HIST/FGSS 416[4160]) @ (III) (CA)

Spring. 4 credits. T. Loos.

For description, see HIST 416.]

ASIAN 417(4417) Second Language Acquisition II (also LING 415[4415]) (III) (KCM)

Spring. 4 credits. Y. Shirai.

For description, see LING 415.]

[ASIAN 421(4421) Religious Reflections on the Human Body (also RELST 422) (IV) (KCM)

Spring. 4 credits. Prerequisites: one religious studies course or permission of instructor. Not offered 2005–2006.

J. M. Law.]

ASIAN 424(4424) Scars and Bars: Asian Trauma Memoirs @ (IV) (CA)

Spring. 4 credits. L. Paterson.

From the Chinese Cultural Revolution to Khmer Rouge Cambodia, social upheaval in Asia has given rise to a genre of trauma memoir. This course examines how periods of societal terror are represented and remembered within these personal narratives. Through reading such accounts in conjunction with secondary scholarship, students examine various issues of representation such as intended audience, construction of memory, and framing of individual experience. They also examine to what extent these accounts contribute to, or contradict, national narratives of the respective countries. Readings include memoirs from Cultural Revolution China, post-war Vietnam,

Khmer Rouge Cambodia, Burma under military rule, and contemporary Thailand.

ASIAN 425(4425) Theories of Civilization (also HIST 494[4940]) @ # (III or IV) (HA)

Spring. 4 credits. K. Taylor.

Survey of theories about how to define civilization and how civilizations arise and decline, based on the writings of Confucius and Mneciu, Ibn Khaldun, Giambattista Vico, Oswald Spengler, and Arnold Toynbee.

[ASIAN 430(4430) Structure of Korean (also LING/KOREA 430[4430]) (III) (KCM)

Spring. 4 credits. Not offered 2005–2006.

J. Whitman.

For description, see LING 430.]

ASIAN 436(4436) Topics in Indian Film @ (IV) (LA)

Spring. 4 credits. No knowledge of an Indian language required. D. Gold.

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(4438) Monks, Texts, and Relics: Transnational Buddhism in Asia (also ASIAN 638[6638], RELST 438) (IV) (CA)

Spring. 4 credits. Prerequisites: one 300-level or above course in ASIAN or RELST or permission of instructor. Not offered 2005–2006. A. Blackburn.]

[ASIAN 439(4439) Japanese Politics (also GOVT 439[4439]) @ (III) (SBA)

Fall. 4 credits. Not offered 2005–2006.

R. Weiner.

For description, see GOVT 439.]

ASIAN 441(4441) Mahayana Buddhism (also RELST 441[4441]) @ # (IV) (CA)

Spring. 4 credits. D. Boucher.

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 include the career of the bodhisattva, the lay/monk distinction, attitudes of Mahayanists toward women and other Buddhists, and the development of Buddhist utopias and transcendent Buddhas.

ASIAN 443(4443) Neoliberalism and Culture (also S HUM 421)

Spring. 4 credits. Limited to 15 students.

Nae-hui Kang.

For description, see S HUM 421.]

[ASIAN 445(4445) Japanese Imperialism in East Asia @ (IV) (HA)

Fall. 4 credits. Limited to 15 students

Prerequisite: at least one course on modern East Asia. Not offered 2005–2006.

M. Shin.]

ASIAN 449(4449) History and Methods of the Academic Study of Religion (also RELST 449[4449]) @ (III) (KCM)

Spring. 4 credits. Prerequisite: one course satisfying religious studies major.

J. M. Law.

Provides advanced students in religious studies or the humanities familiarity with important methodological issues in the academic study of religion. Following a

brief historical outline, major approaches to the academic study of religion currently used and discussed in religious studies are examined. Students read works from the following approaches to the study of religion: anthropology, philosophical hermeneutics, phenomenology, history of religions, the sociology of religion and critical ideological studies. In the final segment, the course focuses on recent developments in the field of religious studies.

[ASIAN 450(4450) Crime and Diaspora in Southeast Asian History (also HIST 451[4510]) @ # (III)

Fall. 4 credits. Not offered 2005–2006.

E. Tagliacozzo.

For description, see HIST 451.]

ASIAN 453(4453) Immortality and Enlightenment in Chinese Religions @ # (IV) (CA)

Spring. 4 credits. D. Boucher.

Examines techniques of spiritual cultivation in both the Daoist and Buddhist traditions of China, comparing and contrasting methods that focus on the manipulation of bodily energies and fluids, particularly in the early and medieval Daoist traditions, with the Buddhist emphasis on cognitive transformation, particularly in the Chan school. Discussions also look beyond China to include Indian and Western techniques leading to mystical awareness, as well as to the debates on the nature of mystical states as "pure consciousness events" on the one hand, or culturally specific constructions on the other.

ASIAN 460(4460) Indian Meditation Texts (also RELST 460[4460]) @ # (IV) (KCM)

Fall. 4 credits. No knowledge of Indian languages required. D. Gold.

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.

[ASIAN 462(4462) Religion, Colonialism, and Nationalism in South and Southeast Asia (also ASIAN 662[6662], RELST 462) (IV) (CA)

Spring. 4 credits. Prerequisites: one course in ASIAN, RELST, HIST, ANTHR at 300 level or above or permission of instructor. Not offered 2005–2006. A. Blackburn.]

ASIAN 482(4482) Seminar: Gender Adjudicated (also HIST 480[4800]) @ (III)

Fall. 4 credits. T. Loos.

For description, see HIST 480.]

ASIAN 483(4483) Internationalism, Nationalism, and Modern Japanese Discursive Space @ (III) (KCM)

Spring. 3 credits. N. Sakai.

In the late 19th and early 20th 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, this course studies modern national subjectivity with a view to the problems of ethnicity, colonialism, sexism, historical memory, post-coloniality, and academic knowledge.

[ASIAN 486(4486) Ritual and Performance in Japanese Religions (also RELST 486)] (IV) (CA)

Spring. 4 credits. Limited to 12 students. Prerequisites: for undergraduates, permission of instructor. Ability to read Japanese not required, but there are optional readings in Japanese. Graduate students may sign up for this as graduate-level course. Not offered 2005-2006. J. M. Law.]

[ASIAN 487(4487) Vedanta Among the Shastras @ # (IV) (HA)

Spring. 4 credits. Prerequisite: primarily for seniors/majors and graduate students; background in subject; permission of instructor. Not offered 2005-2006. C. Minkowski.]

ASIAN 492(4492) Undergraduate Seminar in Medieval Chinese History (also HIST 492[4920]) # @ (III) (HA)

Fall. 4 credits. Prerequisites: ASIAN/HIST 293, HIST 360, or permission of instructor. C. Peterson.

Topic: The life of the Chinese literati—social, cultural, and intellectual—as seen through literature, art, and other materials. For description, see HIST 492.

[ASIAN 493(4493) Problems in Modern Chinese History (also HIST 493/693[4930/6930]) @ (III) (HA)

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2005-2006. S. Cochran.

For description, see HIST 493.]

ASIAN 496(4496) Tokugawa Literature and Thought @ # (IV) (HA)

Spring. 4 credits. N. Sakai.

Introduction (in English translation) to literary, theatrical, and intellectual works of the Tokugawa period (1600-1868). Examines the characteristics of the literary and theatrical works of the Tokugawa Japan. Students 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(4499) Problems in Modern Chinese History (also HIST 499/694[4990/6940]) @ (III) (HA)

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2005-2006. S. Cochran.

For description, see HIST 499.]

[ASIAN 507(5507) The Occidental Tourist (also HIST 207/507[2070/5070], ASIAN 206[2206])

Fall. 4 credits. Not offered 2005-2006. T. Loos.

For description, see HIST 207.]

Asia—Graduate Seminars

For complete descriptions of courses numbered 600 or above, consult the director of graduate studies.

[ASIAN 601(6601) Southeast Asia Area Seminar: Thailand (also HIST 487/687[4870/6870])

Fall. 4 credits. Not offered 2005-2006. Staff.]

ASIAN 602(6602) Southeast Asia Seminar

Spring. 4 credits. Staff.

[ASIAN 604(6604) Southeast Asia Topical Seminar

Spring. 3-4 credits. Not offered 2005-2006. T. Chaloeintarana.]

[ASIAN 605-606(6605-6606) Master of Arts Seminar in Asian Studies

605, fall; 606, spring. 2-4 credits. Not offered 2005-2006. Staff.]

[ASIAN 610(6610) SLA and the Asian Languages (also LING 609[6609])

Fall. 4 credits. Not offered 2005-2006. Y. Shirai.

For description, see LING 609.]

ASIAN 612(6612) Japanese Bibliography and Methodology

Fall. 1 credit. Requirement for honors students and M.A. candidates. Prerequisite: permission of instructor. F. Kotas.

ASIAN 613(6613) Southeast Asian Bibliography and Methodology

Fall. 1 credit. Requirement for honors students and M.A. candidates. Prerequisite: permission of instructor. Recommended: 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). Staff.

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.

ASIAN 618(6618) Gender and Sexuality in Southeast Asian History (also ASIAN 416[4416], HIST 416/616[4160/6160])

Spring. 4 credits. Prerequisite: graduate standing. T. Loos.

For description, see HIST 416.

ASIAN 619(6619) Graduate Seminar: Translation in Theory

Spring. 4 credits. B. de Barry.

The study of translation, often figured as invisible, brings hidden histories to light. Translation may be a practice of power, or its undoing; it may consolidate hegemonies, or decenter them. Translation is a prominent motif in philosophy and art. The course introduces theories of translation significant for post-modern, post-colonial, and visual studies.

ASIAN 626(6626) The 18th Century and the Emergence of Literary Modernity

Spring. 4 credits. N. Sakai.

ASIAN 634(6634) Buddhist Studies Seminar

Fall. 4 credits. Prepares graduate students studying Asian religions for A examination; other graduate students by permission of instructor. A. Blackburn.

Reviews central historical developments in the field of Buddhist studies, as well as recent methodological debates and innovations.

[ASIAN 638(6638) Monks, Texts, and Relics: Transnational Buddhism in Asia (also RELST 438)

Spring. 4 credits. Prerequisites: one 300-level or above course in ASIAN or RELST

or permission of instructor. Not offered 2005-2006. A. Blackburn.]

ASIAN 650(6650) Seminar in Asian Religions

Fall. 4 credits. Limited to 10 students. Prerequisite: graduate standing. Recommended: reading knowledge of modern Japanese. J. M. Law.

[ASIAN 651(6651) Crime and Diaspora in Southeast Asian History (also HIST 451/650[4510/6510])

Fall. 4 credits. Not offered 2005-2006. E. Tagliacozzo.

For description, see HIST 650.]

[ASIAN 654(6654) Indian Buddhism (also ASIAN 354[3354], RELST 354/654[3354/6654])

Fall. 4 credits. Graduate students attend ASIAN 354 and arrange additional meetings with instructor. Not offered 2005-2006; next offered 2007-2008. D. Boucher.

For description, see ASIAN 354.]

[ASIAN 662(6662) Religion, Colonialism, and Nationalism in South and Southeast Asia (also RELST 462)

Spring. 4 credits. Prerequisites: one course in ASIAN, RELST, HIST, ANTHR at 300 level or above or permission of instructor. Not offered 2005-2006. A. Blackburn.]

[ASIAN 671(6671) Paleoanthropology of South Asia (also BIOEE 671[6710], ANTHR 671[6371])

Fall. 3 credits. Limited to 15 students. Not offered 2005-2006. K. A. R. Kennedy.

For description, see BIOEE 671.]

ASIAN 676(6676) Southeast Asia Reading Seminar: The Early Thai Novels

Fall. 4 credits. T. Chaloeintarana.

ASIAN 680(6680) Vietnamese Literature in Translation (also ASIAN 380 [3380])

Fall. 4 credits. L. Paterson.

For description, see ASIAN 380.

[ASIAN 684(6684) Southeast Asia in the World System: Capitalism and Incorporation, 1500 to Present (also HIST 284/684[2840/6840])

Fall. 4 credits. Not offered 2005-2006. E. Tagliacozzo.

For description, see HIST 684.]

ASIAN 685(6685) History of Vietnam (also HIST 388/688[3880/6880] and ASIAN 385[3385])

Spring. 4 credits. K. Taylor.

For description, see ASIAN 385.

ASIAN 688(6688) Theorizing Gender and Race in Asian Histories and Literature (also ASIAN 388[3388])

Fall. 4 credits. Prerequisite: reading knowledge of Japanese. N. Sakai.

For description, see ASIAN 388.

[ASIAN 693(6693) Problems in Modern Chinese History (also HIST 493/693[4930/6930])

Fall. 4 credits. Not offered 2005-2006. S. Cochran.

For description, see HIST 493.]

[ASIAN 694(6694) Problems in Modern Chinese History (also HIST 499/694[4990/6940])

Spring. 4 credits. Not offered 2005-2006. S. Cochran.

For description, see HIST 499.]

ASIAN 696(6696) Modern Southeast Asia: Graduate Proseminar (also HIST 396/696[3960/6960])

Spring. 4 credits. T. Loos and E. Tagliocozzo.

For description, see HIST 396.

ASIAN 698(6698) Seminar in Japanese Thought (also HIST 698[6980])

Fall. 4 credits. Limited to 15 graduate students. Prerequisite: reading knowledge of Japanese. V. Koschmann.

For description, see HIST 698.

ASIAN 701-702(7701-7702) Seminar in East Asian Literature

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

ASIAN 703-704(7703-7704) Directed Research

703, fall or spring; 704, fall or spring. 1-4 credits. Staff.

ASIAN 705(7705) Crosslinguistic Topics—Language Acquisition (also LING 700.2)

Fall. 4 credits. Y. Shirai.

For description, see LING 700.2.

ASIAN 899(8899) Master's Thesis Research

Fall, spring. 2-4 credits. Staff.

ASIAN 999(9999) Doctoral Dissertation Research

Fall, spring. 2-4 credits. Staff.

Honors Courses**ASIAN 401(4401) Asian Studies Honors Course**

Fall or spring. 4 credits. Prerequisite: senior standing; admission to honors program. Staff.

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

ASIAN 402(4402) Asian Studies Honors: Senior Essay

Fall or spring. 4 credits. Prerequisite: admission to honors program. Staff.

The student, under faculty direction, prepares an honors essay.

ASIAN 403-404(4403-4404) Asian Studies Supervised Reading

Fall, spring, or both. 1-4 credits.

Prerequisite: permission of instructor; majors and other qualified students.

Intensive reading under the direction of a member of the staff.

Bengali**BENGL 121-122(1121-1122) Elementary Bengali**

121, fall; 122, spring. 4 credits each semester. *BENGL 122 provides language qualification.* Prerequisite: for BENGL 122, BENGL 121 or examination.

Enables students to read and comprehend basic Bengali texts as well as speak and write in the language. The introduction of the Bengali script is complemented by detailed instruction in grammar.

BENGL 201-202(2201-2202) Intermediate Reading and Conversation @

201, fall; 202, spring. 4 credits each semester. *BENGL 201 provides language proficiency and satisfies Option 1.* Prerequisites: for BENGL 201, BENGL 122 or examination; for BENGL 202, BENGL 201 or examination.

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(2203-2204) Intermediate Bengali Composition and Conversation

203, fall; 204, spring. 2 credits each semester. Prerequisites: for BENGL 203, BENGL 122 or examination; for BENGL 204, BENGL 203 or examination.

Complements the verbal skills developed in BENGL 201-202 by improving writing skills.

BENGL 300(3000) Directed Studies

Fall or spring. 1-4 credits, variable. Prerequisite: permission of instructor. Times TBA with instructor.

Taught on a specialized basis to address particular student needs.

BENGL 303-304(3303-3304) Bengali Literature I, II

303, fall; 304, spring. 4 credits each semester. Prerequisites: BENGL 203-204 or equivalent.

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 405 Morrill Hall before classes begin for placement or other testing and organizational information.

BURM 103-104(1103-1104) Burmese Conversation Practice

103, fall; 104, spring. 2 credits each semester. *BURM 104/122 fulfills qualification portion of language requirement.* Prerequisites: for BURM 104, BURM 103 and 121. May not be taken alone; must be taken simultaneously with BURM 121-122. 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(1121-1122) Elementary Burmese

121, fall; 122, spring. 4 credits each semester. *BURM 122 provides language qualification. BURM 104/122 fulfills qualification portion of language requirement.* Prerequisites: for BURM 122, BURM 121. May be taken alone or simultaneously with BURM 103-104. S. Tun.

A thorough grounding is given in all language skills: listening, speaking, reading, and writing.

BURM 123(1123) Continuing Burmese

Fall. 4 credits. *Provides language qualification.* Prerequisite: BURM 122. S. Tun.

Continuing instruction in conversational and reading skills to prepare students for 200-level courses.

BURM 201-202(2201-2202) Intermediate Burmese Reading @

201, fall or spring; 202, fall or spring. 3 credits each semester. *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(3000) Directed Studies

Fall or spring. 1-4 credits, variable. Prerequisite: permission of instructor. Times TBA with instructor. S. Tun.

Taught on a specialized basis to address particular student needs.

BURM 301-302(3301-3302) Advanced Burmese

301, fall or spring; 302, fall or spring. 3 credits each semester. 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(3303-3304) Advanced Burmese II

303, fall or spring; 304, fall or spring. 3 credits each semester. Prerequisite: for BURM 303, BURM 202 or permission of instructor; for BURM 304, BURM 303. S. Tun.

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(4401-4402) Directed Individual Study

401, fall; 402, spring. 2-4 credits, variable, each semester. Prerequisite: permission of instructor. S. Tun.

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 at <http://Lrc.cornell.edu/asian/> programs/placement and on the bulletin board outside 350 Rockefeller Hall. Students with some Chinese schooling who want to obtain 3 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(1101-1102) Elementary Standard Chinese (Mandarin)

101, fall; 102, spring. 6 credits each semester. *CHIN 102 provides language qualification.* Limited to 10-12 students per sec. Prerequisite: for CHIN 102, CHIN 101 or permission of instructor. Students must enroll in lec and one sec. Because of limited sec size, students missing first two class meetings without university excuse are dropped so others may register. No students added after second week of classes. Letter grades assigned unless student receives exceptional permission from course coordinator for S-U. S. Divó and staff.

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(1109-1110) Beginning Reading and Writing (Standard Chinese)

109, fall; 110, spring. 4 credits each semester. *CHIN 110 provides language qualification.* Prerequisite: permission of instructor. Students who complete CHIN 110 normally continue with CHIN 209 and 210. Because of high demand, students missing first two meetings without university excuse are dropped so others may register. Y. Lee Mehta.

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(1111-1112) Elementary Cantonese

111, fall; 112, spring. 4 credits each semester. *CHIN 112 provides language qualification.* Prerequisite: for CHIN 111, permission of instructor; for CHIN 112, CHIN 111 or equivalent. Students with Mandarin background should enroll in CHIN 112. H. Huang.

CHIN 111 is 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. For more details, see <http://lrc.cornell.edu/asian/courses/ch/chin111>.

CHIN 201-202(2201-2202) Intermediate Standard Chinese (Mandarin) @

201, fall or summer; 202, spring or summer. 4 credits each semester. *CHIN 201 provides language proficiency and satisfies Option 1.* Prerequisites: for CHIN 201, CHIN 102 with 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(2209-2210) Intermediate Reading and Writing @

209, fall; 210, spring. 4 credits each semester. *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(2211-2212) Intermediate Cantonese @

211, fall; 212, spring. 4 credits each semester. *CHIN 211 provides language proficiency and satisfies Option 1.* Prerequisites: for 211, permission of instructor and completion of CHIN 112 or elementary conversational skills in Cantonese from heritage but very limited formal training in Cantonese character reading and writing. For 212, CHIN 211 or equivalent. H. Huang.

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. For more details, see <http://lrc.cornell.edu/asian/courses/ch/chin211>.

CHIN 213-214(2213-2214) Intermediate Reading and Writing for Cantonese Speakers @

213, fall; 214, spring. 4 credits each semester. *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; for 214, 213 or equivalent. H. Huang.

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. For more details, see <http://lrc.cornell.edu/asian/courses/ch/chin213>.

CHIN 215(2215) Mandarin for Cantonese Speakers @

Fall. 4 credits. *Provides language proficiency and satisfies Option 1.* Limited to 15 students. Prerequisite: advanced Cantonese with native-like reading and writing ability. Staff.

Works on standard Chinese pronunciation and differences in vocabulary and grammar between Cantonese and Mandarin.

CHIN 300(3000) Directed Studies

Fall or spring. 1-4 credits, variable. Prerequisite: permission of instructor. Times TBA with instructor. Staff.

Taught on a specialized basis to address particular student needs.

CHIN 301-302(3301-3302) High Intermediate Chinese @

301, fall; 302, spring. 4 credits each semester. *CHIN 301 provides language proficiency and satisfies Option 1.* Prerequisites: for CHIN 301, CHIN 202 or equivalent; for CHIN 302, CHIN 301. Y. Lee-Mehta.

Continuing instruction in spoken Chinese and in various genres and styles of written Chinese.

CHIN 304(3304) Advanced Mandarin Conversation

Spring. 1 credit. Limited to 10 students. Prerequisite: CHIN 202, 215, 301, or permission of instructor. 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(4411-4412) Advanced Chinese: Fiction, Reportage, Current Events @

411, fall; 412, spring. 4 credits each semester. Prerequisites: for CHIN 411, CHIN 302 or equivalent; for CHIN 412, CHIN 411 and permission of instructor. Q. Teng.

Reading, discussion, and composition at advanced levels.

CHIN 425(4425) 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>

FALCON is designed to help students develop "copability" in Chinese by bringing them to the level where they can make progress on their own even with no further instruction. The full-year program provides over 1,800 hours of language exposure—which exceeds even the exposure that students living in China typically receive. This allows students to develop levels of fluency, accuracy, and control that are not achieved in other academic settings. By taking the entire full-year sequence, students can complete as much Chinese in one calendar year as they would complete in three or more years of regular study at most academic institutions. The full-year sequence is Chinese 160 (summer), 161 (fall), and 162 (spring). Students typically take the entire sequence, but they may take any other portion of the program if they have the necessary background as determined by a placement interview. Students often choose to apply only to the summer portion. The spring semester of the Chinese program is expected to be offered in Beijing at Tsinghua University. In the summer and fall, three small interactive classes per day are conducted entirely in Chinese, and one lecture is conducted in both Chinese in English. In the spring semester,

all four classes are conducted entirely in Chinese. In the summer and fall, students are also required to spend two one-hour sessions per day in the language lab. Additional preparation time in the language lab of up to three hours is necessary in the evenings.

Students must formally apply to the program. To guarantee course availability, applications must be received by March 1. After that, applicants are reviewed on a rolling basis and acceptance is contingent on the availability of spaces. Applications are available in 388 Rockefeller Hall or at <http://rc.cornell.edu/falcon>.

CHIN 160(1160) Introductory Intensive Mandarin

Summer only. 8 credits. *Provides language qualification.* Students who complete this course with grade of at least B are normally eligible to enroll in CHIN 201. S. Divo and staff.

Introduction to spoken and written Mandarin. Lectures on linguistic and cultural matters, intensive practice with native speakers, and laboratory work.

CHIN 161-162(1161-1162) Intensive Mandarin @

161, fall; 162, spring. 16 credits each semester. *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 before beginning of spring semester. Students must apply formally to program; open to all Cornell students and students from other institutions. S. Divo and staff.

Work on spoken and written Chinese from an intermediate 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 M.A. in Asian Studies and the joint M.B.A./M.A. 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(2213-2214) Introduction to Classical Chinese @ # (LA)

213, fall; 214, spring. 3 credits each semester. *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. Open to students who have studied at least two years of any language that employs Chinese writing system (e.g., Mandarin, Cantonese, Japanese). Staff.

Two-part introductory course. Students learn the fundamental grammar and vocabulary of classical Chinese by analyzing and translating short passages.

CHLIT 300(3300) Reading from the Early Masters @ # (HA)

Fall. 4 credits. Prerequisites: CHLIT 213-214 or permission of instructor. R. McNeal.

Students read and discuss several passages from early classical texts, including the Confucian Analects, the Mozi, the Guanzi, and others. Attention is paid to grammar, historical context, and methodology.

[CHLIT 307(3307) Readings in Classical Chinese Literature @ # (IV) (LA)

Spring. 4 credits. Prerequisite: CHLIT 214 or permission of instructor. Not offered 2005-2006. D. X. Warner.]

CHLIT 420(4420) Tang Poetry: Themes and Contexts (also CHLIT 620[6620]) @ # (IV) (LA)

Fall. 4 credits. D. X. Warner. A guided reading in Chinese of selected works on shared themes written by selected poets of the Tang dynasty (618-907). Focuses on developing the essential skills for reading Tang poems while giving attention to their social, cultural, and historical contexts.

CHLIT 421-422(4421-4422) Directed Study

Fall or spring. 2-4 credits each semester. 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(4423) Readings in Chinese History @

Spring. 4 credits. *Provides language proficiency and satisfies Option 1.* Staff.

[CHLIT 435(4435) Chinese Buddhist Texts @ # (IV) (LA)

Fall. 4 credits. Prerequisite: one year of classical Chinese or permission of instructor. Open to students in any area of East Asia with an interest in developing skills in Buddhist texts. Not offered 2005-2006. D. Boucher.

Seminar 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.]

[CHLIT 497(4497) Disjuncture: Text and Exegesis @ # (IV) (LA)

Spring. 4 credits. Prerequisite: permission of instructor; completion of equivalent of CHLIT 214 and any CHLIT course at 300 level. Not offered 2005-2006. R. McNeal.]

CHLIT 603(6603) Seminar in Chinese Fiction and Drama

Fall. 4 credits. Prerequisite: permission of instructor. E. Gunn.

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(6605) Seminar in Chinese Fiction and Drama

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2005-2006. Staff.]

[CHLIT 610(6610) Chinese Cultural Criticism

Spring. 4 credits. Not offered 2005-2006. E. Gunn.]

CHLIT 615(6615) Seminar: Ideas and Literature of Medieval China

Spring. 4 credits. D. X. Warner. Offers study of the language and genres of Medieval Chinese literature in the context of Medieval Chinese intellectual history. Students

read from a range of primary works—including poetry, prose, literature treatises, philosophical essays, and historical writings—from the Later Han to the Sui and early Tang, in addition to a selection of modern scholarly essays in the field. The primary aim is to re-examine the interrelationship between the history of ideas and the formation of a medieval poetics during the period of Chinese literary history.

[CHLIT 618(6618) Seminar on Ancient China

Fall. 4 credits. Also fulfills Humanities requirement. Prerequisite: CHLIT 213-214 or permission of instructor. Not offered 2005-2006. R. McNeal.]

CHLIT 620(6620) Tang Poetry: Themes and Contexts (also CHLIT 420[4420])

Fall. 4 credits. D. X. Warner. For description, see CHLIT 420.

CHLIT 621-622(6621-6622) 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(6697) Disjuncture: Text and Exegesis

Spring. 4 credits. Prerequisite: permission of instructor; completion of equivalent of CHLIT 214 and any CHLIT course at 300 level. Not offered 2005-2006. R. McNeal.]

Hindi

HINDI 101-102(1101-1102) Elementary Hindi-Urdu

101, fall; 102, spring. 6 credits each semester. *HINDI 102 provides language qualification.* Prerequisite: for HINDI 102, HINDI 101 or equivalent. Staff.

For those students who have had very little or no exposure to Hindi-Urdu. 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 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(1109-1110) Accelerated Elementary Hindi-Urdu

109, fall; 110, spring. 3 credits each semester. *HINDI 110 provides language qualification.* Prerequisite: for HINDI 110, HINDI 109 or equivalent. Completion of this sequence, including satisfactory performance on exam given at end of HINDI 110, constitutes level of performance equal to 101-102 sequence and is thus considered to fulfill qualification for language requirement plus eligibility for 200-level Hindi-Urdu courses. Check with instructor regarding placement. Staff.

Entry-level sequence for students with some prior exposure to Hindi-Urdu or a closely related language. Provides a thorough

grounding in all the language skills: listening, speaking, reading, and writing.

HINDI 201-202(2201-2202) Intermediate Hindi Reading @

201, fall; 202, spring. 3 credits each semester. *HINDI 201 provides language proficiency and satisfies Option 1.* Prerequisites: for HINDI 201, HINDI 102; for HINDI 202, HINDI 201 or permission of instructor. Staff.

HINDI 203-204(2203-2204) Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each semester. *HINDI 203 provides language proficiency and satisfies Option 1.* Prerequisites: for HINDI 203, HINDI 102; for HINDI 204, HINDI 203 or permission of instructor. Staff.

HINDI 300(3000) Directed Studies

Fall or spring. 1-4 credits, variable. Prerequisite: permission of instructor. Times TBA with instructor. Staff. Taught on a specialized basis to address particular student needs.

HINDI 301-302(3301-3302) Advanced Readings in Hindi Literature @

301, fall; 302, spring. 4 credits each semester. Prerequisites: for HINDI 301, HINDI 202; for HINDI 302, HINDI 301 or equivalent. Staff.

Selected readings in modern Hindi literature.

Indonesian

Students who have completed INDO 121-122-123 or its equivalent have the option of taking 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(1121-1122) Elementary Indonesian

121, fall; 122, spring. 4 credits each semester. Prerequisite: for INDO 122, INDO 121. T. Savella and staff.

Gives a thorough grounding in basic speaking and listening skills with an introduction to reading.

INDO 123(1123) 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(2203-2204) Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each semester. *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 2005-2006. T. Savella and staff.]

INDO 205-206(2205-2206) Intermediate Indonesian @

205, fall; 206, spring. 3 credits each semester. *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.

Develops all four skills: reading, writing, speaking, and comprehension.

[INDO 300(3000) Directed Studies

Fall or spring. 1-4 credits, variable. Prerequisite: permission of instructor. Times TBA with instructor. Not offered 2005-2006. T. Savella and staff.]

INDO 305-306(3305-3306) 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. 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 2 credits and twice a week for 4 credits.

Japanese

JAPAN 101-102(1101-1102) Elementary Japanese

101, fall; 102, spring. 6 credits each semester. *JAPAN 102 provides language qualification.* Prerequisite for 102: JAPAN 101 or placement by instructor during registration period. Intended for beginners or those who have been placed in the course by examination. Students must enroll in one lec and one sec. Undergraduates may not enroll for S-U grade option. Graduate students must enroll for a letter grade and may change to S-U by permission of instructor. R. Sukle, Y. Nakanishi, and staff.

Gives a thorough grounding in all four language skills—speaking, listening, reading, and writing—at the beginning level but with a special emphasis on oral communication and use of the language in social contexts. Homework is largely work on the skill aspects 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. Sections are conducted entirely in Japanese. Materials covered are *not* the same as for JAPAN 141-142.

JAPAN 141-142(1141-1142) Beginning Japanese at a Moderate Pace

141, fall; 142, spring. 4 credits each semester. Prerequisite: for JAPAN 142, JAPAN 141 or placement by instructor during registration. Y. Nakanishi 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 as for JAPAN 101-102.

JAPAN 201-202(2201-2202) Intermediate Japanese Conversation @

201, fall and summer; 202, spring and summer. 4 credits each semester. *JAPAN 201 provides language proficiency and*

satisfies Option 1. Prerequisites: for JAPAN 201, JAPAN 102 or placement by instructor during registration; for JAPAN 202, JAPAN 201 and 203 or placement by instructor during registration. Students must enroll in lec and one sec. Y. Katagiri.

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(2202-2204) Intermediate Japanese Reading I @

203, fall; 204, spring. 2 or 3 credits each semester. *JAPAN 203 provides language proficiency and satisfies Option 1.* Prerequisites: for JAPAN 203, JAPAN 102 or 142, or placement by instructor during registration; for JAPAN 204, JAPAN 203 or 241, or placement by instructor during registration. Y. Kawasaki.

Reading of intermediate texts emphasizing practical materials, with development of writing skills.

JAPAN 241-242(2241-2242) Intermediate Japanese at a Moderate Pace

241, fall; 242, spring. 4 credits each semester. *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. N. Larson.

Training in listening, speaking, reading, and writing for those students who have acquired a basic beginning-level command.

JAPAN 300(3000) Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor. Times TBA with instructor. Staff.

Taught on a specialized basis to address particular student needs.

JAPAN 301-302 Communicative Competence @

301, fall; 302, spring. 3 credits each semester. *JAPAN 301 provides language proficiency and satisfies Option 1.* Prerequisites: for JAPAN 301, JAPAN 202 or 242 and placement by instructor during registration; for JAPAN 302, JAPAN 301 or placement by instructor during registration. Y. Kawasaki and staff.

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(3303-3304) Intermediate Japanese Reading II @

303, fall; 304, spring. 4 credits each semester. *JAPAN 303 provides language proficiency and satisfies Option 1.* Prerequisites: for JAPAN 303, JAPAN 202 or placement by instructor during registration; for JAPAN 304, JAPAN 303 or placement by instructor during registration. K. Selden.

Reading of selected modern texts, including excerpts and brief complete pieces by outstanding writers of Japanese prose.

JAPAN 401-402(4401-4402) Oral Narration and Public Speaking

401, fall; 402, spring. 2 credits each semester. Prerequisites: for JAPAN 401, JAPAN 302 or placement by instructor during registration; for JAPAN 402, JAPAN 401 or placement by instructor during registration. Conducted entirely in Japanese, using Japanese audiovisual and written materials. Y. Katagiri.

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.

JAPAN 403-404(4403-4404) Advanced Japanese Reading @

403, fall; 404, spring. 4 credits each semester. Prerequisite: JAPAN 304 or permission of instructor.

Section I: Area of humanities. May not be used for distribution. Reading of selected modern texts, including newspaper columns and writings by representative authors and critics. K. Selden.

Section II: Area of economics and social science. May not be used for distribution. Y. Kawasaki. Reading of selected modern texts with emphasis on expository style.

[JAPAN 410(4410) History of the Japanese Language (also LING/ASIAN 411(4411)) @ # (III) (HA)

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2005-2006. J. Whitman.]

JAPAN 421-422(4421-4422) Directed Readings

421, fall; 422, spring. 1-4 credits. Prerequisite: advanced students; placement by instructor during registration. Selected texts from modern and contemporary short stories. K. Selden.

Japanese FALCON (Full-year Asian Language Concentration)

Web site: <http://Arc.cornell.edu/falcon>.

Director: R. Sukle, 388 Rockefeller Hall, 255-0734 or rjs19@cornell.edu.

Program coordinator: 388 Rockefeller Hall, 255-6457 or falcon@cornell.edu.

FALCON is designed to develop "copability" in students by bringing them to the level where they can make further progress on their own even with no further instruction.

The full-year program provides over 1,800 hours of language exposure—which exceeds even the exposure that students living in Japan typically receive. This intensive work in Japanese allows students to develop levels of fluency, accuracy, and control of the language that is not achieved in any other type of academic setting. The full-year FALCON sequence is Japanese 160 (summer), 161 (fall), and 162 (spring). By taking this entire sequence, students can complete as much Japanese in one calendar year as they would complete in three or more years of regular

study at most academic institutions. Because of FALCON's intensive nature, graduate students can complete their language work in minimal time. Undergraduates, including freshmen, achieve levels of competency that far exceed what is normally achieved in a four-year program, provided that they continue studying Japanese after FALCON. Three small interactive classes per day are conducted entirely in Japanese, and one lecture is conducted in both Japanese in English. The interactive classes are conducted by experienced and highly trained teachers, and the lecture is taught by an expert in the structure of the Japanese language. In addition to time spent in these classes, students also are required to spend two one-hour sessions per day in the language lab. Additional preparation time in the language lab of up to three hours is necessary in the evenings.

JAPAN 160(1160) Introductory Intensive Japanese (FALCON)

Summer only. 8 credits. *Provides language qualification.* R. Sukle and staff.

Formal application to FALCON is required. Admission is open to all students, not just those planning to take the full year. Students from other institutions are also welcome to apply. Applications must be received by March 1. After the deadline, applications are considered provided that space is available. This is the first semester of FALCON. It is a full-time, intensive, nine-week course that meets Monday through Friday from 8:30 A.M. to 4:30 P.M.; 160 starts at the absolute beginning level, in terms of speaking, listening, and rudimentary reading and writing. Students who complete this course and plan to continue at Cornell may take the fall and spring FALCON courses (JAPAN 161 and 162). Students interested in other options for continuing after FALCON should consult the FALCON director, Robert Sukle, at rjs19@cornell.edu or 255-0734.

JAPAN 161-162(1161-1162) Intensive Japanese (FALCON) @

161, fall; 162, spring. 16 credits each semester. *JAPAN 161 provides language proficiency and satisfies Option 1.*

Prerequisites for 161: JAPAN 160, JAPAN 102 at Cornell, or placement by FALCON staff before beginning of fall semester; for 162, JAPAN 161 or placement by FALCON staff before beginning of spring semester. R. Sukle and staff.

Formal application to FALCON is required. Admission is open to all students, including those from other institutions. Applications must be received by March 1. After the deadline, applications are considered provided that space is available. Work on spoken and written Japanese from an intermediate level to an advanced level. This is a full-time program and a full academic load. The schedule is Monday through Friday, approximately 9:00 A.M. to 4:30 P.M. The demands of the program do not permit students to take other courses simultaneously. The 160-161-162 sequence fulfills 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(4406) Introduction to Classical Japanese @ #

Fall. 4 credits. *Provides language proficiency and satisfies Option 1.* Prerequisite: permission of instructor. K. Selden.

Introduction to the fundamental grammar and vocabulary of classical Japanese.

JPLIT 408(4408) Readings in Classical Japanese @ #

Spring. 4 credits. *Provides language proficiency and satisfies Option 1.*

Intended for students who have completed JAPAN 403/404 sequence or equivalent.

Prerequisite: JPLIT 406 or permission of instructor. K. Selden.

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(4421-4422) 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 456(4456) Heian Narrative @ (IV) (LA)

Fall. 4 credits. Recommended: some knowledge of classical Japanese.

T. LaMarre.

Centers on Heian monogatari, with an emphasis on narrative analysis and problems of power and visibility. Primary readings in English with supplementary materials in modern Japanese.

[JPLIT 613(6613) Seminar in Tokugawa Culture and Thought

Spring. 2-4 credits. Prerequisite: permission of instructor. Not offered 2005-2006. N. Sakai.]

[JPLIT 614(6614) Seminar in Modern Japanese Literature: Historicizing the Postmodern (also COM L 695(6950))

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2005-2006.

B. de Bary.]

[JPLIT 617(6617) Modern Japanese Philosophy

Fall. 4 credits. Not offered 2005-2006. N. Sakai.]

[JPLIT 618(6618) Japanese Philosophical Discourse II

Fall. 4 credits. Prerequisite: reading knowledge of Japanese. Not offered 2005-2006. N. Sakai.]

JPLIT 624(6624) Advanced Readings in Modern Japanese Literature

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

JPLIT 625(6625) 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(7700-7701) Seminar: Reading of Historical Materials—Japanese Imperial Nationalism and Its Literature

700, fall; 701, spring. 4 credits. Not offered 2005-2006. N. Sakai.]

Khmer (Cambodian)**KHMER 121-122-123(1121-1122-1123) Elementary Khmer**

121, fall; 122, spring; 123, fall. 4 credits each semester. *KHMER 123 provides language qualification.* Prerequisite: for KHMER 122, KHMER 121; for KHMER 123, 122; for beginners or those placed in course by examination. Staff.

Gives a thorough grounding in speaking and reading.

KHMER 201-202(2201-2202)**Intermediate Khmer Reading @**

201, fall; 202, spring. 3 credits each semester. *KHMER 201 provides language proficiency and satisfies Option 1.* Prerequisites: for KHMER 201, KHMER 102; for KHMER 202, 201. Staff.

Continuing instruction in spoken and written Khmer.

[KHMER 203-204(2203-2204)]**Intermediate Composition and Conversation @**

203, fall; 204, spring. 3 credits each semester. *KHMER 203 provides language proficiency and satisfies Option 1.* Prerequisites: for KHMER 203, KHMER 102; for KHMER 204, 203. Not offered 2005-2006. Staff.]

KHMER 300(3000) Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor. Times TBA with instructor. Staff.

Taught on a specialized basis to address particular student needs.

KHMER 301-302(3301-3302) Advanced Khmer

301, 302, fall. 4 credits each semester. Prerequisites: for KHMER 301, KHMER 202 or equivalent; for KHMER 302, 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(4401-4402) Directed Individual Study

401, fall; 402, spring. 2-4 credits each semester. Prerequisite: advanced students; permission of instructor. Not offered 2005-2006. Staff.]

Korean**KOREA 101-102(1101-1102) Elementary Korean**

101, fall; 102, spring. 6 credits each semester. *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(1109-1110) Elementary Reading

109, fall; 110, spring. 3 credits each semester. *KOREA 110 provides language qualification.* Prerequisite: permission of instructor. H. Diffloth and staff.

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(2201-2202) Intermediate Korean @

201, fall; 202, spring. 4 credits each semester. *KOREA 201 provides language proficiency and satisfies Option 1.* Prerequisites: for KOREA 201, KOREA 102 or permission of instructor; for KOREA 202, 201. H. Diffloth and staff.

Covers the basics of speaking, reading, and writing at the intermediate level.

KOREA 209-210(2209-2210) Intermediate Reading @

209, fall; 210, spring. 4 credits each semester. *KOREA 209 provides language proficiency and satisfies Option 1.* Prerequisites: for KOREA 209, KOREA 110 or permission of instructor; for KOREA 210, 209 or permission of instructor. If in doubt about eligibility, see instructor. H. Diffloth and staff.

Intermediate level of reading comprehension and writing course for students who have acquired basic oral proficiency. Introduces some reading and writing with Chinese characters.

KOREA 300(3000) Directed Studies

Fall or spring. 1-4 credits, variable. Prerequisite: permission of instructor. Times TBA with instructor. H. Diffloth.

Taught on a specialized basis to address particular student needs.

KOREA 301-302(3301-3302) Advanced Korean @

301, fall; 302, spring. 4 credits each semester. *KOREA 301 provides language proficiency and satisfies Option 1.* Prerequisites: for KOREA 301, KOREA 202 or placement by instructor; for KOREA 302, 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(4430) Structure of Korean (also LING/ASIAN 430(4430)) (III) (KCM)]

Spring. 4 credits. Not offered 2005-2006. J. Whitman.

For description, see LING 430.]

Literature in Korean**[KRLIT 305(3305) Modern Korean Literature in Translation @ (IV)]**

Spring. 4 credits. Prerequisite: ASIAN 218 or equivalent. Not offered 2005-2006. M. Shin.]

KRLIT 405(4405) Readings in Korean Literature @ (IV) (LA)

Fall. 4 credits. Prerequisite: three years of Korean language study or permission of instructor. Staff.

Readings of 20th-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 432(4432) Middle Korean (also LING 432(4432)) @ # (IV) (LA)]

Spring. 4 credits. Prerequisite: KOREA 301 or equivalent. Not offered 2005-2006. J. Whitman.

For description, see LING 432.]

[KRLIT 615(6615) Development of Literary Modernity in Korea

Fall. 4 credits. Prerequisite: graduate standing; fluency in Korean. Not offered 2005-2006.]

[KRLIT 617(6617) Colonial Modernity in Korea

Spring. 4 credits. Prerequisites: fluency in Korean and permission of instructor. Not offered 2005-2006. 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 10-day study tour and field trip during the semester, and students execute their research proposal during four weeks of guided field research, writing up their findings for presentation at the end of the semester.

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(1101-1102) Elementary Nepali

101, fall; 102, spring; 101-102, summer. 6 credits each semester. *NEPAL 102 provides language qualification.* Prerequisite: for NEPAL 102, NEPAL 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 201-202(2201-2202) Intermediate Nepali Conversation @

201, fall; 202, spring; 201-202, summer. 3 credits each semester. *NEPAL 201 provides language proficiency and satisfies Option 1.* Prerequisites: for NEPAL 201, NEPAL 102 or examination; for NEPAL 202, 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(2203-2204) Intermediate Nepali Composition @

203, fall; 204, spring; 203-204, summer. 3 credits each semester. *NEPAL 203 provides language proficiency and satisfies Option 1.* Prerequisites: for NEPAL 203, NEPAL 102 or examination; for NEPAL 204, 203 or examination. S. Oja.

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(3000) Directed Studies

Fall or spring. 1-4 credits, variable. Prerequisite: permission of instructor. Times TBA with instructor. S. Oja.

Taught on a specialized basis to address particular student needs.

NEPAL 301-302(3301-3302) Advanced Nepali @

301, fall; 302, spring; 301-302, summer. 3 credits each semester. 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(1131-1132) Elementary Pali**

131, fall; 132, spring. 3 credits each semester. This language series may not be used to satisfy language requirement. Not offered 2005-2006. Staff.]

[PALI 151(1151) Accelerated Elementary Pali

Spring. 3 credits. Prerequisite: background in Sanskrit or permission of instructor. Not offered 2005-2006. A. Blackburn.]

PALI 300(3000) Directed Studies

Fall or spring. 1-4 credits, variable. Prerequisite: PALI 132, 151, or two years of Sanskrit. Times TBA with instructor. A. Blackburn.

Taught on a specialized basis to address particular student needs.

Sanskrit**SANSK 131-132(1131-1132) Elementary Sanskrit (also CLASS 191-192[1331-1332], LING 131-132[1131-1132])**

131, fall; 132, spring. 4 credits each semester. *SANSK 132 provides language qualification.* Offered alternate years. Staff.

Introduces the essentials of Sanskrit grammar to enable students to read classical and epic Sanskrit as quickly as possible.

[SANSK 251-252(2251-2252) Intermediate Sanskrit (also CLASS 291-292[2351-2352], LING 251-252[2251-2252]) @ # IV

251, fall; 252, spring. 3 credits each semester. *SANSK 251 provides language proficiency and satisfies Option 1.* Prerequisite: SANSK 132 or equivalent. Offered alternate years. Not offered 2005-2006. Staff.]

Literature in Sanskrit**[SNLIT 467-468(4467-4468) Reading in Sanskrit Literature: The Vedas @ # (IV)**

Spring. 3 credits. Prerequisite: permission of instructor. Not offered 2005-2006. C. Minkowski.]

Sinhala (Sinhalese)**SINHA 101-102(1101-1102) Elementary Sinhala**

101, fall; 102, spring. 6 credits each semester. *SINHA 102 provides language qualification.* Prerequisite: for SINHA 102, SINHA 101 or equivalent. Staff.

Semi-intensive course for beginners. A thorough grounding is given in all the language skills; listening, speaking, reading, and writing.

SINHA 160(1160) Intensive Sinhala

Summer only. 6 credits. Intended for beginners. Offered alternate years.

Six-week intensive introduction to one of Sri Lanka's two official languages, and central to many scholarly and applied projects in Sri Lanka. 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(2201-2202) Intermediate Sinhala Reading @

201, fall; 202, spring. 3 credits each semester. *SINHA 201 provides language proficiency and satisfies Option 1.* Prerequisites: for SINHA 201, SINHA 102; for SINHA 202, 201 or equivalent. Staff.

[SINHA 203-204(2203-2204) Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each semester. *SINHA 203 provides language proficiency and satisfies Option 1.* Prerequisites: for SINHA 203, SINHA 102 or permission of instructor; for SINHA 204, 203 or equivalent. Not offered 2005-2006. Staff.]

SINHA 300(3000) Directed Studies

Fall or spring. 1-4 credits, variable. Prerequisite: permission of instructor. Times TBA with instructor. Staff.

Taught on a specialized basis to address particular student needs.

Tagalog**TAG 121-122(1121-1122) Elementary Tagalog**

121, fall; 122, spring. 4 credits each semester. Prerequisite: for TAG 122, TAG 121. T. Savella.

Gives a thorough grounding in basic speaking and listening skills with an introduction to reading.

TAG 123(1123) 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(2205-2206) Intermediate Tagalog @

205, fall; 206, spring. 3 credits each semester. *TAG 205 provides language proficiency and satisfies Option 1.*

Prerequisites: for TAG 205, TAG 123 or equivalent; for TAG 206, 205 or equivalent. T. Savella.

Develops all four skills: reading, writing, speaking, and comprehension.

TAG 300(3000) Directed Studies

Fall or spring. 1-4 credits, variable. Prerequisite: permission of instructor. Times TBA with instructor. T. Savella.

Taught on a specialized basis to address particular student needs.

TAG 301-302(3301-3302) Advanced Tagalog @

301, fall; 302, spring. 3 credits each semester. *TAG 301 provides language proficiency and satisfies Option 1.*

Prerequisite: 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(1101-1102) Elementary Thai**

101, fall; 102, spring. 6 credits each semester. *THAI 102 provides language qualification.* Prerequisite: for THAI 102, THAI 101 or equivalent. Intended for beginners or students placed by examination. N. Jagacinski.

Gives a thorough grounding in all the language skills: listening, speaking, reading, and writing.

THAI 201-202(2201-2202) Intermediate Thai Reading @

201, fall; 202, spring. 3 credits each semester. *THAI 201 provides language proficiency and satisfies Option 1.* Prerequisites: for THAI 201, THAI 102; for THAI 202, 201 or equivalent. N. Jagacinski.

Continuing instruction in spoken and written Thai.

THAI 203-204(2203-2204) Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each semester. *THAI 203 provides language proficiency and satisfies Option 1.* Prerequisites: for THAI 203, THAI 102; for THAI 204, 203. N. Jagacinski.

Intermediate instruction in spoken and written grammar and reading comprehension.

THAI 300(3000) Directed Studies

Fall or spring. 1-4 credits, variable. Prerequisite: permission of instructor. Times TBA with instructor. N. Jagacinski.

Taught on a specialized basis to address particular student needs.

THAI 301-302(3301-3302) Advanced Thai @

301, fall; 302, spring. 4 credits each semester. *THAI 301 provides language proficiency and satisfies Option 1.* Prerequisite: THAI 202 or equivalent. N. Jagacinski.
Selected readings in Thai writings in various fields.

THAI 303-304(3303-3304) Thai Literature @

303, fall; 304, spring. 4 credits each semester. *THAI 303 provides language proficiency and satisfies Option 1.* Prerequisite: THAI 302 or equivalent. N. Jagacinski.
Reading of significant novels, short stories, and poetry written since 1850.

THAI 401-402(4401-4402) Directed Individual Study

401, fall; 402, spring. 4 credits each semester. 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(1125) Introduction to the Urdu Script (also ASIAN 125(1125))

Spring. 1 credit. Prerequisite: HINDI 101 or permission of instructor. Staff.
Provides instruction in the basics of the Urdu script. 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(3000) Directed Studies

Fall or spring. 1-4 credits, variable. Prerequisite: permission of instructor. Times TBA with instructor. Staff.
Taught on a specialized basis to address particular student needs.

Vietnamese**VIET 101-102(1101-1102) Elementary Vietnamese**

101, fall; 102, spring. 6 credits each semester. *VIET 102 provides language qualification.* Prerequisite: for VIET 102, VIET 101 or equivalent. Intended for beginners or students placed by examination. T. Tranviet.
Gives a thorough grounding in all language skills: listening, speaking, reading, and writing.

VIET 201-202(2201-2202) Intermediate Vietnamese @

201, fall; 202, spring. 3 credits each semester. *VIET 201 provides language proficiency and satisfies Option 1.* Prerequisites: for VIET 201, VIET 102 or equivalent; for VIET 202, 201. T. Tranviet.
Continuing instruction in spoken and written Vietnamese.

VIET 203-204(2203-2204) Intermediate Vietnamese Composition and Reading @

203, fall; 204, spring. 3 credits each semester. *VIET 203 provides language proficiency and satisfies Option 1.* Prerequisite: permission of instructor. 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(3000) Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor. Times TBA with instructor. T. Tranviet.
Taught on a specialized basis to address particular student needs.

VIET 301-302(3301-3302) Advanced Vietnamese @

301, fall or spring; 302, fall or spring. 3 credits each semester. *VIET 301 provides language proficiency and satisfies Option 1.* Prerequisites: for VIET 301, VIET 202 or permission of instructor; for VIET 302, 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(4401-4402) Directed Individual Study

401, fall; 402, spring. 2-4 credits, variable, each semester. Prerequisite: permission of instructor. Intended for advanced students. T. Tranviet.
Various topics according to need.

Vietnamese Literature**[VTLIT 222-223(2222-2223) 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 2005-2006. 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
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 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 655 East Asia: Readings in Specific Problems
ARCH 339 Elements, Principles, and Theories in Japanese Architecture
[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/MS 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 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 and 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/LING 436)
HD 633 Seminar on Language Development

Southeast Asia—Area Courses

- 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 18th 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: (1) AAS 110 and two additional courses in Asian American Studies; (2) one course in African American, American Indian, U.S. Latino Studies, or Feminist, Gender, & Sexuality Studies*; and (3) 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, located in 420 Rockefeller Hall, 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 database 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(1100) Introduction to Asian American Studies (III or IV) (CA)**

Spring. 3 credits. Can be used to satisfy either 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(1110) Introduction to American Studies: New Approaches to Understanding American Diversity, the 20th Century (also AM ST/LSP 110(1110), HIST 161(1610)] (III or IV) (HA)

Fall. 4 credits. Not offered 2005–2006.

D. Chang and M. C. Garcia
For description, see AM ST 110.]

AAS 209(2090) Sophomore Seminar: The Immigrant Imagination (also ART H 209[2190], AM ST 209[2091]) (III) (HA)

Spring. 4 credits. Limited to 15 students.
T. Tu.

Explores how contemporary immigrant experiences are expressed through visual culture. Examines a variety of expressive forms—including visual and material arts,

video/performance art, and film—produced by recent immigrants and considers the ways in which they function as a type of "migration narrative." By doing so, connections are made between visual representations and other modes of narration, including literary and musical. Asks the following questions: How do the visual arts operate within immigrant communities as a mode of story-telling or history-making? How have immigrants employed visual culture to narrate their cross-cultural movements, community-building efforts, political struggles, and cultural memories? Is there such a thing as "immigrant art?" If so, what are its characteristics and how does it help to reshape our understanding of contemporary artistic productions?

[AAS 210(2110) Sophomore Seminar: South Asian Diasporic Locations (also ANTHR 210(2110)) (III) (CA)

Spring. 4 credits. Not offered 2005–2006.
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 1830s and continues to the present. Compares and contrasts the varied expressions of the South Asian Diaspora to critically evaluate transnational identity.

This is a special seminar sponsored by the John S. Knight Institute's Sophomore Seminars Program. These 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. Limited to 15 students. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.]

[AAS 211(2110) Sophomore Seminar: Race and the American City: Reading San Francisco and New York (also ENGL 211) (IV) (LA)

Fall. 4 credits. Not offered 2005–2006.
S. Wong.]

[AAS 212(2120) American Diversity in the 20th Century (also HIST 264[2640]), AM ST 211) (III) (HA)

Fall. 4 credits. Not offered 2005–2006.
D. Chang.

For description, see HIST 213.]

[AAS 213(2130) Asian American History (also HIST 264[2640]) (III) (HA)

Fall. 4 credits. Not offered 2005–2006.
D. Chang.

For description, see HIST 263.]

AAS 262(2620) Asian American Literature (also ENGL 262[2620]) (IV) (LA)

Fall. 4 credits. S. Wong.

For description, see ENGL 262.

AAS 303(3030) 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 413(4130) Race, Technology, and Visuality (also ART H 413[4113]) (IV) (CA)

Fall. 4 credits. T. Tu.

Examines how new information and communication technologies have altered the ways we visualize and perform racial identities. Questions 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(4140) Popular Culture in Asian America (also ART H 414[4114]) (IV) (CA)

Spring. 4 credits. Prerequisite: permission of instructor. 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? The course also considers 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(4240) Asian American Communities (also HIST/AM ST 420[4220]) (III) (HA)

Fall. 4 credits. D. Chang.

For description, see HIST 420.

[AAS 438(4380) Immigration and Ethnic Identity (also SOC 438)]

Spring. 4 credits. Not offered 2005-2006.

For description, see SOC 438.]

[AAS 453(4530) 20th-Century American Women Writers of Color (IV) (LA)]

Fall. 4 credits. Not offered 2005-2006.

S. Wong.]

[AAS 478(4780) Self and Nation in Asian-American Literature (also ENGL 478)]

4 credits. Not offered 2005-2006. S. Wong.]

[AAS 479(4790) Ethnicity and Identity Politics: An Anthropological Perspective (also ANTHR 479[4749]) (III) (SBA)]

Spring. 4 credits. Not offered 2005-2006.

V. Munasinghe.]

AAS 495(4950) Independent Study

Fall or spring. 1-4 credits. Topic and credit hours TBA arranged between faculty and student. Independent study forms must be approved by Asian American Studies Program office. Staff.

[AAS 497(4970) Jim Crow and Exclusion-Era America (also HIST 497/697) (III) (HA)]

Spring. 4 credits. Limited to 15 students.

Not offered 2005-2006. D. Chang.

Seminar examining 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-20th 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 Bldg., 255-3507); G. J. Stacey, director of undergraduate studies (212 Space Sciences Bldg., 255-5900); 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, J. York. Emeritus: 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 co-registration 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 111-222-221-222 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.

With permission 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 permission 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(1103) The Nature of the Universe (I) (PBS)

Fall. 4 credits. Limited to 22 students per lab, 30 per disc. Prerequisites: none. T. Herter, labs: J.-L. Margot and staff.

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(1102) Our Solar System (I) (PBS)

Spring. 3 credits. Limited to 30 students per disc. S. Squyres and J.-L. Margot; 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 include impact hazards, the search for life in the solar system, and future missions.

ASTRO 103(1101) The Nature of the Universe (I) (PBS)

Fall. 3 credits. T. Herter. Identical to ASTRO 101 except for omission of the laboratory.

ASTRO 104(1104) Our Solar System (I) (PBS)

Spring. 4 credits. Limited to 22 students per lab, 30 students per disc sec. J.-L. Margot and S. Squyres. Identical to ASTRO 102 except for addition of the laboratory.

ASTRO 105(1105) An Introduction to the Universe (I) (PBS)

Summer. 3 credits. Recommended: high school physics. D. Kornreich. 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(1106) Essential Ideas in Relativity and Cosmology (I) (PBS)

Summer. 3 credits. Prerequisites: high school algebra and trigonometry. R. A. Saenz. 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(1107) An Introduction to the Universe (I) (PBS)

Summer. 4 credits. D. Kornreich. 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(1195) Observational Astronomy (I) (PBS)

Fall. 3 credits. Limited to 24 students. Prerequisite: permission of instructor required (forms available in SS610). G. Stacey.

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 are 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(2201) Our Home in the Universe (I) (PBS)

Fall. 3 credits. Prerequisite: freshman or sophomore standing. No scientific background assumed. Lec 1: J. Lloyd; lec 2: R. Giovanelli, M. Haynes. 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. Presents a nonmathematical introduction to these subjects and discuss uncertainties and unresolved issues in our understanding.

ASTRO 202(2202) Our Home in the Solar System (I) (PBS)

Spring. 3 credits. Prerequisite: freshman or sophomore standing; some background in science. J. Veverka. Writing course 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 search for extrasolar planets and extraterrestrial intelligence, and the exploration of Mars.

ASTRO 211(2211) Astronomy: Stars, Galaxies, and Cosmology (I) (PBS)

Fall. 4 credits. Intended for first- and second-year engineering and physical sciences students. Prerequisite: introductory calculus or co-registration in MATH 111 or 191 or permission of instructor. J. Houck. Topics discussed include: the formation and evolution of normal and extreme stars, the structure and evolution of galaxies, and cosmology.

ASTRO 212(2212) 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 co-registration in MATH 111 or 191; some knowledge of classical physics (mechanics and thermodynamics). D. Campbell and P. Nicholson.

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(2233) Sophomore Seminar: Topics in Astronomy and Astrophysics: The Origin of Cosmic Structures

Fall. 2 credits. Limited to 15 students. Intended for sophomores planning to major in Astronomy or related fields. Prerequisites: PHYS 112 or 116 and 213 or 217, MATH 112, 122 or 192 or permission of instructor. D. Campbell and M. Haynes.

Course theme may change yearly. The fall 2005 course is offered as a Knight sophomore seminar and explores the theme "From Rocks to the Universe: How Modern Telescopes Are Being Used to Answer the Major Questions in Astronomy." These questions include the formation of stars and planets; the prevalence of extra-solar planetary systems, including ones containing earth-like planets; how and when the first galaxies formed; the nature of dark energy and dark matter; and the structure of the universe.

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. Limited to 15 students. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

ASTRO 234(2234) Modern Astrophysical Techniques

Spring. 2 credits. Intended for sophomores majoring or concentrating in Astronomy or related fields. Prerequisites: two semesters of introductory physics and two semesters of calculus plus ASTRO 233 or permission of instructor; some experience with computer programming. J. Lloyd.

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(2280) Space Exploration (I) (PBS)

Fall. 3 credits. No special background in physical sciences, math, or engineering assumed. S. Squyres.

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.

ASTRO 290(2290) Relativity and Astrophysics (I) (PBS)

Spring. 4 credits. Prerequisites: freshman physics, calculus, and geometry. I. Wasserman.

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(2299) Search for Life in the Universe (I) (PBS)

Spring. 4 credits. Prerequisites: two courses in any physical science subject or permission of instructors. J. Cordes and Y. Terzian.

Surveys the contents of the universe. Reviews theories of cosmic and stellar evolution, and of the formation and evolution of planetary systems, planetary atmospheres, and surfaces. 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(3310) Planetary Imaging Processing (I) (PBS)

Fall. 3 credits. Intended for sophomores or juniors majoring or concentrating in Astronomy or related fields. Prerequisites: two semesters of introductory physics and some experience with computer programming; permission of instructor required (form available in SS610). J. Bell.

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(3331) Climate Dynamics (also EAS 331(3331)) (I) (PBS)

Fall. 4 credits. Prerequisite: MATH 112 or 192 or equivalent or permission of instructor. K. Cook.

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(3332) Elements of Astrophysics (I) (PBS)

Spring. 4 credits. Prerequisites: MATH 112, 122, 192, or equivalent; PHYS 213 or 217. R. Giovanelli and M. Haynes.

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(3342) Atmospheric Dynamics (also EAS 342(3420)) (I) (PBS)

Spring. 3 credits. Prerequisites: one year each of calculus and physics. K. H. Cook.

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(4410) Experimental Astronomy (I) (PBS)

Fall. 4 credits. Prerequisites: PHYS 214/218 (or 310 or 360), PHYS 323/327 (or co-registration) and permission of instructor required (form available in SS610). J. Bell, J. Cordes, and 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(4431) Introduction to Astrophysics and Space Sciences (I) (PBS)

Fall. 4 credits. Prerequisites: mathematics above 200 level and physics above 300 level. Recommended: PHYS 443. D. Lai.

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(4432) Introduction to Astrophysics and Space Sciences II (I) (PBS)

Spring. 4 credits. Prerequisite: ASTRO 431 or permission of instructor. D. Chernoff. Covers 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(4434) The Evolution of Planets (I) (PBS)]

Spring. 4 credits. Not offered 2005–2006. Staff.]

ASTRO 440(4940) Independent Study in Astronomy

Fall or spring. 2–4 credits. Prerequisite: permission of instructor; to register: obtain an independent study form in department office, 610 Space Sciences Bldg. Recommended: familiarity with topics covered in ASTRO 332, 431, or 434. Individuals work on selected topics. A program of study is devised by the student and instructor.

ASTRO 445(4445) Introduction to General Relativity (also PHYS 445(4445)) (I) (PBS)

Fall. 4 credits. E. Flanagan. For description, see PHYS 445.

ASTRO 490(4490) Senior Seminar Critical Thinking (I) (PBS)

Fall. 3 credits. Prerequisites: none. 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 is 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 are also be discussed on controversial topics. The course includes debates by the students on controversial topics such as: Can machines think? Is science and technology to be blamed for Hiroshima and 9/11? Should the genome be improved?

[ASTRO 509(6509) General Relativity (also PHYS 553(6553))]

Fall. 4 credits. Prerequisite: knowledge of special relativity and methods of dynamics at level of *Classical Mechanics* by Goldstein. Not offered 2005–2006. J. York. 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(6510) Applications to General Relativity (also PHYS 554(6554))]

Spring. 4 credits. Prerequisite: ASTRO 509. Not offered 2005–2006. J. York. 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(6511) Physics of Black Holes, White Dwarfs, and Neutron Stars (also PHYS 525(6525))]

Spring. 4 credits. Prerequisites: all of physics at upper-division undergraduate level. Not offered 2005–2006. 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(6516) Galactic Structure and Stellar Dynamics

Fall. 4 credits. D. Chernoff. 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(6520) Radio Astronomy

Fall. 4 credits. J. Cordes and D. Campbell. Covers radio astronomy telescopes and electronics; antenna theory; observing procedures and data analysis; concepts of interferometry and aperture synthesis.

[ASTRO 523(6523) Signal Modeling, Statistical Inference, and Data Mining in Astronomy]

Fall. 4 credits. Not offered 2005–2006. J. Cordes. 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 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(6525) Techniques of Optical/Infrared and Submillimeter Astronomy]

Spring. 4 credits. Not offered 2005–2006. G. Stacey and staff. Optical/infrared and submillimeter telescopes and instrumentation are discussed and related to current research in these fields. 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(6530) Astrophysical Processes

Spring. 4 credits. R. Giovanelli, M. Haynes, and 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(6555) Theory of the Interstellar Medium]

Fall. 4 credits. Not offered 2005–2006. D. Chernoff, P. Goldsmith, J. Cordes, and 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(6560) Theory of Stellar Structure and Evolution (also PHYS 667(7667))]

Fall. 4 credits. Not offered 2005–2006. D. Chernoff. 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(6570) Physics of the Planets
Fall. 4 credits. P. Nicholson.

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. 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(6571) Mechanics of the Solar System (also T&AM 673[6730])

Spring. 3 credits. Not offered 2005-2006.
J. Burns.

For description, see T&AM 673.]

[ASTRO 579(6579) Celestial Mechanics (also T&AM 672[6720])

Spring. 3 credits. Not offered 2005-2006.
J. Burns.

For description, see T&AM 672.]

[ASTRO 590(6590) Galaxies and the Universe

Fall. 4 credits. Not offered 2005-2006.
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(6599) Cosmology (also PHYS 599[6599])

Spring. 4 credits. Prerequisites: statistical physics, quantum mechanics, and electromagnetic theory courses. R. Bean. 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(7620) Seminar: Advanced Radio Astronomy

Spring. 2 credits. Prerequisites: for advanced undergraduates, by permission of instructor. Recommended: some background in astronomical spectroscopy. Not offered 2005-2006. J. Cordes, R. Giovanelli, and M. Haynes.

Emphasizes 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 focuses on (1) major surveys carried out in radio and at other wavelengths in recent years, their scientific goals, and technical challenges, and (2) 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(7621) Seminar: Planetary Radar Astronomy

Spring. 3 credits. Prerequisites: upper-level undergraduates and graduate students in Astronomy, engineering, and geology; good background in undergraduate mathematics and physics. D. Campbell and J.-L. Margot.

Application of radar to the study of the surfaces of planets, planetary satellites, asteroids, and comets. Topics include 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(6940) Advanced Study and Research

Fall or spring. Credit TBA.

Guided reading and seminars on topics not currently covered in regular courses.

[ASTRO 651(7651) Atmospheric Physics (also EAS 651[6510])

Fall. 3 credits. Not offered 2005-2006.
S. Colucci and P. Gierasch.

For description, see EAS 651.]

[ASTRO 652(7652) Advanced Atmospheric Dynamics (also EAS 652[6520])

Spring. 3 credits. Not offered 2005-2006.
S. Colucci and P. Gierasch.

For description, see EAS 652.]

ASTRO 660(7660) Cosmic Electrodynamics (also A&E 608[6080])

Spring. 2 credits. 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(7671) Seminar: Star Formation

Fall. 3 credits. P. Goldsmith.

Focuses on the astrophysics of star formation and reviews observational data about young stars and their connection with the interstellar medium from which they form. Students

consider the physical processes in molecular clouds, including stability, formation of dense cores, and protostars. The impact of young stars on their surroundings—an important part of the overall process of star formation—is considered for both low- and high-mass stars. Students review the evolution of pre-main-sequence stars and examine star formation on both galactic and extragalactic scales. The class is conducted in a seminar format; students make presentations on selected topics and write and deliver a research paper.

ASTRO 671(7671) Seminar: Micron to Millimeter Astronomy

Spring. 3 credits. J. Houck, T. Herter, J. Lloyd, and G. Stacey.

Covers topics of current interest in infrared and submillimeter astrophysics, including extrasolar planets; star formation in the galaxy; nearby dwarf, starburst, and ultraluminous galaxies; and distant "proto"-galaxies. Recent results obtained with Spitzer Space Telescope and ground-based facilities are covered. The seminar includes lectures from faculty and staff and also student presentations from the readings during the course.

[ASTRO 673(7673) Seminar: Planetary Atmospheres

Spring. 2 credits. Not offered 2005-2006.
P. Gierasch.

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(7690) Seminar: Computational Astrophysics (also PHYS 480/680[4480/7680])

Spring. 3 credits. Prerequisite: working knowledge of FORTRAN. Staff.

For description, see PHYS 480/680.

[ASTRO 699(7699) Seminar: Problems in Theoretical Astrophysics (also PHYS 665[7665])

Fall. 2 credits. Not offered 2005-2006.
D. Lai.

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 are discussed by the lecturer and among the participants. This seminar is open to all graduate students.]

[ASTRO 699(7699) Seminar: Observational High-Energy Physics

Spring. 2 credits. Highly recommended: ASTRO 511 (PHYS 525) as co- or prerequisite. Not offered 2005-2006. 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 advising. For more details about the biology curriculum, see the "Biological Sciences" section of this catalog or visit the Office of Undergraduate Biology web site, www.bio.cornell.edu.

BIOLOGY & 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, D. Bates, 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, 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, C. Leuenberger, 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, T. Sacco, J. Shanahan, R. Stoltzfus, J. Tantillo, N. Uphoff, V. Utermohlen, K. Vogel, R. Wayne, E. Wethington, 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 and 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 & 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.

Faculty members are available (according to posted office hours or by appointment) in the Biology & Society offices, 306 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 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 & 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 3 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); genetics and development (BIOGD 281 or 282 or PL BR 225); evolutionary biology (BIOEE 278); animal behavior (BIONB 221); neurobiology and behavior (BIONB 222); physiology and anatomy (BIOAP 311 or NS 341 but *not* BIOAP 212); biological diversity (BIOPL 241 or BIOMI 290 or BIOEE 373 or 274 or 470 and 472 or 471 or 475 or 476 or ENTOM 212 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, BTRY 301, AEM 210, SOC 301, PSYCH 350, ECON 319, 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 3 credit hours, and taken for a letter grade. Choose these courses as follows:

a. Natural science issues/biology elective (two courses). Select from the list of B&SOC approved natural science issues courses or choose course(s) with introductory biology as a prerequisite from: ALS, AN SC, BIOSCI(NOT A COURSE PREFIX), ENTOM, FD SC, HD, NS, NTRES, PL BR, PL PA, PSYCH, VTMED.

b. Humanities/social sciences electives** (two courses). Courses from the list of senior seminars may be used as theme electives if not used to meet another requirement, or select humanities or social sciences courses in consultation with the faculty adviser.

c. Senior seminar** (one course taken senior year). Courses change yearly.

- * Students may petition to take a second statistics course (an advanced course, in sequence with the statistics course taken in the foundation) in place of the calculus requirement.

- ** Among the courses taken to meet the social sciences and humanities requirements (2.A, 2.B, 3, 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 & 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 Colleges of Arts and Sciences and Agriculture and Life Sciences. Biology & Society majors in the College of Human Ecology 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 (GPA) 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 both the fall and spring semesters. B&SOC 499 is now cross-listed with the College of Agriculture and Life Sciences as ALS 499. Students wishing to receive CALS credit can sign up for ALS 499. 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, 255-6047, sfc1@cornell.edu

web site: www.sts.cornell.edu

I. First-Year Writing Seminars and Introductory Courses

Consult the John S. Knight Institute web site for times, instructors, and descriptions. Web site: www.arts.cornell.edu/Knight_institute/index.html.

S&TS 101(1101) Science and Technology in the Public Arena

Fall. 3 credits. Recommended as introduction to field. Not required; may not be used to fulfill major requirement. S&TS 101 and 102 can be taken separately or in any order. R. Prentice.

For description, see S&TS listings, S&TS 101.

S&TS 102(1102) Histories of the Future

Spring. 3 credits. Recommended as an introduction to the field. Not required; may not be used to fulfill a major requirement. S&TS 101 and 102 may be taken separately or in any order. R. Prentice, S. Seth. For description, see S&TS listings, S&TS 102.

II. Foundation Courses

A. Ethics (one course)

B&SOC 205(2051) Ethical Issues in Health and Medicine (also S&TS 205[2051]) (IV) (KCM)

Fall. 4 credits. Limited to 150 students. Not open to freshmen. K. Vogel.

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. The course explores 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(2061) Ethics and the Environment (also S&TS 206[2061], PHIL 246[2460]) (IV) (KCM)

Spring. 4 credits. Limited to 50 students. Open to all undergraduates; freshmen by permission of instructor. J. Turner.

Aims 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. The 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(2331) Agriculture, History, and Society: From Squanto to Biotechnology

Fall. 3 credits. M. Rossiter. For description, see S&TS listings, S&TS 233.

S&TS 282(2821) Science in Western Civilization (also HIST 282[2820])

Spring. 4 credits. P. Dear. For description, see HIST 282.

S&TS 287(2871) Evolution (also BIOEE 207[2070], HIST 287[2870])

Fall or summer. 3 credits. May not be taken for credit after BIOEE 278. W. Provine.

For description, see BIOEE 207.

S&TS 355(3551) Computers: From the 17 C. to the Dot.com Boom (also INFO 355[3551], COMM 355[3551])
Fall. 4 credits. S&TS 355 and 356 may be taken separately or in any order.
K. Lambert.
For description, see S&TS listings, S&TS 355.

S&TS 356(3561) Computing Cultures (also COMM 356[3561], INFO 356[3561], VISST 356[3560])
Spring. 4 credits. S&TS 355 and 356 may be taken separately or in any order.
P. Sengers.
For description, see S&TS 356.

[S&TS 390(3901) Science in the American Polity: 1800 to 1960 (also GOVT 308[3080], AM ST 388[3881])
Fall. 4 credits. Not offered 2005–2006. Staff.
For description, see S&TS 390.]

S&TS 433(4331) International History of Science
Spring. 4 credits. M. Rossiter.
For description, see S&TS listings, S&TS 433.

S&TS 444(4441) Historical Issues of Gender and Science (also FGSS 444[4440])
Spring. 4 credits. M. Rossiter.
For description, see S&TS listings, S&TS 444.

S&TS 447(4471) Seminar in the History of Biology: Why Is Evolutionary Biology So Controversial? (also BIOEE 467[4670], B&SOC 447[4471], HIST 415[4150])
Fall or summer (six-week session). 4 credits. Limited to 18 students. S-U grades optional. Not offered fall 2005. W. Provine.
For description and prerequisites, see BIOEE 467.

2. Philosophy of Science

S&TS 201(2011) What Is Science? An Introduction to the Social Studies of Science and Technology (also SOC 210[2100])
Spring. 3 credits. T. Pinch.
For description, see S&TS listings, S&TS 201.

S&TS 286(2861) Science and Human Nature (also PHIL 286[2860])
Spring. 4 credits. May be used to meet philosophy of science requirement *if not* used to meet core course requirement.
R. Boyd.
For description, see PHIL 286.

S&TS 381(3811) Philosophy of Science: Knowledge and Objectivity (also PHIL 381[3810])
Fall. 4 credits. R. Boyd.
For description, see PHIL 381.

3. Sociology of Science

B&SOC 301(3011) Life Sciences and Society (also S&TS 301[3011]) (III) (SBA)
Fall. 4 credits. May be used to meet sociology of science requirement *if not* used to meet core course requirement.
C. Silverman.
For description, see Core Courses.

[B&SOC 442(4421) Sociology of Science (also S&TS 442[4421], SOC/CRP 442[4420]) (III) (SBA)
Fall. 4 credits. Not offered 2005–2006. Staff.
For description, see S&TS listings, S&TS 442.]

HD 452(4520) Culture and Human Development
Fall. 3 credits. Q. Wang.
For description, see HD 452.

NS 245(2450) Social Science Perspectives on Food and Nutrition
Fall. 3 credits. C. Bisogni and J. Sobal.
For description, see NS 245.

[D SOC 208(2080) Technology and Society
Fall. 3 credits. Not offered 2005–2006.
C. Geisler.
For description, see D SOC 208.]

D SOC 220(2200) Sociology of Health and Ethnic Minorities (also LSP 220[2200])
Fall. 3 credits. P. Parra.
For description, see D SOC 220.

S&TS 201(2011) What Is Science? An Introduction to the Social Studies of Science and Technology (also SOC 210[2100])
Spring. 3 credits. T. Pinch.
For description, see S&TS listings, S&TS 201.

S&TS 311(3111) The Sociology of Medicine
Spring. 4 credits. C. Leuenberger.
For description, see S&TS 311.

S&TS 411(4111) Knowledge, Technology, and Property
Spring. 4 credits. S. Hilgartner.
For description, see S&TS 411.

4. Politics of Science

B&SOC 407(4071) Law, Science, and Public Values (also S&TS 407[4071])
Spring. 4 credits. M. Lynch.
For description, see S&TS listings, S&TS 407.

[CRP 380(3800) Environmental Politics
Fall. 4 credits. Not offered 2005–2006.
R. Booth.
For description, see CRP 380.]

PAM 230(2300) Introduction to Policy Analysis
Fall. 4 credits. R. Avery.
For description, see PAM 230.

S&TS 324(3241) Environment and Society (also D SOC/SOC 324[3240])
Spring. 3 credits. C. Geisler.
For description, see D SOC 324.

S&TS 391(3911) Science in the American Polity: 1960 to Now (also GOVT 309[3091], AM ST 389[3891])
Spring. 4 credits. S. Hilgartner.
For description, see S&TS 391.

[S&TS 427(4271) Politics of Environmental Protection (also GOVT 420[4201])
Summer. 4 credits. Not offered 2005–2006.
S. Yearley.]

5. Science Communication

COMM 260(2600) Scientific Writing for Public Information
Fall and spring. 3 credits. Limited to 25 non-freshmen or graduate students per section. Not open to freshmen. S. Conroe.
For description and prerequisites, see COMM 260.

COMM 421(4210) Communication and the Environment
Spring. 3 credits. May be used in Foundation only if **not** taken as senior seminar. Staff.
For description, see COMM 421.

S&TS 285(2851) Communication in the Life Sciences (also COMM 285[2850])
Spring. 3 credits. B. Lewenstein.
For description, see COMM 285.

S&TS 352(3521) Science Writing for the Mass Media (also COMM 352[3520])
Fall. 3 credits. B. Lewenstein.
For description and prerequisites, see COMM 352.

S&TS 466(4661) Public Communication of Science and Technology (also COMM 466[4660])
Fall. 3 credits. Limited to 15 students. May be used in Foundation only if **not** taken as senior seminar. 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(3300) Principles of Biochemistry, Individual Instruction
Fall and spring. 4 credits. J. Blankenship, P. Hinkle, and staff.
For description and prerequisites, see BIOBM 330.

BIOBM 331(3310) Principles of Biochemistry: Proteins and Metabolism
Fall. 3 credits. May not be taken for credit after BIOBM 330 or 333. G. Feigensohn.
For description and prerequisites, see BIOBM 331.

BIOBM 333(3330) Principles of Biochemistry, Lectures
Summer. 4 credits. H. Nivison.
For description and prerequisites, see BIOBM 333.

NS 320(3200) Introduction to Human Biochemistry
Fall. 4 credits. P. Stover.
For description and prerequisites, see NS 320.

2. Ecology

BIOEE 261(2610) Ecology and the Environment
Fall and summer. 4 credits. Not open to freshmen. B. Chabot and N. Hairston.
For description and prerequisites, see BIOEE 261.

3. Genetics and Development

BIOGD 281(2810) Genetics
Fall, spring, and summer. 5 credits. Limited to 200 students. Not open to freshmen fall semester. M. Goldberg, T. Fox, and R. MacIntyre.
For description and prerequisites, see BIOGD 281.

BIOGD 282(2820) Human Genetics

Spring. 2 or 3 credits; 2 credits if taken after BIOGD 281; must be taken for 3 credits to fulfill Biology & Society requirements. Limited to 25 students per disc. M. Goldberg.

For description and prerequisites, see BIOGD 282.

PL BR 225(2250) Plant Genetics

Spring. 3 credits. M. Mitschler.

For description, see PL BR 225.

4. Evolutionary Biology**BIOEE 278(2780) Evolutionary Biology**

Fall and spring. 3 or 4 credits. Fall, R. Harrison; spring, M. Shulman and staff.

For description, see BIOEE 278.

5. Animal Behavior**BIONB 221(2210) Neurobiology and Behavior I: Introduction to Behavior**

Fall. 3, 4, or 5 credits. C. Walcott and staff.

For description and prerequisites, see BIONB 221.

6. Neurobiology and Behavior**BIONB 222(2220) Neurobiology and Behavior II: Introduction to Neurobiology**

Spring. 3 or 4 credits. R. Booker and staff.

For description and prerequisites, see BIONB 222.

7. Physiology and Anatomy**BIOAP 311(3110) Introductory Animal Physiology, Lectures (also VTBMS 346)**

Fall. 3 credits. E. Loew and staff.

For description and prerequisites, see BIOAP 311.

NS 341(3410) Human Anatomy and Physiology

Spring. 4 credits. Prerequisite: permission of instructor. Students must preregister for lab in 309 Martha Van Rensselaer Hall during course enrollment period. V. Utermohlen.

For description and additional prerequisites, see NS 341.

8. Biological Diversity**BIOMI 290(2900) General Microbiology Lectures**

Fall, spring, and summer. 2 or 3 credits; must be taken for 3 credits to fulfill major requirement. B. Batzing (summer) and W. Ghiore.

For description and prerequisites, see BIOMI 290.

BIOPL 241(2410) Introductory Botany

Fall. 3 credits. K. Niklas.

For description, see BIOPL 241.

BIOEE 274(2740) The Vertebrates: Structure, Function, and Evolution

Spring. 4 credits. B. McGuire.

For description and prerequisites, see BIOEE 274.

BIOEE 373(3730) Biology of the Marine Invertebrates

Fall. 5 credits. D. Harvell and J. Morin.

For description and prerequisites, see BIOEE 373.

[BIOEE 470(4700) Herpetology, Lectures

Spring. 2 credits; must be taken in conjunction with 472 to count for major credit. Not offered 2005-2006. H. Greene.

For description and prerequisites, see BIOEE 470.]

[BIOEE 471(4710) Mammalogy

Fall. 4 credits. Not offered 2005-2006. Staff. For description and prerequisites, see BIOEE 471.]

[BIOEE 472(4720) Herpetology, Laboratory

Spring. 2 credits; must be taken in conjunction with 470 to count for major credit. Not offered 2005-2006. H. Greene. For description and prerequisites, see BIOEE 472.]

BIOEE 475(4750) Ornithology

Spring. 4 credits. D. Winkler.

For description and prerequisites, see BIOEE 475.

[BIOEE 476(4760) Biology of Fishes

Fall. 4 credits. Not offered 2006-2007. A. McCune.

For description and prerequisites, see BIOEE 476.]

ENTOM 212(2120) Insect Biology

Fall. 4 credits. C. Gilbert.

For description and prerequisites, see ENTOM 212.

PL PA 309(3090) Introductory Mycology

Fall. 3 credits. K. Hodge.

For description and prerequisites, see PL PA 309.

9. Nutrition**NS 115(1150) 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(2100) Introductory Statistics**

Spring. 4 credits. C. VanEs.

For description and prerequisites, see AEM 210.

BTRY 301(3010) Statistical Methods I

Fall. 4 credits. P. Sullivan.

For description and prerequisites, see BTRY 301.

ECON 319(3190) Introduction to Statistics and Probability

Fall and spring. 4 credits. Y. Hong and F. Molinari.

For description and prerequisites, see ECON 319.

MATH 171(1710) Statistical Theory and Application in the Real World

Fall and spring. 4 credits. Staff.

For description, see MATH 171.

PAM 210(2100) Introduction to Statistics

Fall and spring. 4 credits. K. Joyner.

L. O'Neill, R. Swisher, and staff.

For description, see PAM 210.

PSYCH 350(3500) Statistics and Research Design

Fall. 4 credits. Staff.

For description, see PSYCH 350.

SOC 301(3010) Evaluating Statistical Evidence (also D SOC 302[3020])

Fall. 4 credits. Limited to Arts and Sciences students. Staff.

For description, see SOC 301.

III. Core Courses**B&SOC 301(3011) Life Sciences and Society (also S&TS 301[3011]) (III) (SBA)**

Fall. 4 credits. Limited to 50 students. Prerequisite: two semesters of social science or humanities and one year of introductory biology or permission of instructor. C. Silverman.

Critical thinking about the diverse influences shaping the life sciences. Topics include evolution and natural selection, heredity and genetic determinism, biotechnology, and reproductive interventions. Students 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(2861) Science and Human Nature (also PHIL 286[2860])

Spring. 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, VTBMS, ENTOM, FD SC, HD, NS, NTRES, PL BR, PL PA, PSYCH, VTMED.

B&SOC 214(2141) Biological Basis of Sex Differences (also BIOAP/FGSS 214[2140]) (I) (PBS)

Spring. 3 credits. J. Fortune.

For description, see BIOAP 214.

B&SOC 347(3471) Human Growth and Development: Biological and Behavioral Interactions (also HD/NS 347[3470])

Spring. 3 credits. Offered alternate years.

J. Haas and S. Robertson.

For description and prerequisites, see HD 347.

[BIOEE 275(2750) Human Biology and Evolution (also ANTHR/NS 275[2750])

Fall. 3 credits. Not offered 2005-2006.

K. Kennedy and J. Haas.

For description, see BIOEE 275.]

[BIOEE 673(6730) Human Evolution: Concepts, History, and Theory (also ANTHR 673[673])

Fall. 3 credits. Not offered 2005-2006.

K. Kennedy.

For description, see BIOEE 673.]

BIO G 305(3050) Basic Immunology

Fall. 3 credits. J. Marsh.

For description, see BIO G 305.

[BIOPL 247(2470) Ethnobiology

Fall. 3 credits. Not offered 2005-2006.

D. Bates.

For description, see BIOPL 247.]

ENTOM 210(2100) Plagues and People

Fall. 3 credits. L. Harrington.
For description, see ENTOM 210.

EAS 322(3220) Biogeochemistry of the Hawaiian Islands

Spring. 4 credits. Students must apply via Cornell Abroad for the Hawaii program.
L. Derry.
For description, see EAS 322.

EAS 351(3510) Marine Ecosystems Field Course

Spring. 4 credits. Students must apply via Cornell Abroad for Hawaii program.
C. Greene and B. Monger.
For description, see EAS 351.

HD 220(2220) Biological Issues in Human Development: The Human Brain and Mind

Fall. 3 credits. E. Temple.
For description, see HD 220.

HD 266(2660) Emotional Functions of the Brain

Spring. 3 credits. R. Depue.
For description, see HD 266.

HD 320(3200) Human Developmental Neuropsychology: Neurobiology of Human Diseases and Disorders

Spring. 3 credits. E. Temple.
For description, see HD 320.

HD 344(3440) Infant Behavior and Development

Fall. 3 credits. Not open to freshmen.
S. Robertson.
For description and prerequisites, see HD 344.

HD 366(3660) Psychobiology of Temperament and Personality

Fall. 3 credits. R. DePue.
For description and prerequisites, see HD 366.

HD 433(4330) Developmental Cognitive Neuroscience

Spring. May be used as depth course if BIONB 221 or 222 taken as breadth. 3 credits. E. Temple.
For description, see HD 433.

HD 436(4360) Language Development (also LING/PSYCH/COGST 436)

Spring. 4 credits. B. Lust.
For description, see HD 436.

NS 222(2220) Maternal and Child Nutrition

Fall. 3 credits. Limited to 25 students.
C. Garza and P. Brannon.
For description and prerequisites, see NS 222.

NS 331(3310) Physiological and Biochemical Bases of Human Nutrition

Spring. 4 credits. C. McCormick.
For description and prerequisites, see NS 331.

NS 361(3610) Biology of Normal and Abnormal Behavior (also PSYCH 361[3610])

Fall. 3 credits. Prerequisite: junior or senior standing. B. Strupp.
For description and prerequisites, see NS 361.

NS 452(4520) Molecular Epidemiology and Dietary Markers of Chronic Disease

Spring. 3 credits. P. Cassano.
For description and prerequisites, see NS 452.

[NS 475(4750) Mechanisms of Birth Defects

Spring. 3 credits. Not offered 2005–2006.
P. Stover.
For description and prerequisites, see NS 475.]

NTRES 201(2010) Environmental Conservation

Spring. 3 credits. T. Fahey.
For description, see NTRES 201.

[PSYCH 223(2230) Introduction to Biopsychology

Fall. 3 credits. Not offered 2005–2006. Staff.
For description, see PSYCH 223.]

[PSYCH 326(3260) Evolution of Human Behavior

Spring. 4 credits. Not offered 2005–2006.
B. Johnston.
For description and prerequisites, see PSYCH 326.]

Examples of biology electives**AN SC 300(3000) Animal Reproduction and Development**

Spring. 3 credits. J. Parks.
For description, see AN SC 300.

HD 366(3660) Psychobiology of Temperament and Personality

Fall. 3 credits. R. DePue.
For description and prerequisites, see HD 366.

NS 331(3310) Physiological and Biochemical Bases of Human Nutrition

Spring. 4 credits. C. McCormick.
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(4640) Economics of Agricultural Development (also ECON 464[4640])**

Fall. 3 credits. R. Christy.
For description, see AEM 464.

[ANTHR 211(2411) Nature and Culture

Spring. 4 credits. Not offered 2005–2006.
For description, see ANTHR 211.]

B&SOC 331(3311) Environmental Governance (also S&TS 331[3311], NTRES 331[3310])

Spring. 3 credits. S. Wolf.
For description, see NTRES 331.

BIOEE 671(6710) Paleoanthropology of South Asia (also ANTHR 671[6371])

Fall. 3 credits. K. Kennedy.
For description, see BIOEE 671.

[CRP 451(4510) Environmental Law (also CRP 551[5510])

Fall. 4 credits. Not offered 2005–2006.
R. Booth.
For description, see CRP 451.]

D SOC 205(2050) Rural Sociology and International Development (also SOC 206[2060])

Spring. 3 credits. P. McMichael.
For description, see D SOC 205.

[D SOC 261(2610) Sociology of Sustainable Development

Fall. 3 credits. Not offered 2005–2006. Staff.
For description, see D SOC 261.]

[D SOC 333(3330) Genomics and Society (also S&TS 333[3331])

Fall. 3 credits. Not offered 2005–2006. Staff.
For description, see D SOC 333.]

SOC 410(4100) Health and Survival Inequalities (also FGSS 410[4100])

Fall. 4 credits. A. Basu.
For description, see SOC 410.

[DEA 422(4220) Ecological Literacy in Design (also ARCH 464.01[4601])

Spring. 3 credits. Not offered 2005–2006.
J. Elliott.
For description, see DEA 422.]

[HD 241(2410) History of Childhood in the United States

Spring. 3 credits. Recommended for sophomores and juniors. Not offered 2005–2006. J. Brumberg.
For description, see HD 241.]

HD 251(2510) Social Gerontology: Aging and the Life Course

Spring. 3 credits. Limited to 60 students. Highly recommended: HD 250 or equivalent, to be determined by instructor. E. Wethington.
For description, see HD 251.

[HD 258(2580) The History of Women in the Professions 1800 to Present (also HIST 238[2380], FGSS 238[2380], AM ST 258[2581])

Spring. 3 credits. Not offered 2005–2006.
J. Brumberg.
For description, see HD 258.]

[HD 336(3360) Connecting Social, Cognitive, and Emotional Development

Fall. 3 credits. Not offered 2005–2006.
P. Casasola.
For description and prerequisites, see HD 336.]

[HD 362(3620) Human Bonding

Fall. 3 credits. Not offered 2005–2006.
C. Hazan.
For description, see HD 362.]

HD 370(3700) Adult Psychopathology (also PSYCH 325[3250])

Spring. 3 credits. H. Segal.
For description, see HD 370.

HD 417(4170) Female Adolescence in Historical Perspective

Spring. 3 credits. J. Brumberg.
For description, see HD 417.

[HD 457(4570) Health and Social Behavior (also SOC 457[4570])

Fall. 3 credits. Not offered 2005–2006.
E. Wethington.
For description, see HD 457.]

NS 421(4210) Nutrition and Exercise

Spring. 3 credits. Limited to nutrition majors, others by permission of the Instructor. S. Travis.
For description and prerequisites, see NS 421.

NS 450(4500) Public Health Nutrition

Spring. 3 credits. K. Rasmussen and D. Pelletier.
For description, see NS 450.

NS 650(6500) Food and Nutrition Assessment in a Social Context
Fall. 3 credits. D. Pelletier and G. Pelto.
For description and prerequisites, see NS 650.

[NS 651(6510) Food and Nutrition Action in a Social Context]
Spring. 3 credits. Not offered 2005-2006.
D. Pelletier and G. Pelto.
For description and prerequisites, see NS 651.]

NTRES 333(3330) Environmental Issues and Indigenous People
Spring. 3 credits. M. Muskett.
For description, see NTRES 333.

[NTRES 407(4070) Religion, Ethics and the Environment]
Fall. 3 credits. Not offered 2005-2006.
R. Baer.
For description, see NTRES 407.]

PAM 303(3030) Ecology and Epidemiology of Health
Fall. 3 credits. Staff.
For description, see PAM 303.

PAM 350(3500) Contemporary Issues in Women's Health
Fall. 3 credits. A. Parrot.
For description, see PAM 350.

PAM 380(3800) Human Sexuality
Spring. 4 credits. A. Parrot.
For description, see PAM 380.

PAM 435(4350) U.S. Health Care System
Fall. 3 credits. R. Battistella.
For description, see PAM 435.

PAM 437(4370) Economics of Health Policy
Spring. 3 credits. K. Simon.
For description, see PAM 437.

PAM 568(5680) Long-Term Care and the Aged: Alternative Health and Social Service Delivery Systems
Spring. 3 credits. Staff.
For description, see PAM 568.

[SOC 340(3400) Health, Behavior, and Policy]
Spring. 4 credits. Not offered 2005-2006.
S. Caldwell.
For description, see SOC 340.]

Examples of humanities electives

PHIL 241(2410) Ethics
Spring. 4 credits. T. Gendler.
For description, see PHIL 241.

S&TS 481(4811) Philosophy of Science (also PHIL 481/681[4810/6810])
Spring. 4 credits. R. Boyd.
For description, see PHIL 681.]

C. Senior Seminars.

[B&SOC 404(4041) Human Fertility in Developing Nations (also D SOC 408[4080])]
Spring. 3 credits. Not offered 2005-2006.
J. Stycos.
For description, see D SOC 408.]

B&SOC 420(4201) The Darwinian Scientific Revolution (also S&TS 420[4201]) (IV) (HA)
Fall. 4 credits. Offered one time only, fall 2005. K. Lambert.

Looks at the emergence of Darwinism in the social and scientific context of 19th-century industrial Britain, asking how both scientists and a newly emerged mass audience viewed the controversies raised by Darwinian and

non-Darwinian theories of evolution. By listening in on these conversations about class, race, sex, and religion, the class explores science as an integral part of the culture and society of the Victorian period.

B&SOC 425(4251) From "Cold Mothers" to "Autistic Dads"—Autism in 20th-Century America (also S&TS 425[4251]) (III) (SBA)
Spring. 4 credits. Offered spring 2006 only.
C. Silverman.
For description, see S&TS 425.

[B&SOC 427(4271) Politics of Environmental Protection (also S&TS 427[4271], GOVT 420[4201])]
Summer. 4 credits. Not offered 2005-2006.
S. Yearley.
For description, see S&TS 427.]

B&SOC 447(4471) Seminar in the History of Biology (also BIOEE 467[4670], HIST 415[4150], S&TS 447[4471]) (I) (PBS)
Summer. six-week session. 4 credits.
W. Provine.
For description, see BIOEE 467.

B&SOC 461(4611) Environmental Policy (also BIOEE/ALS 661) (I) (PBS)
Fall and spring (yearlong); must be started in fall. 3 credits each semester. Limited to 12 students. D. Pimentel.
For description and prerequisites, see BIOEE 661.

[B&SOC 471(4711) The Dark Side of Biology: Biological Weapons, Bioterrorism, and Biocriminality (also S&TS 471[4711]) (III) (SBA)]
Fall. 4 credits. Prerequisites: at least one course in S&TS and one semester of biology beyond introductory biology. Not offered 2005-2006. 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.]

COMM 421(4210) Communication and the Environment
Spring. 3 credits. Staff.
For description, see COMM 421.

CSS 410(4100) Environmental Impacts of Agricultural Biotechnology
Spring. 3 credits. D. Buckley.
For description, see CSS 410.

HD 336(3360) Connecting Social, Cognitive and Emotional Development
Fall. 3 credits. M. Casasola.
For description, see HD 336.

HD 366(3660) Psychobiology of Temperament and Personality
Fall. 3 credits. R. Depue.
For description and prerequisites, see HD 366.

HD 416(4160) Development Perspectives on Legal Psychology
Spring. 3 credits. K. Mueller-Johnson.
For description, see HD 416.

HD 417(4170) Female Adolescence in Historical Perspective (also FGSS 438[4380], HIST 458[4580], AM ST 417[4170])
Spring. 3 credits. J. Brumberg.
For description, see HD 417.

HD 418(4180) Aging: Contemporary Issues
Fall. 3 credits. S. Cornelius.
For description, see HD 418.

[HD 419(4190) Midlife Development]
Spring. 3 credits. Not offered 2005-2006.
S. Cornelius.
For description, see HD 419.]

HD 432(4320) Cognitive, Social, and Developmental Aspects of Scientific Reasoning
Spring. 3 credits. B. Koslowski.
For description, see HD 432.

[HD 464(4640) Adolescent Sexuality (also FGSS 467)]
Spring. 3 credits. Not offered 2005-2006.
R. Savin-Williams.
For description, see HD 464.]

HD 468(4680) Stress in Childhood and Adolescence
Spring. 3 credits. J. Eckenrode.
For description, see HD 468.

[HD 660(6600) Social Development]
Spring. 3 credits. Prerequisite: for undergraduates, permission of instructor. Not offered 2005-2006. K. Greene.
For description, see HD 660.]

NS 452(4520) Molecular Epidemiology and Dietary Markers of Chronic Disease
Spring. 3 credits. P. Cassano.
For description, see NS 452.

PAM 552(5520) Health Care Services: Consumer and Ethical Perspectives
Fall. 3-4 credits; if using as senior seminar, B&SOC majors must take for 4 credits.
A. Parrot.
For description, see PAM 552.

PAM 556(5560) Managed Care
Fall. 3 credits. J. Kuder.
For description, see PAM 556.

PAM 559(5590) Epidemiology, Clinical Medicine, and Management Interface Issues
Spring. 3 credits. Staff.
For description, see PAM 559.

SOC 410(4100) Health and Survival Inequalities (also FGSS 410[4100])
Spring. 3 credits. A. Basu.
For description, see SOC 410.

D SOC 438(4380) Population and Development (also SOC 437[4370])
Fall. 3 credits. D. Gurak.
For description, see D SOC 438.

[D SOC 495(4950) Population, Development, and Environment in Sub-Saharan Africa

Fall. 4 credits. Not offered 2005–2006.
P. Eloundou-Enyegue.

For description, see D SOC 495.]

S&TS 411(4111) Knowledge, Technology, and Property

Spring. 4 credits. S. Hilgartner.

For description, see S&TS 411.

S&TS 453(4531) Knowledge and Society (also SOC 453[4530])

Fall. 4 credits. C. Leuenberger.

For description, see S&TS 453

S&TS 431(4311) From Surgery to Simulation

Fall. 4 credits. R. Prentice.

For description, see S&TS 431.

[S&TS 446(4461) Biomedical Ethics (also B&SOC 446[4461])

Spring. 4 credits. Not offered 2005–2006.

N. Sethi.

For description, see S&TS listings, S&TS 446.]

S&TS 466(4661) Public Communication of Science and Technology (also COMM 466[4660])

Fall. 3 credits. B. Lewenstein.

For description and prerequisites, see COMM 466.

S&TS 475(4751) Historical Issues of Science, Technology, Race, and Colonialism

Fall. 4 credits. S. Seth.

For description, see S&TS 475.

[S&TS 490(4901) Integrity of Scientific Practice

Fall. 4 credits. Not offered 2005–2006.

S. Hilgartner.]

S&TS 495(4951) Social Studies of the Human Sciences

Spring. 4 credits. C. Leuenberger.

For description, see S&TS 495.

V. Other Courses**B&SOC 375(3751) Independent Study**

Fall or spring. 1–4 credits. Prerequisite: biology and society majors; written permission of faculty supervisor.

Projects under the direction of a Biology and Society faculty member are encouraged as part of the program of study within the student's concentration area. Applications for research projects are accepted by individual faculty members. Students may enroll for 1 to 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 and Society Office, 306 Rockefeller Hall. *Independent study credits may not be used in completion of the major requirements.*

B&SOC 499(4991/4992) Honors Project I and II (also ALS 499[4991/4992])

Fall and spring (yearlong). Prerequisite: senior biology and society students by permission of department; overall GPA of 3.3. Students should apply in 306 Rockefeller Hall. Arts and Sciences

students should enroll in B&SOC 499 to receive Arts and Sciences credit. CALS students should enroll in ALS 499 to receive College of Agriculture and Life Sciences credit.

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. The student must find a project supervisor and a second faculty member willing to serve as faculty reader; at least one of these must be a member of the Biology and Society faculty.

Students must register for the total credits desired for the whole project each semester (e.g., 8 credits for fall and 8 credits for spring). After the fall semester, students receive a letter grade of "R"; a letter grade for both semesters is submitted at the end of the second semester whether or not the student completes a thesis or is recommended for honors. Minimally, an honors thesis outline and bibliography should be completed during the first semester. In consultation with the advisers, the director of undergraduate studies will evaluate whether the student should continue working on an honors project. Students should note that these courses are to be taken in addition to those courses that meet the regular major requirements.

If students do not complete the second semester of the honors project, they must change the first semester to independent study to clear the "R" and receive a grade. Otherwise, the "R" will remain on their record and prevent them from graduating.

BURMESE

See "Department of Asian Studies."

CAMBODIAN

See "Department of Asian Studies."

CATALAN

See "Department of Romance 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 under "Interdisciplinary Centers, Programs, and Studies."

CENTER FOR INTERNATIONAL STUDIES

See "Interdisciplinary Centers, Programs, and Studies."

CHEMISTRY AND CHEMICAL BIOLOGY

H. D. Abruña, chair (122 Baker Laboratory, 255-4175); G. W. Coates, associate chair; M. A. Hines, director of undergraduate studies; H. D. Abruña, 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-semester 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 semester 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 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 also will 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 8 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 adviser 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 Professor 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 occur, the department will provide new information as soon as possible.

Preliminary examinations for all courses may be given in the evening.

CHEM 105(1150) The Language of Chemistry (I) (PBS)

Fall. 3 credits. Contributes to satisfying CALS physical science requirement of one course in chemistry. S-U or letter grades. Lec, M W F; prelims in normal class period. J. Meinwald.

In his autobiography, A. Kornberg (Nobel Laureate in Medicine, 1959) wrote, "much of life can be understood in rational terms if expressed in the language of chemistry. It is an international language, a language for all time, a language that explains where we came from, what we are, and where the physical world will allow us to go." Through careful examination of a few milestone investigations of naturally occurring biologically important compounds (e.g., 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(1160) The World of Chemistry (I) (PBS)

Spring. 3 credits. Contributes to satisfying CALS physical science requirement of one course in chemistry. S-U or letter grades. Lec, M W F; prelims, March 7, April 6. R. Hoffman.

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. Students try to gain a feeling for the way science is done and grasp the interplay of chemistry and biology.

CHEM 206(1560) Introduction to General Chemistry (I) (PBS)

Fall or summer. 4 credits. Limited enrollment. Nonrefundable lab fee (covers cost of safety goggles, lab apron, and breakage): \$20. Lec, M W F; lab, M, T, W, R, or F; prelims, Sept. 29, Nov. 10. R. Hoffmann.

Introduction to chemistry, both quantitative and qualitative, for those needing a less

intensive introduction to chemistry than 207–208.

CHEM 207–208(2070–2080) General Chemistry (I) (PBS)

207, fall or summer; 208, spring or summer. 4 credits each semester. Prerequisite: for CHEM 208, CHEM 206 or 207. CHEM 207 nonrefundable lab fee (covers cost of safety goggles, lab apron, and breakage): \$20. Entering students exceptionally well prepared in chemistry may receive AP credit for CHEM 207 by demonstrating competence in advanced placement examination of the College Entrance Examination Board or in departmental examination given at Cornell before classes start in fall. Taking CHEM 208 after 215 is not recommended and may be done only by permission of 208 instructor. Lec, T R; lab, M T W R F; secs, M T W R F; prelims, Oct. 6, Nov. 10, Feb. 28, April 11. Fall: P. J. Chirik; spring: H. F. Davis.

Covers fundamental chemical principles, with considerable attention given to the quantitative aspects and to the techniques important for further work in chemistry.

CHEM 211(2110) Chemistry for the Applied Sciences (I) (PBS)

Fall or spring. 4 credits. Limited enrollment. Prerequisite: high school chemistry or permission of instructor. Co-requisite: calculus course at level of MATH 111 or 191. Recommended for students who intend to take only one semester of chemistry. 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. Nonrefundable lab fee (covers cost of safety goggles, lab apron, and breakage): \$20. Lec, M W F; lab, M T W R F; prelims, Sept. 27, Oct. 20, Nov. 22, Feb. 28, Mar. 16, Apr. 18. Fall: B. R. Crane; spring: G. K. Chan.

Covers important chemical principles and facts 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 and semiconductors.

CHEM 215–216(2150–2160) Honors General and Inorganic Chemistry (I) (PBS)

Fall, 215; spring, 216. 4 credits each semester. Limited enrollment. Prerequisites: good performance in high school chemistry, physics, and mathematics. Co-requisite: calculus course at level of MATH 111 or 191 for students who have not taken high school calculus; for CHEM 216, CHEM 215. Recommended for students who intend to specialize in chemistry or in related fields. Taking CHEM 208 after CHEM 215 is not recommended and may be done only by permission of 208 instructor. Nonrefundable lab fee (covers cost of safety goggles, lab apron, and breakage): \$20. Lec, M W F; lab, M T W R or F; prelims, Oct. 6, Nov. 10, Feb. 28, Apr. 11. Fall: B. Widom; spring: S. Lee.

Intensive systematic study of the laws and concepts of chemistry, with considerable emphasis on quantitative aspects. Second

semester includes systematics of inorganic chemistry. Laboratory work covers qualitative and quantitative analysis, transition metal chemistry, and spectroscopic techniques.

[CHEM 233(2330) Introduction to Biomolecular Structure

Fall. 2 credits. Limited to 30 students. Prerequisites: CHEM 207–208 or equivalents. Lec, T R. Not offered 2005–2006. S. E. Ealick.

Intended for students with a basic understanding of chemistry who are considering a program of study in biochemistry. Explores the interrelationship of the structure and function of biologically important molecules. Emphasizes 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(2510) Introduction to Experimental Organic Chemistry

Fall, spring, or summer. 2 credits. Limited enrollment. Co-requisite: CHEM 257 or 357. Recommended for nonchemistry majors. Lec, fall, R or F; spring, R; lab, M T W R or F; prelims, fall: Nov. 15; spring: Apr. 27. S. Russo.

Introduction to the synthesis, separation, and handling of materials, including applications of many types of chromatography, simple and fractional distillation, crystallization, extraction, and others.

CHEM 252(2520) Elementary Experimental Organic Chemistry

Spring. 2 credits. Prerequisite: CHEM 251. Recommended for nonchemistry majors. Lec, T; lab, W, R; prelim, Apr. 27. S. Russo. Continuation of CHEM 251.

CHEM 257(1570) 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. Because of duplication of materials, students who take both 257 and 357 will receive graduation credit only for CHEM 257. Lec, M W F; prelims, Feb. 16, Mar. 14, April 11. D. A. Usher.

Introduction to organic chemistry with an emphasis on those structures and reactions of organic compounds having particular relevance to biological chemistry.

CHEM 287–288(2870–2880) Introductory Physical Chemistry (I) (PBS)

287, fall; 288, spring. 3 credits each semester. Prerequisites: CHEM 208 or 216 and MATH 111–112 and PHYS 208, or permission of instructor; for CHEM 288, CHEM 287 or 389. Lec, M W F; 287: rec, M or W, T; 288: rec, M or W; prelims: 287: Oct. 6, Nov. 22. 288: Mar. 9 or Apr. 18. Fall: R. Loring; spring: J. H. Freed.

Survey 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 statistical mechanics, phenomena in

condensed phases, transport, electrochemistry, spectroscopy. CHEM 287 satisfies the minimum requirement for physical chemistry in the alternative chemistry major.

CHEM 290(2900) Introductory Physical Chemistry Laboratory

Fall or spring. 2 credits each semester. Lec, fall, R; spring, R; lab: fall, M T; spring, M T R F. T. McCarrick.

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(3000) Quantitative Chemistry

Fall. 2 credits. Prerequisite: CHEM 208 or 216 or advanced placement in chemistry. Lec, R; lab, M T W R; prelims, Oct. 20, Nov. 22. 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(3010) 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.

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 semester 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(3020) Honors Experimental Chemistry II (I) (PBS)

Fall. 4 credits. Limited enrollment; priority given to chemistry majors. Prerequisite: CHEM 301. Lec, M W F; 2 labs, M W, T R. F. T. McCarrick.

Instrumental methods of analysis, including chemical microscopy, visible and infrared spectroscopies, and gas chromatography. Basic concepts of interfacing are covered.

CHEM 303(3030) Honors Experimental Chemistry III (I) (PBS)

Spring. 4 credits. Limited to 10 students per lab. Prerequisites: CHEM 302, 389, 390; co-registration in latter permissible. Lec, M W F; 2 labs, M W, or T R. M. A. Hines. 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(3570–3580) Organic Chemistry for the Life Sciences (I) (PBS)

Fall or summer, 357; spring or summer, 358. 3 credits each semester. Prerequisite: for CHEM 357, CHEM 208 or 216 or advanced placement; for CHEM 358, CHEM 357 or permission of instructor. Recommended: concurrent registration in CHEM 251 or 300. Because of duplication of material, students who take both CHEM 257 and 357 will receive graduation credit only for CHEM 257. Lec, M W F, optional rec may be offered; prelims, Sept. 22, Oct. 18, Nov. 10, Feb. 16, Mar. 14, Apr. 13. Fall: B. Ganem; spring: G. W. Coates.

Study of the more important classes of carbon compounds—especially those encountered in the biological sciences. Emphasizes 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.

CHEM 359-360(3590-3600) Honors Organic Chemistry I and II (I) (PBS)

359, fall; 360, spring. 4 credits each semester. Limited enrollment. Prerequisites: CHEM 216 with grade of B or better, CHEM 208 with grade of A or better, or permission of instructor; for CHEM 360, CHEM 359. Recommended: co-registration in CHEM 300-301-302. Recommended for students who intend to specialize in chemistry or closely related fields. Lec, M W F; disc, W; prelims, Sept. 14, Oct. 12, Nov. 9, Spring: Feb. 9, Mar. 1, Apr. 12. Fall: J. Njardarson; spring, T. P. Begley. 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(3890-3900) Honors Physical Chemistry I and II (I) (PBS)

Fall, 389; spring, 390. 4 credits each semester. Prerequisites: MATH 213 or, ideally, 221-222; PHYS 208; CHEM 208 or 216 or permission of instructor; for CHEM 390, CHEM 389. Lec, 389: M W F; rec, M or W or T. Lec, 390: M W F; prelims: 389, Sept. 27, Oct. 25, Nov. 22; 390, Feb. 16, Mar. 14, Apr. 13. Fall: J. H. Freed; spring: 390: G. S. Ezra.

Studies the principles of physical chemistry from the standpoint of the laws of thermodynamics, kinetic theory, statistical mechanics, and quantum chemistry.

CHEM 391(3910) Physical Chemistry II (also CHEM 391(3910)) (I) (PBS)

Spring. 4 credits. Prerequisites: engineering students only; MATH 293; PHYS 112, 213; CHEM 389 or permission of instructor. Co-requisite: MATH 294. Lec, 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(4040) Entrepreneurship in Chemical Enterprise

Spring. 1 credit. Lec, T. 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(4050) Techniques of Modern Synthetic Chemistry (I) (PBS)

Spring. 3 or 6 credits; to receive 3 credits, students must perform minimum of three

two-week experiments; 6 credits given for three additional experiments; completion of five exercises in elementary glass-blowing counts as one experiment. Limited enrollment. Prerequisites: CHEM 302 and permission of instructor. Lab time required: 16 hours each week, including at least two four-hour sessions in one sec (M W 1:25). Lec, first week only. Not offered 2005-2006. J. M. Burlitch.]

CHEM 410(4100) Inorganic Chemistry (I) (PBS)

Fall. 4 credits. Prerequisites: CHEM 358 or 360, and 287 or 390. Lec. M W F; prelims, Sept. 22, Oct. 20, Nov. 10. D. Manke. Systematic study of the synthesis, structure, bonding, reactivity, and uses of inorganic, organometallic, and solid-state compounds.

CHEM 421(4210) Introduction to Inorganic Chemistry Research

Fall or spring. 2-4 credits. Prerequisites: CHEM 303 and 389-390, or 287-288, and 289-290 with 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(4330) Introduction to Analytical Chemistry Research

Fall or spring. 2-4 credits. Prerequisites: CHEM 303 and 390 with 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 440(4400) Bio-Inorganic Chemistry (I) (PBS)

Spring. 3 credits. Prerequisites: CHEM 215-216 or 207-208, 357-358, 359-360 or equivalent. Lec, M W F. B. R. Crane. Addresses important aspects of inorganic chemistry in biological systems. Topics include: (1) the distribution and properties of metals in biology; (2) coordination chemistry of biological metals; (3) properties of metal-containing macromolecules; (4) redox processes and long-range electron transfer; (5) metallofactors and metal clusters; (6) Lewis acid catalysis; (7) metal-oxygen reactions in biology; and (8) metal trafficking and metalloprotein assembly.

[CHEM 450(4550) Principles of Chemical Biology (I) (PBS)

Spring. 3 credits. Prerequisites: CHEM 357-358, 359-360 or equivalent. Lec, M W F. Not offered 2005-2006. B. R. Crane. 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 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(4610) Introduction to Organic Chemistry Research

Fall or spring. 2-4 credits. Prerequisites: CHEM 302 and 358 or 360 with 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(4770) Introduction to Physical Chemistry Research

Fall or spring. 2-4 credits. Prerequisite: CHEM 390 with 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(4980) Honors Seminar

Spring. 0 credits. Admission only by department invitation. Additional pre- or co-requisites: outstanding performance in two coherent 4-credit units of research in course such as CHEM 421, 433, 461, 477; or equivalent amount of research in another context. D. T. McQuade. Challenges students to consider postgraduation, publication, presentation, and other issues germane to emerging scientists, through discussion and guest lectures. Participants report on their research in a paper and an oral presentation.

CHEM 600-601(6000-6010) General Chemistry Colloquium

600, fall; 601, spring. 0 credits. R. Staff. Series of talks representative of all fields of current research interest in chemistry given by distinguished visitors and faculty members.

CHEM 602(6020) Information Literacy for the Physical Scientist

Spring. 1 credit. Primarily for graduate students and undergraduate chemistry majors doing research. Lec, T. L. Solla. 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(6050) Advanced Inorganic Chemistry I: Symmetry, Structure, and Reactivity

Fall. 4 credits. Prerequisite: CHEM 389-390 or equivalent or permission of instructor. Lec, 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(6060) 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. Lec, M W F. Not offered 2005-2006. P. T. Wolczanski.

Synthesis, structure, and reactivity of main group and modern coordination compounds and bioinorganic systems. The mechanisms of transition-metal reactions are emphasized, and evaluation of the current literature are

stressed. Background readings are at the level of *Reaction Mechanisms of Inorganic and Organometallic Systems* by Jordan.]

CHEM 607(6070) Advanced Inorganic Chemistry III: Solid-State Chemistry

Fall. 4 credits. Prerequisite: undergraduate inorganic chemistry or permission of instructor. Lec, M W F. S. Lee.

Third in a three-semester sequence. Interdisciplinary approach to solids. Topics include solid-state structure and X-ray diffraction, phase diagrams, electronic structure, and physical properties of solids. Texts: Mueller: *Structural Inorganic Chemistry*; Glusker and Trueblood: *Primer on X-ray Crystallography*; and Hoffmann: *Solids and Surfaces*. Readings from inorganic chemistry and solid-state primary literature.

CHEM 608(6080) 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 is emphasized, and background readings are at the level of *Reaction Mechanisms of Inorganic and Organometallic Systems* by Jordan and *Principles and Applications of Organotransition Metal Chemistry* by Collman, Hegedus, Finke, and Norton.

[CHEM 622(6220) Chemical Communication

Fall. 3 credits. Lec, M W F. Not offered 2005–2006. J. Meinwald and T. Eisner. For description, see BIONB 623.]

CHEM 625(6250) Advanced Analytical Chemistry I

Spring. 4 credits. Prerequisite: CHEM 288 or 390 or equivalent. Lec, M W F; occasional prelims, W. D. B. Zax. 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 are offered.

[CHEM 627(6270) Advanced Analytical Chemistry II

Spring. 3 credits. Primarily for graduate students. Prerequisite: CHEM 793 or equivalent preferable. Lec, M W F. Not offered 2005–2006. 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(6280) Isotopic and Trace Element Analysis (also NS 690(6900))

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. Lec, T R. Offered alternate years; not offered 2005–2006. 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(6290) Electrochemistry

Spring. 4 credits. Primarily for graduate students and junior and senior undergraduates. Prerequisite: CHEM 390 or equivalent. Recommended: MATH 213. Lec, T R. H. D. Abruña.

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(6500–6510) Organic and Organometallic Chemistry Seminar

650, fall; 651, spring. 0 credits. Requirement for graduate students majoring in organic or bioorganic chemistry. Juniors and seniors encouraged to attend. M. Staff.

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(6650) Advanced Organic Chemistry

Fall. 4 credits. Primarily for graduate students and junior and senior undergraduates. Prerequisites: CHEM 358 or 360, and CHEM 390 or equivalents, or permission of instructor; some knowledge of elementary quantum mechanics. Lec, M W F. B. K. Carpenter.

Discussion of the properties and reactivities of organic molecules and the underlying physical phenomena that affect them.

CHEM 666(6660) Synthetic Organic Chemistry

Spring. 4 credits. Primarily for graduate students and upperclass undergraduates. Prerequisite: CHEM 665 or permission of instructor. Lec, 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(6680) Chemical Aspects of Biological Processes

Fall. 4 credits. Prerequisite: CHEM 360 or equivalent. Lec, T R. T. P. Begley.

Examines a representative selection of the most important classes of enzyme-catalyzed reactions from a mechanistic perspective. Topics 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(6690) Organic and Polymer Synthesis Using Transition Metal Catalysts

Fall. 4 credits. Prerequisite: primarily for graduate students; CHEM 359/360 or equivalent or permission of instructor. Not offered 2005–2006. 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(6700) Fundamental Principles of Polymer Chemistry

Fall. 4 credits. Prerequisite: CHEM 389/390 and 359/360 or equivalent or permission of instructor. Primarily for graduate students and advanced undergraduates. No previous knowledge of polymers required. Lec, 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(6710) Synthetic Polymer Chemistry (also MSE 671(6710), CHEM 675(6750))

Spring. 4 credits. Prerequisites: minimum of organic chemistry at level of CHEM 359/360. Students without this organic chemistry background should see instructor before registering. Primarily for graduate students and advanced undergraduates. Recommended: knowledge of material covered in CHEM 670 or MSE 452. Lec, T R. D. Y. Sogah.

Emphasizes application of organic synthetic methods to the development of polymerization methods and control of polymer architecture. Emphasizes 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 is also covered.

[CHEM 672(6720) 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. Lec, M W F. Not offered 2005–2006. 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(6770) Chemistry of Nucleic Acids

Fall. 4 credits. Primarily for graduate students. Prerequisites: CHEM 358 or 360, and 390 or equivalents. Lec, M W. D. A. Usher.

Structure, properties, synthesis, and reactions of nucleic acids from a chemical point of view. Special topics include RNAi, antisense and antigen technology, ribozyme reactions (including the ribosome), mutagens, PCR, recent advances in sequencing, DNA as a computer, and alternative genetic materials.

[CHEM 681(6810) Introduction to Quantum Chemistry]

Fall. 4 credits. Prerequisites: one year of undergraduate physical chemistry, three semesters of calculus, one year of college physics. Lec T R. Not offered 2005-2006. G. S. Ezra.

Introduction to the application of quantum mechanics in chemistry. Covers many of the topics in CHEM 793-794 at a more descriptive, less mathematical level. 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(6860) Physical Chemistry of Proteins

Fall. 4 credits. Primarily for graduate students. Prerequisite: CHEM 288 or 390 or equivalents. Letter grades for undergraduate and graduates. Lec, M W F. P. Chen.

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(7000) Baker Lectures

Fall, on dates TBA. 0 credits. Lec, T R. This year's lecturer: Robert H. Grubbs, California Institute of Technology.

Distinguished scientists who have made significant contributions to chemistry present lectures for approximately six weeks.

[CHEM 701(7010) Introductory Graduate Seminar]

Fall. 0 credits. Highly recommended for all senior graduate students in any field of chemistry. Lec, W. Not offered 2005-2006. R. Hoffmann.

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(7160) Introduction to Solid State Organic Chemistry]

Spring. 3 credits. Recommended: CHEM 607 or some exposure to or course in solid state chemistry and quantum mechanics; good undergraduate physical chemistry course may be sufficient for quantum theory; PHYS 443 or CHEM 793 or 794 are at substantially higher level than what is needed. Lec, M W F. Not offered 2005-2006. S. Lee.

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(7650) Physical Organic Chemistry I

Spring. 4 credits. Primarily for graduate students. Prerequisite: CHEM 665 or permission of instructor. Lec, M W F. B. Carpenter.

Explores 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(7740) Chemistry of Natural Products: Combinatorial Chemistry]

Spring. 3 credits. Prerequisites: CHEM 360 and BIOBM 330 or equivalent. Lec, M W F. Not offered 2005-2006. 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(7800) Chemical Kinetics and Molecular Reaction Dynamics

Fall. 4 credits. Prerequisite: CHEM 681 or permission of instructor. Lec, T R. 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(7870) 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. Lec, T R. G. S. Ezra.

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 linear algebra, matrices, and the eigenvalue problem; methods of solution of relevant differential equations; special functions; partial differential equations; integral transforms; functions of a complex variable. The program *Mathematica*® is employed extensively for both analytical and numerical applications. At the level of *Mathematical Methods for Scientists and Engineers* by McQuarrie.

CHEM 788(7880) Macromolecular Crystallography (also BIOBM 738(7380))

Fall. 3 credits. Prerequisite: permission of instructor. Lec, T R. S. E. Ealick.

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(7910) Molecular Spectroscopy]

Spring. 4 credits. Prerequisite: CHEM 793 or PHYS 443 or equivalent. Lec, M W F. Not offered 2005-2006. J. H. Freed.

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 *Molecular Rotation Spectra* by Kroto.]

[CHEM 792(7920) Molecular Collision Theory]

Spring. 4 credits. Lec, T R. Not offered 2005-2006. 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(7930) Quantum Mechanics I

Fall. 4 credits. Prerequisites: CHEM 390, co-registration in A&EP 321, or CHEM 787 or equivalents or permission of instructor. Lec, M W F. M. A. Hines.

Topics include Schrodinger's equation, wave packets, uncertainty principle, matrix mechanics, orbital and spin angular momentum, exclusion principle, perturbation theory, and the variational principle. At the level of R. Shankar, *Quantum Mechanics*.

CHEM 794(7940) Quantum Mechanics II

Spring. 4 credits. Prerequisites: CHEM 793 or equivalent and CHEM 787 or equivalent or co-registration in A&EP 322, or permission of instructor. Lec, M W F. B. Widom.

Topics include WKB theory; virial theorems; Born-Oppenheimer approximation; non-crossing rule; non-adiabatic transitions; time-dependent perturbation theory; electromagnetic radiation interacting with matter; density matrices; line shape; scattering theory; Hartree-Fock and density-functional theories of electronic structure; energy bands in extended structure.

CHEM 795(7950) Statistical Thermodynamics

Fall. 4 credits. Primarily for graduate students. Prerequisite: CHEM 390 or equivalent. Pre- or co-requisite: CHEM 681 or 793 or equivalent. Lec, M W F. G. Chan.

Classical thermodynamics at the level of *Thermodynamics and an Introduction to Thermostatistics* by Callen and statistical thermodynamics at the level of the first 12 chapters of *Statistical Mechanics* by McQuarrie. 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 796(7960) Statistical Mechanics

Spring. 4 credits. Prerequisites: CHEM 678 and 793 or equivalent. Lec, T R. R. T. Loring.

Continuation of CHEM 678. Statistical mechanics of interacting systems. Topics include liquid state theory, computational statistical mechanics, critical phenomena, renormalization group theory, and nonequilibrium statistical mechanics

applied to chemical reactions, transport and spectroscopy.

[CHEM 798(7980) Bonding in Molecules

Spring. 4 credits. Prerequisite: some exposure to quantum mechanics; good undergraduate physical chemistry course or CHEM 681 PHYS 433 or CHEM 793–794 are at substantially higher level than what is needed; students should consult instructor if in doubt. Lec, T R. Not offered 2005–2006. R. Hoffmann.

Aims 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 is 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.]

CHINA AND ASIA-PACIFIC STUDIES

S. Cochran, director (450 McGraw Hall, 255-8862). A. Carlson, J. Chen, S. Divo, E. Gunn, P. Katzenstein, W. LaFeber, F. Logevall, T. J. Lowi, J. J. Suh. Affiliated faculty: M. Evangelista, J. Kirshner, J. V. Koschmann, T. Lyons, V. Nee, C. Peterson, E. Sanders, M. Shin, E. Tagliocozzo, K. Taylor.

web site: www.einaudi.cornell.edu/caps

China and Asia-Pacific Studies (CAPS) offers a unique approach to the study of the China's language, history, politics, society, and foreign relations by providing students with experience both on- and off-campus, including three years in Ithaca, one semester in Washington, D.C., and one semester in Beijing.

The Major

To be admitted to the major, a student must pass the gateway course, CAPS 282 (GOVT 282).

To complete the major, a student must pass 12 additional courses, completing each of them with a grade of "C" or higher:

In Ithaca, CHIN 101–102 and 201–202; CAPS 400; and two of the following: CAPS 385 (also GOVT 385), CAPS 313–314 (also HIST 313–314).

In Washington, D.C. (in fall of junior year), CAPS 300.

In Ithaca or Washington D.C. (before fall of senior year), CHIN 301–302.

In Beijing (in fall of senior year), CAPS 310 and 350.

Students interested in this major should speak to the program director to arrange for a major adviser.

Externships

CAPS majors hold externships in government, business, the media, or other organizations during their semesters in Washington, D.C., and Beijing. They are encouraged to coordinate the two experiences. For example, in successive years they might hold externships at the Chinese embassy in Washington and the U.S. embassy in Beijing, or at the China desk of the *Washington Post*

in Washington and the China bureau of the *Washington Post* in Beijing.

Honors

To become a candidate for honors, a CAPS major must maintain a grade average of B+ and have approval for a senior essay proposal from a faculty advisor. During senior year, a CAPS honors student completes the research and writing of a senior essay in the course of taking two tutorials, CAPS 401 in Beijing and CAPS 402 in Ithaca.

Prerequisite Course

CAPS 282(2827) China and the World (also GOVT 282(2827))

Spring. 4 credits. A. Carlson.

This course comes to terms with the dramatic rise of China by reviewing Chinese foreign policy since the establishment of the People's Republic of China. In particular, it concentrates on major developments during the 1980s and 1990s. Such a wide-ranging survey encompasses not only China's relations with its major bilateral partners but also its broader relationship with the international system.

Courses in Ithaca

CHIN 101-102(1101-1102) Elementary Standard Chinese (Mandarin)

101, fall; 102, spring. 6 credits each semester.

For description, see CHIN 101-102 under "Asian Studies."

CHIN 201-202(2201-2202) Intermediate Standard Chinese (Mandarin)

201, fall; 202, spring. 4 credits each semester.

For description, see CHIN 201-202 under "Asian Studies."

CHIN 301-302(3301-3302) High Intermediate Chinese

301, fall; 302, spring. 4 credits each semester.

For description, see CHIN 301-302 under Asian Studies.

CAPS 352(3520) Twentieth Century Asian-American Relations (also HIST 352)

Fall. 4 credits. J. Chen.

For description, see HIST 352.

CAPS 385(3857) American Foreign Policy (also GOVT 385)

Spring. 4 credits. J. J. Suh.

For description, see GOVT 385.

[CAPS 313(3130) U.S. Foreign Relations, 1750 to 1912 (also HIST 313)

Fall. 4 credits. F. Logevall. Not offered 2005–2006; next offered 2006–2007.

For description, see HIST 313.]

CAPS 314(3140) U.S. Foreign Relations, 1914 to Present (also HIST 314(3140))

Spring. 4 credits. F. Logevall.

For description, see HIST 314.

[CAPS 400(4000) Senior Seminar on China's Foreign Relations

Spring. 4 credits. S. Cochran. Not offered 2005–2006; next offered 2007–2008.]

[CAPS 402(4020) Honors Essay Tutorial

Spring. 4 credits. See S. Cochran about making arrangements with appropriate advisers. Not offered 2005–2006; next offered 2007–2008.]

Courses in Washington, D.C.

CHIN 301(3301) High Intermediate Chinese

Fall. 4 credits.

For description, see CHIN 301 under "Asian Studies."

[CAPS 300(3000) Seminar on American Relations with China

Fall. 4 credits. Not offered 2005–2006. Next offered 2006–2007. S. Cochran.

Like other "core" seminars at Cornell in Washington, this one provides guidance for research under the supervision of a faculty member. In addition, several sessions are led by officials, business people, journalists, lobbyists, representatives of nongovernmental organizations and others who have worked in China or have participated in the making of U.S. policy toward China.]

Courses in Beijing

[CAPS 310(3100) Survey of Chinese History, Politics, and Foreign Relations

Fall. 4 credits. Q. Jia. Not offered 2005–2006; next offered 2007–2008.]

[CAPS 350(3500) Seminar on China

Fall. 4 credits. Not offered 2005–2006; next offered 2007–2008.]

[CAPS 401(4010) Honors Essay Tutorial

Fall. 4 credits. See S. Cochran about making arrangements with appropriate advisers. Not offered 2005–2006; next offered 2007–2008.]

CHINESE

FALCON Program (Chinese)

See Department of Asian Studies.

CLASSICS

H. Pelliccia, chair, L. S. Abel (director of undergraduate studies), F. M. Ahl, C. Brittain (director of graduate studies), K. Clinton, J. E. Coleman, G. Fine, M. Fontaine, G. Holst-Warhaft, T. Irwin, D. Mankin, K. McDonnell, A. Nussbaum, P. Pucci, H. R. Rawlings III, E. Rebillard, A. Ruppel, J. Rusten, B. Strauss. Emeritus: G. M. Kirkwood.

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. These courses make use of the university's large collections of ancient coins and of reproductions of sculptures, inscriptions, and other ancient objects. For example, since 1976 over 500 Cornell students have worked in the Aegean Dendrochronology Project's laboratory, measuring the annual rings on thousands of samples of wood and charcoal, and using the rings to date structures as old as 7000 BC. In the summers selected students have participated in collecting trips around the eastern end of the Mediterranean (see web site at www.arts.cornell.edu/dendro). 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 eighth century BCE) to Boethius (sixth 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 before 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.) Students need to pass the required courses with a C- or better to graduate as a classics major.

Classics

The classics major has two requirements: (1) six courses in Greek and Latin numbered 201 or above; and (2) three courses in related subjects selected in consultation with the student's departmental adviser (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: (1) CLASS 104 [201]; (2) five courses in Greek numbered 201 [203] or above; and (3) three courses in related subjects selected in consultation with the student's departmental adviser (see below). The courses in Greek must include at least three at the 300 level.

Latin

The Latin major has three requirements: (1) CLASS 109 or 205; (2) five courses in Latin numbered 206 or above; and (3) three courses in related subjects selected in consultation with the student's departmental adviser (see below). The courses in Latin must include at least three at the 300 level.

Classical Civilization

The classical civilization major has four requirements: (1) one 200-level course in Greek or Latin; (2) CLASS 211 or HIST 265, CLASS 212 or HIST 268, and CLASS 220; (3) five courses selected from those listed under classical civilization, classical archaeology, ancient philosophy, Greek (numbered 104 or above), and Latin (numbered 109 or above); and (4) three courses in related subjects selected in consultation with the student's departmental adviser (see below).

With the permission of the director of undergraduate studies, other survey courses may be substituted for the those listed in (2).

Related Subjects

Classics is an interdisciplinary field concerned with the study of Mediterranean civilizations from the 15th century BCE to the sixth 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 adviser 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 adviser and the committee. The thesis is written in the second semester of the course, under the supervision of the student's honors adviser. 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, or on the department web page: www.arts.cornell.edu/classics/honors.asp.

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 only 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," 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 \$3,100

stipend to cover living expenses and full tuition for either CLASS 103 or 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.

First-Year 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 171(1609) English Words: Histories and Mysteries (also LING 109[1109]) # (III or IV) (HA)]
Fall. 3 credits. Was CLASS 109. Not offered 2005–2006. M. Weiss.
For description, see LING 109.]

[CLASS 211(2601) The Greek Experience # (IV) (CA)]
Fall. 3 credits. Limited to 50 students.
F. Ahl.

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(2620) The Roman Experience # (IV) (CA)]

Spring. 3 credits. Not offered 2005–2006.
D. Mankin.

Introduction to the civilization of the Romans as expressed in their literature, religion, and social and political institutions.]

[CLASS 215(2629) Introduction to the New Testament (also NES 229[2629], RELST 229) @ # (IV) (HA)]

3 credits. K. Haines-Eitzen.
For description, see NES 229.

[CLASS 217(2603) Initiation to Greek Culture # (IV) (LA)]

Fall. 4 credits. Limited to 18 students. Intended especially for freshmen. Students must apply in writing to chair, Department of Classics, 120 Goldwin Smith Hall. Not offered 2005–2006. 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. The 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. The course inquires into the development of philosophy in the context of a culture infused with traditional, mythological accounts of the cosmos. Asks 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 discusses how these issues persist and are formulated in our own thinking.]

[CLASS 222(2642) Ancient Fiction # (IV)]
Fall. 3 credits. All readings in English. Not offered 2005–2006.]

[CLASS 223(2641) The Comic Theater (also COM L 223, THETR 223[2230]) # (IV) (LA)]

Spring. 3 credits. Not offered 2005–2006.
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, 17th-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 226(2646) Atheism Then and Now (also RELST 226[2646]) # IV (KCM)]
Spring. 3 credits. Limited to 18 students.
J. Coleman.

Introduction to atheism, defined as the belief that the entities commonly called gods have

no real existence. Begins with the origins of western atheism in ancient Greece. Students then read and discuss a selection of later writings illustrating the historical development of atheism and its relationship with deism, naturalism, and modern science. Students are encouraged to make critical use of some of the extensive resources available on the web at atheist, freethinker, and secular humanist sites. Particular themes considered in class discussions and student presentations include: faith vs. reason as means of knowledge; scientific evidence for and against the existence of divinity; the comparison of nonreligious moral and ethical codes with religious ones; atheist critiques of historical Christian attitudes toward science and slavery; the problem of the existence of multiple exclusive religions; and the positive aspects of atheism. Students must give two oral presentations of particular questions chosen in consultation with the instructor that are subsequently written up as 12-page papers; two in-class preliminary exams and a final exam.

[CLASS 229(2650) War and Peace in Greece and Rome (also HIST 228) # (III or IV)]

Fall. 4 credits. Not offered 2005–2006.
B. Strauss.

For description, see HIST 228.]

[CLASS 231(2661) Ancient Philosophy (also PHIL 211[2110]) # (IV) (KCM)]

Fall. 4 credits. G. Fine.
For description, see PHIL 211.

[CLASS 234(2320) Seminar: Eyewitness to War in the Ancient World (also HIST 232) # (III or IV) (HA)]

Spring. 3 credits. Not offered 2005–2006.
B. Strauss.

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(2604) Greek Mythology (also COM L 236) # (IV) (LA)]

Fall. 3 credits. Limited to 200 students.
D. Mankin.

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(2607) Greek Religion and Mystery Cults (also RELST 237) # (IV) (CA)]

Spring. 3 credits. Not offered 2005–2006.
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(2640) The Ancient Epic and Beyond # (IV) (LA)]

Spring. 3 credits. Not offered 2005-2006. K. Clinton.

This course moves, Odysseus-like, to the West: beginning with Homer's *Iliad* and *Odyssey*, it continues in the Hellenistic and Augustan eras with Apollonius of Rhodes' *Argonautica* and Virgil's *Aeneid*. A shift in space and time has the course conclude with two New World maritime epics: Herman Melville's *Moby Dick* and Derek Walcott's *Omeros*.]

[CLASS 258(2682) Periclean Athens # (IV) (HA)]

Spring. 4 credits. 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 BCE—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 seven to eight 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(2662) Conceptions of the Self in Classical Antiquity # (IV) (KCM)]

Spring. 4 credits. Prerequisites: none. All readings in English. Not offered 2005-2006. 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 BCE to 400 CE, using a range of texts from Greek and Roman literature (including epic and tragedy), medical theory, and philosophy (both pagan and Christian).]

[CLASS 265(2650) Ancient Greece from Homer to Alexander the Great (also HIST 265[2650]) # (III) (HA)]

4 credits. Open to freshmen. Not offered 2005-2006. B. Strauss.

For description, see HIST 265.]

[CLASS 267(2683) History of Rome I (also HIST 267[2670]) # (III) (HA)]

Fall. 4 credits. Open to freshmen. Not offered 2005-2006. 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 BC to the end of the Republic (31 BC). The course is the first part of a two-semester survey of Roman history up

to the deposition of the last Roman emperor in the West (AD 476). Examines 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(2684) History of Rome II (also HIST 268[2671]) # (III) (HA)]

Spring. 4 credits. Open to freshmen. Not offered 2005-2006. E. Rebillard.

Roman History II: the Roman Empire. This course, the second part of a two-semester survey of Roman history, examines the history of the Roman Empire from the beginnings of the Augustan Principate (31 BC) to the fall of the Western Empire in the fifth century (AD 476). Students 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 AD.]

[CLASS 293(2691) Classical Indian Narrative (also ASIAN 291) @ # (IV)]

Spring. 3 credits. Was CLASS 291. Not offered 2005-2006. C. Miñkowski.]

[CLASS 333(3643) Greek and Roman Mystery Cults and Early Christianity (also RELST 333) # (IV) (CA)]

Fall. 4 credits. Recommended: classics course (civilization or language) or RELST 101. Not offered 2005-2006. K. Clinton.

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 339(3669) Plato (also PHIL 309[3090]) # (IV) (KCM)]

Fall. 4 credits. Prerequisite: at least one philosophy course. Not offered 2005-2006. G. Fine.

For description, see PHIL 309.]

[CLASS 340(3664) Aristotle (also PHIL 310[3100]) # (IV) (KCM)]

Spring. 4 credits. Not offered 2005-2006. Staff.

Aristotle's practical and productive works (his *Ethics*, *Politics*, *Rhetoric*, and *Poetics*), with attention to their grounding in his theoretical works.]

[CLASS 341(3661) Hellenistic Philosophy (also PHIL 308) (IV) (KCM)]

Fall. 4 credits. Prerequisite: CLASS 231 or philosophy course. Not offered 2005-2006. C. Brittain.

Studies the philosophical developments of the Hellenistic period (c. 321-45 BCE), which were in part a reaction to Plato and Aristotle. The focus is on the systematic doctrines and arguments of the Stoics and Epicureans, particularly their epistemologies and ethical theories, and the Sceptics' responses to them. Also looks at some relevant developments in medical theory. Topics 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 available only through either "fragments" or reports in later texts, students need to think to some degree about the appropriate methods for reconstructing this recently rediscovered—and influential (e.g., on 17th-century philosophers such as Descartes and Locke)—part of the history of philosophy.]

[CLASS 345(3645) The Tragic Theater (also COM L 344[3440], THETR 345) # (IV) (LA)]

Fall. 4 credits. Limited to 40 students. Not offered 2005-2006. 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 include: Aeschylus' *Agamemnon*; Sophocles' *Oedipus Tyrannus*, *Philoctetes*; Euripides' *Alceste*, *Helen*, *Iphigeneia 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*; Cacoyannis' *Iphigeneia*.]

[CLASS 346(3646) Art of Subversive Writing (also COM L 346[3460]) # (IV) (LA)]

Spring. 3 credits. Not offered 2005-2006. F. Ahl.

For description, see COM L 346.]

[CLASS 357(3685) Ancient Athens and Sparta # (IV) (HA)]

Spring. 4 credits. Not offered 2005-2006. L. Abel.

Herodotus and Thucydides tell us much of what we know about Athens and Sparta in the sixth and fifth centuries BC—about the development, flourishing, and disastrous conflict of these two very different emblematic city-states. Students 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. Students attend to how these formative thinkers and writers created an authoritative version of events.]

[CLASS 382(3642) Greeks, Romans, and Victorians (also COM L 382[3820]) # (IV) (LA)]

Spring. 4 credits. F. Ahl.

Explores how 19th-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(3686) Independent Study in Classical Civilization, Undergraduate Level]

Fall and spring. Up to 4 credits.

[CLASS 392(3692) Cosmology and Divination in Antiquity (also ASIAN/NES 392[3392]) @ # (IV) (HA)]

Fall. 4 credits. Not offered 2005-2006. Staff. For description, see ASIAN 392.]

[CLASS 395(3695) Classical Indian Philosophical Systems (also ASIAN/RELST 395[3395]) @ # (IV) (KCM)

Spring. 4 credits. Prerequisite: some background in philosophy or classical Indian culture. Not offered 2005–2006. Staff.

For description, see ASIAN 395.]

CLASS 402(4603) Theories and Narratives of Decline (also S HUM 420)

Spring. 4 credits. Limited to 15 students. J. Rusten.

Critical look at some theories of the decadence of states and cultures, and also of the rhetorical or programmatic uses of the discourse of decline itself: describing decadence can serve not merely analytical purposes but also diagnostic, antiquarian, or revolutionary ones. Observes distinctions between decline-narratives and catastrophes, and considers whether modern faith in technology has rendered decline unpersuasive. Most readings from ancient Greek sources, including myths (Hesiod, Atlantis), historians (Thucydides) and philosophers (Plato, Aristotle), but comparing the decline-projects of Gibbon and Spengler, narratives of Marxism, Habermas and others, and recent books like Jared Diamonds Collapse and the Left Behind series of novels.

CLASS 404(4604) Socrates (also S HUM 424)

Spring. 4 credits. Limited to 15 students. S. Jedrkieicz.

Seminar focusing on one aspect of the crisis affecting Athens in the final years of the Peloponnesian War: the ideological conflict between Socrates and the Athenian polis. Readings include Aristophanes' *Wasps*, Xenophon's *Apology* and Plato's *Apology* and *Crito*, together with a choice of connected contemporary works, relevant comments, and modern studies.

CLASS 405(4665) Augustine's Confessions (also RELST 405[4665], PHIL 415[4150])

Spring. 4 credits. C. Brittain.

Augustine's *Confessions* set out a psychological theory of the human mind (and its development) through an analysis of his own experience. This course studies Augustine's conception of the mind, focusing on his analysis of memory, desire, and understanding and its relation to Greek and Latin philosophical antecedents.

CLASS 436(4320) Topics in Ancient Greek History (also HIST 432[4320])

Spring. 4 credits. Limited to 15 students. B. Strauss.

Topic: The Trojan War, Myth and Reality.

CLASS 442(4662) Topics in Ancient Philosophy (also PHIL 413[4130]) # (IV) (KCM)

Fall. 4 credits. Was CLASS 413.

Mind, self, and psychopathology in ancient philosophy.

[CLASS 445(4685) Classic Modern Historiography of Ancient Greece (also HIST 435[4350]) (III)]

Fall. 4 credits. Prerequisite: introductory course in ancient Greek history or civilization or permission of instructor. Not offered 2005–2006. B. Strauss.

Upper-level seminar introducing some of the main themes, directions, and controversies in modern research on ancient Greece.

Students read selections from the leading works of scholarship on ancient Greece from the 19th and 20th centuries, 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(4680) The Peloponnesian War (also HIST 450/630[4500/6300]) # (III)]

Fall. 4 credits. Prerequisites: CLASS 211 or 217, HIST 265, or permission of instructor. Not offered 2005–2006. B. Strauss.

For description, see HIST 450.]

[CLASS 461(4641) Sacred Fictions

Fall. 4 credits. Not offered 2005–2006. K. Haines-Eitzen.

For description, see S HUM 411.]

[CLASS 469(4689) 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 instructor. Not offered 2005–2006. B. Strauss.

For description, see HIST 469.]

CLASS 475(4625) The Christianization of the Roman World, 300 to 600 CE (also RELST 475[4225], HIST 483, NES 475[4675]) # (III or IV) (HA)

Fall. 4 credits. E. Rebillard.

In the fourth century CE the emperors decided to favor Christianity and shortly thereafter to forbid non-Christian activity. The "end of paganism" however did not occur all at once if it ever did. The study of the Christianization of the Roman world is concerned both by the impact of Christian belief and practice on the late antique society and by the resistance and/or persistence of the old belief and practices. This seminar focuses on the approaches to the problem of Christianization and on its documentation. Through readings and discussion, it charts the transformations of the Roman world from 300 to 600 CE and attempts to better understand what remains of one of the most fascinating historical problems of the ancient world.

CLASS 545(7345) Graduate TA Training

Fall and spring. 1 credit. Staff.

Pedagogical instruction and course coordination. Requirement for all graduate student-teachers of CLASS 105–106 and Classics first-year writing seminars.

[CLASS 555(7355) Graduate Proseminar

Fall. 1 credit. Not offered 2005–2006. Staff.

Introduces graduate students to the tools, techniques, and methods of classical scholarship.]

[CLASS 632(7682) Topics in Ancient History: Pagan, Jewish, and Christian Apologetics in the First to Third Centuries AD (also HIST 630[6300]) (HA)]

Spring. 4 credits. Not offered 2005–2006. 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. Students 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 700(9900) Doctoral Dissertation Research

Fall and spring. 0 credits. Letter grades only. Staff.

CLASS 703(7690) Independent Study for Graduate Students in Classical Civilization

Fall and spring. Up to 4 credits. Was CLASS 711–712.

Greek**CLASS 101(1101) Elementary Ancient Greek I**

Fall. 4 credits. K. Clinton.

Introduction to Attic Greek. Designed to enable the student to read the ancient authors as soon as possible.

CLASS 102(1102) Elementary Ancient Greek II

Spring. 4 credits. Was CLASS 103. *Provides language qualification*. Prerequisite: CLASS 101 or equivalent. Staff.

Continuation of CLASS 101, prepares students for CLASS 104.

CLASS 103(1103) Intensive Greek

Summer. 6 credits. Was CLASS 104.

Provides language qualification. Staff.

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(1105) Elementary Ancient Greek III #

Fall. 3 credits. Was CLASS 201. *Provides language proficiency*. Prerequisites: CLASS 102, 103, or placement by departmental exam. H. Rawlings, III.

Introduces students to reading Greek literary texts (Xenophon's *Anabasis*) and a dialogue of Plato. Covers complex syntax and reviews the grammar presented in CLASS 102 or 103.

CLASS 197–198(1141–1142) Elementary Modern Greek I and II (also NES 121–122[1340–1341])

197, fall; 198, spring. 4 credits each semester. Limited to 15 students.

M. Hnaraki.

For description, see NES 121–122.

CLASS 199–298(1143–1144) Intermediate Modern Greek (also NES 127–222[1342–1343])

199, fall; 298, spring. 4 credits each semester. M. Hnaraki.

For description, see NES 127–128.

[CLASS 201(2101) Greek Prose # (IV) (LA)]

3 credits. *Provides language proficiency and satisfies Option 1*. Prerequisite: CLASS 104. Not offered 2005–2006. Staff.]

CLASS 202(2105) The Greek New Testament (also NES 230[2730], RELST 202[2105]) # (IV) (LA)

Spring. 3 credits. Prerequisites: at least one year of ancient Greek (CLASS 101–103 or 104) or permission of instructor.

E. Rebillard.

Sequel to NES 229/CLASS 215. Selections in Greek from all four gospels, the letters of Paul, and Acts.

[GREEK 203(2103) Homer # (IV) (LA)

Spring. 3 credits. *Provides language proficiency and satisfies Option 1.*
Prerequisite: CLASS 104. Not offered 2005-2006. Staff.

Readings in the Homeric epic.]

CLASS 204(2104) Euripides: Alcestis # (IV) (LA)

Spring. 3 credits. *Provides language proficiency and satisfies Option 1.*
K. Clinton.

With *Alcestis*, 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(3101) Greek Epic # (IV) (LA)

Spring. 4 credits. *Provides language proficiency and satisfies Option 1.* Not offered 2005-2006. Staff.

Undergraduate seminar.]

[CLASS 302(3102) Greek Historiography and Oratory # (IV) (HA)

Spring. 3 credits. *Provides language proficiency and satisfies Option 1.* Not offered 2005-2006. Staff.

Undergraduate seminar.]

CLASS 303(3103) Undergraduate Seminar: Greek Drama (IV) (LA)

Fall. 3 credits. *Provides language proficiency and satisfies Option 1.*
P. Pucci.

Topic: Euripides.

[CLASS 304(3104) Greek Philosophy and Rhetoric: Plato and the Orators (IV) (LA)

Fall. 4 credits. Prerequisite: one 200-level Greek course. Not offered 2005-2006. Staff.

Undergraduate seminar.]

CLASS 305(3629) Introduction to the New Testament Seminar (also NES 329(3629), RELST 329)

Fall. 1 credit. Created to offer extra credit option for students who have had one year of Greek, to read portions of New Testament and other Christian writings in Greek. Does not count toward classics major requirement as 300-level Greek course. Prerequisite: one year of Greek. Co-requisite: enrollment in NES 229.

[CLASS 310(3110) Special Topics in Greek Literature # (IV) (LA)

Fall and spring. 4 credits. *Provides language proficiency and satisfies Option 1.* Prerequisite: two 200-level Greek courses or permission of instructor. Not offered 2005-2006.]

CLASS 313(3113) Hellenistic Poetry # (IV) (LA)

Spring. 4 credits. H. Pelliccia.

The Hellenistic Greek poetry of Callimachus, Theocritus, Apollonius of Rhodes and others is often studied as the bridge between archaic and classical Greek poets and Latin poets such as Catullus, Virgil and Ovid. This course gives consideration to these important interrelationships only after attempting to understand and appreciate the accomplishments of the Hellenistic authors on their own terms.

[CLASS 316(3116) Greek Prose Composition (IV) (LA)

Spring. 4 credits. *Provides language proficiency and satisfies Option 1.*

Prerequisite: CLASS 104. Not offered 2005-2006. P. Pucci.]

CLASS 385(3185) Independent Study in Greek, Undergraduate Level

Fall and spring. Up to 4 credits. Was CLASS 225-226 and 307-308. Prerequisite: permission of DUS in the case of documented schedule conflict. Staff.

[CLASS 417(4101) Advanced Readings in Greek Literature # (IV) (LA)

Fall. 4 credits. Not offered 2005-2006. Staff.]

CLASS 418(4102) Advanced Readings in Greek Literature # (IV) (LA)

Spring. 4 credits. P. Pucci.

Topic: Greek epic.

[CLASS 419(4116) Advanced Greek Composition (IV) (LA)

Spring. 4 credits. Prerequisite: CLASS 316 or equivalent. Not offered 2005-2006. Staff.]

[CLASS 605-606(7105-7106) Graduate Survey of Greek Literature

605, fall; 606, spring. 4 credits each semester. Prerequisite: linguistic proficiency to be determined by instructor. Not offered 2005-2006. Staff.

Survey of Greek literature in two semesters. 605: Greek literature from Homer to the mid-fifth century. 606: Greek literature from the late fifth century to the Empire.]

CLASS 611(7111) Greek Philosophical Texts (also PHIL 411(4110))

Fall and spring. Up to 4 credits. Was CLASS 511. Prerequisites: knowledge of Greek and permission of instructor. G. Fine.

Readings of Greek philosophical texts in the original.

CLASS 671(7171) Graduate Seminar in Greek

Fall, spring. 4 credits. Fall: K. Clinton; spring: P. Pucci.

Topic: fall, Greek religion; spring, Herodotus and Homer (Corhali Conference).

CLASS 672(7172) Graduate Seminar in Greek

Fall, spring. 4 credits. Fall: B. Strauss and H. Pelliccia; spring: H. Rawlings III.

Topic: fall, Herodotus; spring, Thucydides.

CLASS 701(7910) Independent Study for Graduate Students in Greek

Fall and spring. Up to 4 credits. Was CLASS 701-702.

Latin**CLASS 105(1201) Elementary Latin I**

Fall. 4 credits. Staff.

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(1202) Elementary Latin II

Spring. 4 credits. *Provides language qualification.* Prerequisite: 105 or equivalent. Staff.

Continuation of CLASS 105, using readings from various authors; prepares students for CLASS 109.

CLASS 107(1203) Intensive Latin

Spring and summer. 6 credits. Students must register for CLASS 107 and 107.1. Staff.

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.

CLASS 108(1204) Latin in Review

Fall. 4 credits. *Provides language qualification.* Prerequisite: placement by departmental examination. M. Fontaine.

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-semester 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 LATIN 205 by the end of the course.

CLASS 109(1205) Elementary Latin III

Fall and spring. 3 credits. Was CLASS 205. *Provides language proficiency.*

Prerequisites: CLASS 106, 107, 108 or placement by departmental exam. Fall, F. Ahl; spring, K. Clinton.

Introduces students to reading a literary Latin text (Cicero's *Speeches against Catiline*). Covers complex syntax and reviews the grammar presented in CLASS 106, 107, or 108.

CLASS 205(2201) Latin Prose #

Fall. 3 credits. *Provides language proficiency and satisfies Option 1.*

Prerequisite: CLASS 109 or grade of A- or above in CLASS 106, 107, 108 or placement by departmental exam. H. Rawlings, III.

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(2202) Ovid: Erotic Poetry # (IV) (LA)

Spring. 3 credits. *Provides language proficiency and satisfies Option 1.*

Prerequisites: CLASS 109, 205, or placement by departmental exam. D. Mankin.

Ovid's erotic poetry is relatively easy to translate but rich in its literary structure and influence.

[CLASS 207(2203) Catullus # (IV) (LA)

Fall. 3 credits. *Provides language proficiency and satisfies Option 1.*

Prerequisite: CLASS 109. Not offered 2005-2006. Staff.

Aims to present the poems of Catullus within their cultural and historical context. The poems are 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 are assigned in translation.]

[CLASS 208(2204) Roman Drama # (IV) (LA)

3 credits. Prerequisite: CLASS 205. Not offered 2005-2006. Staff.]

CLASS 209(2205) Virgil # (IV) (LA)

Spring. 3 credits. Was CLASS 216. *Provides language proficiency and satisfies Option 1.* Prerequisite: CLASS 109. M. Fontaine.

[CLASS 210(2206) Roman Letters # (IV) (LA)]

Spring. 3 credits. Not offered 2005–2006. Staff.

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 are 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(3201) Roman Epic # (IV) (LA)

Spring. 3 credits. *Provides language proficiency and satisfies Option 1.*

Prerequisite: 200-level Latin. P. Pucci.

Undergraduate seminar.

[CLASS 307(3202) Roman Historiography # (IV) (LA)]

Spring. 4 credits. Was CLASS 317. *Provides language proficiency and satisfies Option 1.* Prerequisite: one semester of 300-level Latin or permission of instructor. Not offered 2005–2006. M. Fontaine.

Undergraduate seminar. 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(3203) Roman Poetry: Virgil, Eclogues and Georgics (LA)]

Fall. 3 credits. *Provides language proficiency and satisfies Option 1.*

Prerequisite: one 200-level Latin course. Not offered 2005–2006. Staff.

Undergraduate seminar.

[CLASS 309(3204) Roman Prose # (IV) (LA)]

Fall. 3 credits. *Provides language proficiency and satisfies Option 1.*

Prerequisite: one 200-level Latin course. Not offered 2005–2006. Staff.

Undergraduate seminar.]

CLASS 314(3205) The Augustan Age # (IV) (LA)

Fall. 4 credits. E. Rebillard. *Provides language proficiency and satisfies Option 1.* Prerequisites: two semesters of 200-level Latin or permission of instructor.

Introduction to the literature of the age of Augustus. Briefly reviews the history (the fall of the Republic, the rise to power of Augustus, the creation of a new political system) so that the literature of the period can be read in a comprehensible context. Students read selections from Livy's History, some Epistles of Horace, selections from the Aeneid of Vergil, and selections from the Fasti of Ovid. Attention is also given to the art and architecture of the period, especially as it relates to the literature.

CLASS 317(3217) Latin Prose Composition # (IV) (LA)

Fall. 4 credits. *Provides language proficiency and satisfies Option 1.*

Prerequisite: one semester of 200-level Latin. A. Nussbaum.

[CLASS 369(3629) Intensive Medieval Latin Reading # (IV) (LA)]

Summer only. 4 credits. Not offered 2005–2006. Staff.

Web site: www.arts.cornell.edu/classics/Classes/Classics_369/Med_Latin.html

CLASS 386(3286) Independent Study in Latin, Undergraduate Level

Fall and spring. Variable to 4 credits. Was CLASS 227–228. Prerequisite: permission of DUS in the case of documented schedule conflict. Staff.

[CLASS 411(4201) Advanced Readings in Latin Literature # (IV) (LA)]

Fall. 4 credits. Not offered 2005–2006. Staff.]

[CLASS 412(4202) Advanced Readings in Latin Literature # (IV) (LA)]

Spring. 4 credits. Not offered 2005–2006. Staff.]

[CLASS 414(4216) Advanced Latin Prose Composition # (IV) (LA)]

Spring. 4 credits. Was CLASS 441. Prerequisite: graduate standing; undergraduates who have completed LATIN 317 and have permission of instructor. Not offered 2005–2006. Staff.]

[CLASS 603(7207) Later Latin Literature: Late Antique and Medieval Hagiography]

Spring. 4 credits. Not offered 2005–2006. Staff.]

CLASS 625–626(7205–7206) Graduate Survey of Latin Literature

625, fall; 626, spring. 4 credits each semester. Prerequisite: linguistic proficiency to be determined by instructor. M. Fontaine.

Survey of Latin literature in two semesters.

CLASS 679(7271) Graduate Seminar in Latin: Cicero: De Divinatione

Fall. 4 credits. C. Brittain.

Cicero's *De Divinatione* is a philosophical dialogue on the possibility of communication between the divine and human beings. It is also the earliest surviving theoretical discussion of Roman religion. This course examines Cicero's use of the dialogue form, the various theories of divination, and their relation to contemporary religious and political practice.

CLASS 680(7272) Graduate Seminar in Latin: Virgil

Spring. 4 credits. Not offered 2005–2006. F. Ahl.

CLASS 702(7920) Independent Study for Graduate Students in Latin

Fall and spring. Up to 4 credits. Staff. Was CLASS 751–752.

Classical Art and Archaeology**CLASS 220(2700) Introduction to Art History: The Classical World (also ART H 220[2200]) # (IV) (HA)**

Fall. 4 credits. Each student must enroll in a sec. K. McDonnell.

Overview of the art and archaeology of the Greek and Roman world.

[CLASS 221(2726) Minoan-Mycenaean Art and Archaeology (also ARKEO 221[2726], ART H 221[2226]) # (IV) (CA)]

Spring. 3 credits. Not offered 2005–2006. 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(2723) Archaeology in Action I (also ARKEO 232[2723], ART H 224) # (IV)]

3 credits. Prerequisite: permission of instructor. Not offered 2005–2006. P. I. Kuniholm.]

[CLASS 233(2724) Archaeology in Action II (also ARKEO 233[2724], ART H 225) # (IV)]

3 credits. Prerequisite: permission of instructor. Not offered 2005–2006.

P. I. Kuniholm.

For description, see ART H 225.]

[CLASS 240(2725) Greek Art and Archaeology # (IV) (CA)]

Spring. 3 credits. Not offered 2005–2006. J. Coleman.

Introduction to the material culture of Greece from the Early Iron Age to the coming of the Romans (ca. 1000 BC to 31 BC). 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(2756) Practical Archaeology (also ARKEO 256[2756]) (III or IV) (HA)]

Spring. 3 credits. Not offered 2005–2006. J. Coleman.

Introduction to the aims and methods of field archaeology. Topics 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(3721) Mycenae and Homer (also ARKEO 321[3721], ART H 321[3226]) # (IV) (HA)

Fall. 4 credits. Prerequisite: at least one course in archaeology, classics, or history of art. J. Coleman.

Studies 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(3722) Greeks and Their Neighbors (also ART H 328) # (IV) (HA)]

Fall. 4 credits. Prerequisite: CLASS 220 or 221, or permission of instructor. Not offered 2005-2006. J. Coleman.

Studies the archaeological and other evidence for the interaction between Greek civilization and the peoples of the eastern and western Mediterranean from the 13th to the fourth centuries BCE. Focuses on Greek relationships with Egypt, Phoenicia, Cyprus, Anatolia, and Italy in the post-Bronze Age period.]

[CLASS 324(3719) Art in the Daily Life of Greece and Rome (also ART H 319) # (IV)]

Spring. 4 credits. Was CLASS 319. Not offered 2005-2006. A. Ramage.

For description, see ART H 319.]

[CLASS 325(3725) Greek Vase Painting (also ART H 325[3205]) # (IV) (LA)]

Spring. 4 credits. Not offered 2005-2006. A. Ramage.

For description, see ART H 325.]

[CLASS 327(3727) Greek and Roman Coins (also ART H 327) # (IV) (LA)]

Spring. 4 credits. A. Ramage.

For description, see ART H 327.]

[CLASS 329(3729) Greek Sculpture (also ART H 329) # (IV) (LA)]

4 credits. Not offered 2005-2006. J. Coleman.

Examines 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(3750) Dendrochronology of the Aegean (also ARKEO 309, ART H 309[3090]) # (IV) (HA)]

Fall and spring. 4 credits. Was CLASS 309. Limited to 10 students. Prerequisite: permission of instructor. Letter grades only. P. I. Kuniholm.

For description, see ART H 309.]

[CLASS 350(3740) Arts of the Roman Empire (also ART H 322[3202]) # (IV) (HA)]

Fall. 4 credits. A. Ramage.

For description, see ART H 322.]

[CLASS 431(4731) Ceramics (also ARKEO/ART H 423[4231]) # (IV) (CA)]

Fall. 4 credits. Was CLASS 423. Prerequisite: permission of instructor. A. Ramage.

For description, see ART H 423.]

[CLASS 434(4734) The Rise of Classical Greece (also ARKEO 434[4734], ART H 434[4254]) # (IV) (HA)]

Spring. 4 credits. Recommended: CLASS 220 or 221, ART H 220 or 221, or permission of instructor. P. I. Kuniholm.

For description, see ARKEO 434.]

[CLASS 435(4735) Seminar on Roman Art and Archaeology (also ARKEO 435[4207], ART H 427[4207]) # (IV) (CA)]

Spring. 4 credits. Prerequisite: permission of instructor. A. Ramage.

For description, see ART H 427.]

[CLASS 629(7729) The Prehistoric Aegean (also ARKEO 629[7729])]

Fall. 4 credits. Not offered 2005-2006.

J. Coleman.

Seminar with focus on the Aegean and neighboring regions in the Neolithic and Early Bronze Ages.]

[CLASS 630(7750) Seminar in Classical Archaeology (also ARKEO 520, ART H 520[5200])]

Spring. 4 credits. Not offered 2005-2006.

P. Kuniholm.

For description, see ARKEO 520.]

[CLASS 705(7970) 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(4451) Greek Comparative Grammar (also LING 451[4451]) (III) (KCM)]

Spring. 4 credits. Prerequisite: thorough familiarity with morphology of classical Greek. 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(4452) Latin Comparative Grammar (also LING 452[4452]) (III) (KCM)]

Fall. 4 credits. Prerequisite: thorough familiarity with morphology of classical Latin. Not offered 2005-2006. 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(4455) Greek Dialects (also LING 455[4455]) (III) (KCM)]

Fall. 4 credits. Not offered 2005-2006. A. Nussbaum.

Survey of the dialects of ancient Greek through the reading and analysis of representative epigraphical and literary texts.]

[CLASS 426(4456) Archaic Latin (also LING 456[4456]) (III or IV) (LA)]

Spring. 4 credits. Prerequisite: reading knowledge of Latin. Not offered 2005-2006. 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(4457) Homeric Philology (also LING 457[4457]) # (III) (LA)]

Spring. 4 credits. Prerequisite: ability to read Homeric Greek. A. Nussbaum.

The language of the Homeric epics: dialect background, archaisms, modernizations. The notion of a *Kunstsprache*: its constitution, use, and internal consistency. The phonological and morphological aspects of epic compositional technique.]

[CLASS 429(4459) Mycenaean Greek (also LING 459[4459]) (III) (LA)]

Spring. 4 credits. Prerequisite: thorough familiarity with morphology of Classical Greek. Not offered 2005-2006. A. Nussbaum.]

Sanskrit

[CLASS 191-192(1331-1332) Elementary Sanskrit (also LING/SANSK 131-132[1131-1132])]

191, fall; 192, spring. 4 credits each semester. Was CLASS 131-132. CLASS 192 provides language qualification. Staff.

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(2351-2352) Intermediate Sanskrit (also LING/SANSK 251-252[2251-2252]) @ # (IV)]

291, fall; 292, spring. 3 credits each semester. Was CLASS 251-252. CLASS 291 provides language proficiency and satisfies Option 1. Prerequisite: CLASS 192 or equivalent. Not offered 2005-2006. Staff.

Readings from the literature of Classical Sanskrit. Fall: selections from the two Sanskrit epics, the *Mahabharata* and the *Ramayana*. Spring: more selections from the epics, and from either Sanskrit story literature or from Sanskrit dramas.]

[CLASS 391(3391) Independent Study in Sanskrit, Undergraduate Level]

Fall and spring. Variable to 4 credits. Was CLASS 403-404. Staff.

[CLASS 490(4490) Sanskrit Comparative Grammar (also LING 459[4459]) (III) (LA)]

Fall. 4 credits. A. Nussbaum.

Survey of the historical phonology and morphology of Sanskrit in relation to the Indo-Iranian and Indo-European comparative evidence.

[CLASS 704(7950) Independent Study for Graduate Students in Sanskrit]

Fall and spring. Variable to 4 credits. Was CLASS 703-704. Staff.

See also CLASS 293, 390, and 395 (under "Classical Civilization" listings).

Honors Courses

[CLASS 472(4720) Honors Course: Senior Essay]

Fall and spring. 8 credits. Student must choose adviser by end of sixth semester. Topics must be approved by Standing Committee on Honors by beginning of seventh semester.

See "Honors" under Classics front matter.

Related Courses in Other Departments and Programs

See listings under:

Archaeology

Asian Studies

Comparative Literature

English

Feminist, Gender & Sexuality Studies

History

History of Art

Linguistics

Medieval Studies

Near Eastern Studies

Philosophy

Religious Studies
Society for the Humanities

COGNITIVE STUDIES PROGRAM

T. Gendler (philosophy) and M. Spivey (psychology), co-directors. G. Gay, J. Hancock (communication); C. Cardie, R. Constable, J. Halpern, D. Huttenlocher, J. Joachims, 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, W. Harbert, S. McConnell-Ginet, A. Miller-Ockhuizen, M. Rooth, C. Rosen, Y. Shirai, J. Whitman, D. Zec (linguistics); A. Nerode, R. Shore (mathematics); F. Valero-Cuevas (mechanical and aerospace engineering); R. Harris-Warrick, H. Howland, R. Hoy, C. Linster, H. K. Reeve (neurobiology and behavior); R. Boyd, T. Gendler, C. Ginet, D. Graff, B. Helle, H. Hodes, S. Shoemaker, Z. Szabó (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, E. Adkins Regan, M. Spivey (psychology); M. Macy (sociology). R. Canfield, S. Hertz (associate members).

Cognitive Studies comprises 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 or 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. 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/COM S/PSYCH 201 Cognitive Science in Context Laboratory
COGST/PSYCH 342 Human Perception: Applications to Computer Graphics, Arts, and Visual Display
COGST/PSYCH 416 Modeling Perception and Cognition

In addition, three more upper-level approved courses in Cognitive Studies areas normally will 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/COM S/PSYCH 201 Cognitive Science in Context Laboratory
COGST/PSYCH 214 Cognitive Psychology
COGST/PSYCH 342 Human Perception: Applications to Computer Graphics, Art, and Visual Display
COGST/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/COM S/PSYCH 201 Cognitive Science in Context Laboratory
 COGST/PSYCH 214 Cognitive Psychology
 COGST/LING/PSYCH 215 Psychology of Language
 COGST/PSYCH 416 Modeling Perception and Cognition
 COGST/PSYCH 427 Evolution of Language
 COGST/LING/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 and II
 LING 303-304 Syntax I and II
 LING 309 Morphology
 LING 319-320 Phonetics I and II
 LING 325 Pragmatics
 LING 403 Introduction to Applied Linguistics
 LING 421-422 Semantics I and 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/COM S/PSYCH 201 Cognitive Science in Context Laboratory
 COGST/PSYCH 214 Cognitive Psychology
 COGST/PSYCH 414 Comparative Cognition
 COGST/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/COM S/PSYCH 201 Cognitive Science in Context Laboratory
 COGST/PSYCH 214 Cognitive Psychology
 COGST/BIONB/PSYCH 330 Introduction to Computational Neuroscience
 COGST/PSYCH 416 Modeling Perception and Cognition
 COM S 401 Programming Languages and Software Engineering
 PSYCH 332/BIONB 328 Biopsychology of Learning and Memory
 PSYCH/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, 255-5643, 4144 Upson Hall, selman@cs.cornell.edu; Draga Zec, linguistics, 255-0728, 217 Morrill Hall, DZ17@cornell.edu; Tamar Gendler, philosophy, 255-6828, 224 Goldwin Smith Hall, tamar.gendler@cornell.edu; Michael Spivey, psychology, 255-9365, 238 Uris Hall, spivey@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 the 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 (278C Uris Hall, 255-6431, cogst@cornell.edu) or the director of graduate studies, Michael Spivey (255-9365, spivey@cornell.edu).

Courses

Cognitive Studies

COGST 101(1101) Introduction to Cognitive Science (also COM S 101[1710], LING 170[1170], PHIL 191[1910], PSYCH 102[1200]) (III) (KCM)

Fall. 3 or 4 credits; 4-credit option involves writing section instead of exams.

M. Spivey.

Surveys the study of how the mind/brain works. Examines how intelligent information processing can arise from biological and artificial systems. 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 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(1110) Brain, Mind, and Behavior (also BIONB/PSYCH 111[1110]) (I) (PBS)]

Spring. 3 credits. Intended for freshmen and sophomores in humanities and social sciences; seniors not allowed. Not recommended for psychology majors; biology majors may not use course for credit toward major. Letter grades only. Not offered 2005-2006. 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/ENGR/INFO 172[1700]) (II) (MQR)

Fall. 3 credits. Prerequisite: some knowledge of calculus. L. Lee.

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 are assigned. Not open to students who have completed the equivalent of COM S 100.

COGST 201(2010) Cognitive Science in Context Laboratory (also COM S 201[2710], PSYCH 201[2010]) (III) (KCM)

Spring. 4 credits. Limited to 24 students. Prerequisite: COGST 101/COM S 101/LING 170/PHIL 191/PSYCH 102. Knowledge of programming languages not assumed. D. Field and staff.

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 are facilitated.

[COGST 214(2140) Cognitive Psychology (also PSYCH 214/614[2140/6140]) (III) (KCM)

Fall. 3 credits. Limited to 175 students. Prerequisite: sophomore standing. Note: Undergraduates who want 5 credits also should enroll in COGST 501. Not offered 2005–2006. 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 215 Psychology of Language (also LING/PSYCH 215/715[2150/7150]) (III) (KCM)

Spring. 3 credits. Prerequisite: sophomore, junior, or senior standing; any one course in psychology or human development. M. Christiansen.

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[2200])

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 explores 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. Students try to understand what is understood (and what is *not* yet understood) about the biological mechanisms underlying the human experience. In addition, we discuss the biology of clinical disorders throughout. This course gives 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(2300) Cognitive Development (also HD 230[2300])

Spring. 3 credits. Prerequisite: HD 115 or PSYCH 101. Not offered 2005–2006.

Q. Wang.

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. Discusses 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 also have hands-on research experiences with "real" kids.]

[COGST 264 Language, Mind, and Brain (also LING 264[2264]) (III) (KCM)

Spring. 4 credits. Not offered 2005–2006.

J. Bowers.

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 305(3050) Foundations of Linguistics (also LING 305[3305]) (III) (KCM)

Fall. 4 credits. Prerequisites: LING 101 plus one other linguistics course, or two similar courses in another area of Cognitive Studies. Not offered 2005–2006. C. Collins.

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.]

COGST 330(3300) Introduction to Computational Neuroscience (also BIONB/PSYCH 330[3300]) (I) (PBS)

Fall. 3–4 credits; 4-credit option includes lab providing additional computer simulation exercises. Limited to 25 students. Prerequisite: BIONB 222 or permission of instructor. Offered alternate years. C. Linster.

Covers the basic ideas and techniques involved in computational neuroscience. 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(3330) Problems In Semantics—Quantification in Natural Language (also LING 333[3333], PHIL 333[3330]) (III or IV) (KCM)

Spring. 4 credits. Prerequisites: course in logic or semantics or permission of instructor. M Rooth.

Looks at problems in the semantic analysis of natural languages, critically examining work in linguistics and philosophy on particular topics of current interest.

COGST 342(3420) Human Perception: Applications to Computer Graphics, Art, and Visual Display (also PSYCH 342/642[3420/6420], VISST 342[3342]) (III)

Fall. 3 or 4 credits; 4-credit option involves term paper. Prerequisite: PSYCH 101 or permission of instructor. Highly recommended: PSYCH 205. 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 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(4140) Comparative Cognition (also PSYCH 414/714[4140/7140]) (III) (KCM)

Spring. 3 or 4 credits; 4-credit option involves annotated bibliography or creating relevant web site. Prerequisites: PSYCH 205, 209, 214, 223, 292, or permission of instructor. Not offered 2005-2006. Staff.

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(4160) Modeling Perception and Cognition (also PSYCH 416/616[4160/6160]) (III)

Spring. 4 credits. Prerequisites: PSYCH 205, 209, 214, or 215, or permission of instructor. M. Spivey.

Offers a survey of several computational approaches to understanding perception and cognition. 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(4240) Computational Linguistics (also COM S 324[3470], LING 424[4424]) (II) (MQR)

Fall. 4 credits. Prerequisite: LING 203. Recommended: COM S 114. Labs involve work in Unix environment. 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 427/627[4270/6270])

Fall. 3 credits. Limited to 20 students. Prerequisite: senior standing or permission of instructor. Offered alternate years; not offered 2005-2006. M. Christiansen.

Fueled by theoretical constraints derived from recent advances in the brain and cognitive sciences, the last decade of the 20th 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. Considers 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/PSYCH 428/628[4280/6280]) (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. This course surveys 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. The broader implications of connectionist models of language are discussed, not only for psycholinguistics, but also for computational and linguistic perspectives on language.

[COGST 433(4330) Developmental Cognitive Neuroscience (also HD 433[4330])

Spring. 3 credits. Limited to 25 students. Prerequisite: HD 115 or PSYCH 101 and one semester of biology; permission of instructor. Not offered 2005-2006. 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 explore in this course through both lecture and reading and discussion of primary literature. The first weeks of class covers 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 the format changes to a weekly one including lecture and discussion of current research papers. Each week students focus on a particular cognitive ability such as language, memory, attention, or inhibitory control. For each topic students 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[4310])

Fall. 3 credits. Limited to 20 students. Prerequisite: upperclass undergraduate or graduate standing. Letter grades only. Not offered 2005-2006. Q. Wang.

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(4360) Language Development (also HD/LING/PSYCH 436[4360]) (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.

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[2380])

Fall. 3 credits. Prerequisite: HD 115 or PSYCH 101. B. Koslowski.

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 2005-2006.]

[COGST 439 Cognitive Development: Infancy through Adolescence (also HD 439[4390])

Spring. 3 credits. Prerequisite: HD 115 or PSYCH 101. Letter grades only. Not offered 2005-2006. B. Koslowski.

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) are covered. Selected topics are 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/PSYCH 437[4370], LING 450[4500])

Spring. 2 credits. In conjunction with COGST/HD/LING/PSYCH 436. B. Lust. 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[4520])

Fall. 3 credits. Limited to 30 students. Prerequisite: HD 115 or PSYCH 101. Q. Wang.

Takes an interdisciplinary approach to address the central role of culture in human development. 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(4650) Topics in High-Level Vision (also COM S 392, PSYCH 465/665[4650/6650]) (III) (KCM)]

Spring. 4 credits. Offered alternate years; not offered 2005–2006. 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(4700) Undergraduate Research in Cognitive Studies

Fall or spring. 1–4 credits. Prerequisite: permission of major adviser; written permission of Cognitive Studies faculty member who supervises research and assigns grade. S-U grades optional. 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(4710) Cognitive Studies Research Workshop

Fall or spring. Variable credit. Prerequisites: enrollment 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).

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[4740], LING 474[4474]) (III)]

Fall. 4 credits. Not offered 2005–2006. M. Rooth.

Presents formalisms, algorithms, and methodology for manipulating natural languages computationally. 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/ECON 676–677[6760–6770], COM S 576–577, ECON 476–477[4760–4770]) (II) (MQR)]

Fall and spring. 4 credits each semester. In fall, course is lecture based. Students are required to complete several problem sets and there is a final exam. In spring, there are additional lectures as well as visiting speakers. Students are required to read speakers' papers, participate in discussions, and complete a research project. Not offered 2005–2006. 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 covers several areas: (1) 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. (2) 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. (3) 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.]

COGST 491(4910) Research Methods in Psychology (also COGST 691[6910], PSYCH 491/691[4910/6910])

Spring. 4 credits. 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.

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(1710) Introduction to Cognitive Science (also COGST 101[1101], LING 170[1170], PHIL 191[1910], PSYCH 102[1020])

Fall. 3 or 4 credits. M. Spivey.

COM S 172(1700) Computation, Information, and Intelligence (also COGST 172, ENGRI 172[1700], INFO 172)

Fall. 3 credits. L. Lee.

COM S 201(2710) Cognitive Science in Context Laboratory (also COGST/PSYCH 201[2010])

Spring. 4 credits. D. Field and staff.

COM S 211(2110) Computers and Programming

Fall, spring, or summer. 3 credits.

COM S 312(3110) Data Structures and Functional Programming

Fall or spring. 4 credits.

COM S 324(3470) Computational Linguistics (also COGST 424[4240], LING 424[4424])

Fall. 4 credits. M. Rooth.

COM S 381(3810) Introduction to Theory of Computing

Fall, summer. 4 credits.

[COM S 392(4110) Topics in High-Level Vision (also COGST 465[4650], PSYCH 465/665[4650/6650])

Spring. 4 credits. Offered alternate years. Not offered 2005–2006. S. Edelman.]

COM S 411(4110) Programming Languages and Logics

Fall. 4 credits. Not offered every year.

COM S 472(4700) Foundations of Artificial Intelligence

Fall. 3 credits. T. Joachims.

COM S 473(4701) Practicum in Artificial Intelligence

Fall. 2 credits. T. Joachims.

[COM S 474(4740) Introduction to Natural Language Processing (also COGST/LING 474[4474])

Fall. 4 credits. Not offered 2005–2006. M. Rooth.]

COM S 478(4780) Machine Learning

Spring. 3 credits.

COM S 481(4810) Introduction to Theory of Computing

Fall. 4 credits. J. Halpern

COM S 486[4860] Applied Logic (also MATH 486[4860])

Spring. 4 credits.

Education (College of Agriculture and Life Sciences)

EDUC 411[4110] Educational Psychology
Fall. 3 credits. D. Schrader.

Human Development (College of Human Ecology)

HD 115(1150) Human Development
Fall or summer. 3 credits.

HD 220(2200) The Human Brain and Mind: Biological Issues in Human Development (also COGST 220)
Fall. 3 credits. E. Temple.

[HD 230(2300) Cognitive Development (also COGST 230[2300])]
Spring. 3 credits. Not offered 2005-2006. Q. Wang.]

HD 238(2380) Thinking and Reasoning (also COGST 437)
Fall. 3 credits. B. Koslowski.

HD 266(2660) Emotional Functions of the Brain
Spring. 3 credits.

HD 320(3200) Human Developmental Neuropsychology
Spring. 3 credits. B. Koslowski.

HD 336(3360) Connecting Social, Cognitive, and Emotional Development
Fall. 3 credits. M. Casasola.

HD 344(3440) Infant Behavior and Development
Fall. 3 credits. S. Robertson.

HD 347(3470) Human Growth and Development: Biological and Behavioral Interactions (also B&SOC 347, NS 347[3470])
Spring. 3 credits. S. Robertson and J. Haas.

HD 362(3620) Human Bonding
Fall. 3 credits.

HD 431(4310) Mind, Self, and Emotion: Research Seminar (also COGST 435)
Fall. 3 credits. Q. Wang.

[HD 433(4330) Developmental Cognitive Neuroscience (also COGST 433[4330])]
Spring. 3 credits. Not offered 2005-2006. E. Temple.]

HD 436(4360) Language Development (also COGST 436, LING 436[4436], PSYCH 436[4360])
Spring. 4 credits. B. Lust.

HD 437(4370) Lab Course: Language Development (also COGST/LING 450[4450], PSYCH 437[4370])
Spring. 2 credits. In conjunction with COGST/HD/LING/PSYCH 436. B. Lust.

[HD 439(4390) Cognitive Development: Infancy through Adolescence (also COGST 439[4390])]
Spring. 3 credits. Not offered 2005-2006. B. Koslowski.]

HD 452(4520) Culture and Human Development (also COGST 452)
Fall. 3 credits. Q. Wang.

Linguistics

LING 101(1101) Introduction to Linguistics
Fall or spring. 4 credits. Fall, C. Rosen; spring, M. Diesing.

LING 170(1170) Introduction to Cognitive Science (also COGST/COM S 101[1101], PHIL 191[1910], PSYCH 102[1020])
Fall. 3 or 4 credits. M. Spivey.

LING 215(2215) Psychology of Language (also COGST 215, LING 715, PSYCH 215/715[2150/7150])
Spring. 3 credits. M. Christiansen.

[LING 264(2264) Language, Mind, and Brain (also COGST 264)]
Spring. 4 credits. Not offered 2005-2006. J. Bowers.]

LING 301[3301] Introduction to Phonetics
Fall. 4 credits.

LING 302[3302] Introduction to Phonology
Spring. 4 credits. D. Zec.

LING 303[3303] Introduction to Syntax
Fall. 4 credits.

LING 304[3304] Introduction to Semantics and Pragmatics
Spring. 4 credits. M. Diesing.

[LING 305(3305) Foundations of Linguistics (also COGST 305[3050])]
Fall. 4 credits. Not offered 2005-2006. C. Collins.]

LING 332(3332) Philosophy of Language (also PHIL 332[3320])
Fall. 4 credits. Z. Szabo.

LING 333(3333) Problems in Semantics—Quantification in Natural Language (also COGST/PHIL 333[3330])
Spring. 4 credits. M. Rooth.

LING 400(4400) Language Typology
Fall. 4 credits. C. Rosen.

LING 401-402(4401-4402) Phonology I, II
Fall and spring. 4 credits each semester. Fall, A. Cohn; spring, D. Zec.

LING 403-404(4403-4404) Syntax I, II
Fall and spring. 4 credits each semester. Fall, J. Bowers; spring, M. Diesing.

[LING 414(4414) Second Language Acquisition I (also ASIAN 414[4414])]
Spring. 4 credits. Not offered 2005-2006. Y. Shirai.]

[LING 415(4415) Second Language Acquisition II (also ASIAN 417[4417])]
Spring. 4 credits. Not offered 2005-2006. Y. Shirai.]

LING 419(4419) Phonetics I
Fall. 4 credits. S. Hertz.

[LING 420(4420) Phonetics II]
Spring. 4 credits. Not offered 2005-2006.]

LING 421(4421) Semantics I
Spring. 4 credits. M. Rooth.

LING 422(4422) Semantics II
Fall. 4 credits.

LING 423(4423) Morphology
Spring. 4 credits.

LING 424(4424) Computational Linguistics (also COGST 424[4240], COM S 324[3470])
Fall. 4 credits. M. Rooth.

LING 425(4425) Pragmatics
Spring. 4 credits.

LING 428(4428) Connectionist Psycholinguistics (also COGST 428 LING 628, PSYCH 428/628[4280/6280])
Fall. 3 credits. Offered alternate years. M. Christiansen.

LING 436(4436) Language Development (also COGST/HD/PSYCH 436[4360])
Spring. 4 credits. B. Lust.

LING 450(4450) Lab Course: Language Development (also COGST 450, HD/PSYCH 437[4370])
Spring. 2 credits. In conjunction with COGST/HD/LING/PSYCH 436. B. Lust.

[LING 474(4474) Introduction to Natural Language Processing (also COGST 474, COM S 474[4740])]
Fall. 4 credits. Not offered 2005-2006. M. Rooth.]

Mathematics

MATH 281(2810) Deductive Logic (also PHIL 331[3310])
Fall. 4 credits.

[MATH 481(4810) Mathematical Logic (also PHIL 431[4310])]
Spring. 4 credits. Not offered 2005-2006.]

MATH 482(4820) Topics in Logic (also PHIL 432[4320])
Spring. 4 credits. H. Hodes.

[MATH 483(4830) Intensional Logic (also PHIL 436[4360])]
Spring. 4 credits. Not offered 2005-2006.]

MATH 486(4860) Applied Logic (also COM S 486[4860])
Spring. 4 credits.

Neurobiology and Behavior

[BIONB 111(1110) Brain, Mind, and Behavior (also COGST/PSYCH 111[1110])]
Spring. 3 credits. Not offered 2005-2006. R. Hoy and E. Adkins Regan.]

BIONB 221(2210) Neurobiology and Behavior I: Introduction to Behavior
Fall. 3 or 4 credits.

BIONB 222(2220) Neurobiology and Behavior II: Introduction to Neurobiology
Spring. 3 or 4 credits.

[BIONB 326(3260) The Visual System]
Spring. 4 credits. Not offered 2005-2006. H. Howland.]

BIONB 328(3280) Biopsychology of Learning and Memory (also PSYCH 332[3320])
Spring. 3 credits. T. DeVoogd.

BIONB 330(3330) Introduction to Computational Neuroscience (also COGST/PSYCH 330[3300])
Fall. 3-4 credits. C. Linster.

[BIONB 392(3920) Drugs and the Brain
Spring. 4 credits. Not offered 2005–2006.
R. Harris-Warrick and L. M. Nowak.]

[BIONB 396(3960) Introduction to Sensory Systems (also PSYCH 396[3960])
Spring. 3 or 4 credits. Not offered 2005–2006. B. Halpern.]

BIONB 421(4210) Effects of Aging on Sensory and Perceptual Systems (also PSYCH 431/631[4310/6310])
Fall. 3 or 4 credits. B. Halpern.

[BIONB 424(4240) Neuroethology (also PSYCH 424[4240])
Spring. 4 credits. Not offered 2005–2006.]

[BIONB 426(4260) Animal Communication
Spring. 4 credits. Not offered 2005–2006.]

[BIONB 492(4920) Sensory Function (also PSYCH 492/692[4920/6920], VISST 492)
Spring. 3 or 4 credits. Not offered 2005–2006. B. Halpern and H. Howland.]

[BIONB 496(4960) Bioacoustic Signals in Animals and Man
Spring. 3 credits. Not offered 2005–2006.
C. Clark and R. Hoy.]

Philosophy

PHIL 191(1910) Introduction to Cognitive Science (also COGST/COM S 101[1101], LING 170[1170], PSYCH 102[1020])
Fall. 3 or 4 credits. M. Spivey.

PHIL 231(2310) Introduction to Deductive Logic
Fall and spring. 4 credits.

PHIL 261(2610) Knowledge and Reality
Spring. 4 credits.

PHIL 262(2620) Introduction to Philosophy of Mind
Fall. 4 credits.

PHIL 286(2860) Science and Human Nature (also S&T 286[2861])
Spring. 4 credits. R. Boyd.

[PHIL 318(3180) 20th-Century Philosophy
Fall. 4 credits. Not offered 2005–2006.
B. Hellie.]

PHIL 331(3310) Deductive Logic (also MATH 281[2810])
Fall. 4 credits. H. Hodes.

PHIL 332(3320) Philosophy of Language (also LING 332[3332])
Fall. 4 credits. Z. Szabo.

PHIL 333(3330) Problems in Semantics (also COGST 333[3330], LING 333[3333])
Spring. 4 credits. M. Rooth.

PHIL 361(3610) Epistemology
Spring. 4 credits.

[PHIL 362(3620) Philosophy of Mind
Spring. 4 credits. Not offered 2005–2006.
S. Shoemaker.]

PHIL 381(3810) Philosophy of Science: Knowledge and Objectivity (also S&T 381[3811])
Fall. 4 credits. R. Boyd.

[PHIL 382(3820) Philosophy and Psychology
4 credits. Not offered 2005–2006.]

[PHIL 383(3830) Choice, Chance, and Reason
Spring. 4 credits. Not offered 2005–2006.
H. Hodes.]

[PHIL 389(3890) Philosophy of Science: Evidence and Explanation
4 credits. Not offered 2005–2006.]

[PHIL 431(4310) Mathematical Logic (also MATH 481[4810])
Spring. 4 credits. Not offered 2005–2006.]

PHIL 432(4320) Topics in Logic (also MATH 482[4820])
Spring. 4 credits. H. Hodes.

PHIL 433(4330) Philosophy of Logic
Spring. 4 credits. H. Hodes.

[PHIL 434(4340) Foundations of Mathematics
Fall. 4 credits. Not offered 2005–2006.
H. Hodes.]

[PHIL 436(4360) Intensional Logic (also MATH 483[4830])
Spring. 4 credits. Not offered 2005–2006.]

[PHIL 437(4370) Problems in the Philosophy of Language
Spring. 4 credits. Not offered 2005–2006.
H. Hodes.]

[PHIL 461(4640) Metaphysics
Spring. 4 credits. Not offered 2005–2006.]

Psychology

PSYCH 102(1200) Introduction to Cognitive Science (also COGST/COM S 101[1101], LING 170[1170], PHIL 191[1910])
Fall. 3 or 4 credits. M. Spivey.

[PSYCH 111(1110) Brain, Mind, and Behavior (also BIONB 111[1111], COGST 111[1110])
Spring. 3 credits. Not offered 2005–2006.
R. Hoy and E. Adkins Regan.]

PSYCH 201(2010) Cognitive Science in Context Laboratory (also COGST/COM S 201[2010])
Spring. 4 credits. D. Field and staff.

PSYCH 205(2050) Perception (also PSYCH 605[6050])
Spring. 3 credits. J. Cutting.

PSYCH 209(2090) Developmental Psychology (also PSYCH 709[7090])
Spring. 4 credits. M. Goldstein.

PSYCH 214(2140) Cognitive Psychology (also COGST 214[2140])
Fall. 3 credits. S. Edelman.

PSYCH 215(2150) Psychology of Language (also COGST 215, LING 215/715[2215/7715], PSYCH 715[7150])
Spring. 3 credits. M. Christiansen.

[PSYCH 223(2230) Introduction to Biopsychology
Fall. 3 credits. Not offered 2005–2006.
Staff.]

PSYCH 305(3050) Visual Perception (also VISST 305)
Fall. 4 credits. J. Cutting.

[PSYCH 311(3110) Introduction to Human Memory (also PSYCH 611[6110])
Spring. 3 credits. Not offered 2005–2006.]

PSYCH 316(3160) Auditory Perception (also PSYCH 716[7160])
Fall. 3 or 4 credits. C. Krumhansl.

[PSYCH 326(3260) Evolution of Human Behavior (also PSYCH 626[6260])
Spring. 4 credits. Not offered 2005–2006.
R. Johnston.]

PSYCH 330(3300) Introduction to Computational Neuroscience (also BIONB/COGST 330[3300])
Fall. 3–4 credits. C. Linster.

PSYCH 332(3320) Biopsychology of Learning and Memory (also BIONB 328[3280], PSYCH 632[6320])
Spring. 3 credits. T. DeVoogd.

PSYCH 342(3420) Human Perception: Applications to Computer Graphics, Art, and Visual Display (also COGST 342[3420], VISST 342[3342], PSYCH 642[6420])
Fall. 3 or 4 credits. D. Field.

PSYCH 361(3610) Biopsychology of Normal and Abnormal Behavior (also NS 361[3610])
Fall. 3 credits. B. J. Strupp.

[PSYCH 396(3960) Introduction to Sensory Systems (also BIONB 396[3960], PSYCH 696[6960])
Spring. 3 or 4 credits. Not offered 2005–2006.
B. Halpern.]

[PSYCH 412(4120) Laboratory in Cognition and Perception (also PSYCH 612[6121])
Spring. 4 credits. Not offered 2005–2006.
D. Field.]

[PSYCH 413(4130) Information Processing: Conscious and Nonconscious
Spring. 4 credits. Not offered 2005–2006.]

[PSYCH 414(4140) Comparative Cognition (also COGST 414[4140], PSYCH 714[7140])
Spring. 3 or 4 credits. Not offered 2005–2006.]

[PSYCH 415(4150) Concepts, Categories, and Word Meanings (also PSYCH 615[6150])
Fall. 4 credits. Not offered 2005–2006.]

PSYCH 416(4160) Modeling Perception and Cognition (also COGST 416[4160], PSYCH 616[6160])
Spring. 4 credits. M. Spivey.

[PSYCH 417(4170) The Origins of Thought and Knowledge (also PSYCH 717[7170])
Fall. 4 credits. Not offered 2005–2006.]

PSYCH 418(4180) Psychology of Music (also PSYCH 618[6180])
Spring. 3 or 4 credits. C. Krumhansl.

[PSYCH 424(4240) Neuroethology (also BIONB 424[4240])
Spring. 4 credits. Not offered 2005–2006.]

PSYCH 425(4250) Cognitive Neuroscience (also PSYCH 625[6250])
Fall. 4 credits. B. Finlay.

[PSYCH 427(4270) Evolution of Language (also COGST 427, PSYCH 627[6270])]

Fall. 3 credits. Offered alternate years; not offered 2005-2006. M. Christiansen.]

[PSYCH 428(4280) Connectionist Psycholinguistics (also COGST 428, LING 428/628[4428/6628], PSYCH 628[6280])]

Fall. 3 credits. Offered alternate years. M. Christiansen.

[PSYCH 431(4310) Effects of Aging on Sensory and Perceptual Systems (also BIONB 421[4210], PSYCH 631[6310])]

Fall. 3 or 4 credits. B. Halpern.

[PSYCH 436(4360) Language Development (also COGST 436, HD 436[4360], LING 436[4436])]

Spring. 4 credits. B. Lust.

[PSYCH 437(4370) Lab Course: Language Development (also COGST/LING 450[4450], HD 437[4370])]

Spring. 2 credits. In conjunction with COGST/HD/LING/PSYCH 436. B. Lust.

[PSYCH 465(4650) Topics in High-Level Vision (also COGST 465[4650], COM S 392, PSYCH 665[6655])]

Spring. 4 credits. Offered alternate years. Not offered 2005-2006. S. Edelman.]

[PSYCH 491(4910) Research Methods in Psychology (also COGST 491/691[4910/6910], PSYCH 691[6910])]

Spring. 4 credits. D. Dunning.

[PSYCH 492(4920) Sensory Function (also BIONB/VISST 492[4920], PSYCH 692[6920])]

Spring. 4 credits. Not offered 2005-2006. 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(6150) Issues in Biological Information Processing (also LING 501[5501])]

Fall. 2 credits. Co-requisite: COGST/PSYCH 214 or permission of instructor. Not offered 2005-2006. S. Edelman.

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, 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(6300) Representation of Structure in Vision and Language (also LING 530[5530], PSYCH 530[5300])]

Spring. 4 credits. Limited to 20 students. Graduate seminar. Prerequisites: graduate standing or undergraduates by permission of instructor; one course each in cognitive psychology, linguistics, and computer science, or permission of instructor. Offered alternate years; not offered 2005-2006. S. Edelman.

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[5531], BIONB/PSYCH 531[6331])]

Spring. 4 credits. Prerequisite: COGST 501, PSYCH 614, or permission of instructor. Not offered 2005-2006. 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[5500])]

Fall or spring. 4 credits. Topics and schedule available in Psychology Department main office just before start of classes each semester. M. Spivey.

[COGST 614 Cognitive Psychology (also PSYCH 614[6140])]

Fall. 5 credits. Includes (M W F) lec of COGST/PSYCH 214 and a sec. Not offered 2005-2006. 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(6330) Language Acquisition Seminar (also HD 633[6633], LING 633[6633])]

Fall. 1-4 credits. Prerequisite: COGST/HD/LING/PSYCH 436 or equivalent, or permission of instructor. Not offered 2005-2006. B. Lust.

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(6630) Philosophy of Psychology (also PHIL 663[6630])]

Fall. 4 credits. T. Gendler.

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[6762])]

Fall. 4 credits. Prerequisite: (COM S 611 and graduate standing) or permission of instructor. Not offered 2005-2006.

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 476-477/676-677[4460-4470/6760-6770])]

Fall and spring. 4 credits each semester.

Fall: lecture-based; students must complete several problem sets and a final exam.

Spring: additional lectures as well as visiting speakers; students must read speakers' papers, participate in discussions, and complete a research project. Not offered 2005-2006. 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 covers several areas: (1) 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; (2) 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; (3) new research designed in response to these difficulties. Issues covered here include alternative approaches to the foundations of decision theory, adaptive behavior, and shaping the individual decisions by aggregate/evolutionary forces.]

[COGST 691(6910) Research Methods in Psychology (also COGST 491[4910], PSYCH 491/691[4910/6910])]

Spring. 4 credits. Limited to 15 students. D. Dunning.

Intensive examination of the basic research methods used in social, personality, cognitive, and developmental psychology. 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.

COGST 710(7100) Research in Human Experimental Psychology (also PSYCH 710[7100])

Fall or spring. Credit TBA. Prerequisite: permission of instructor.

COM S 664(6670) Machine Vision

Fall. 4 credits. R. Zabih.

[COM S 671(6762) Introduction to Automated Reasoning (also COGST 671)]

Fall. 4 credits. Not offered 2005–2006.]

COM S 672(6700) Advanced Artificial Intelligence

Spring. 4 credits. Prerequisite: COM S 472.

COM S 674(6740) Natural Language Processing

Spring. 4 credits. Prerequisite: COM S 472. Not offered every year.

[COM S 676(6764) Reasoning about Knowledge]

Fall. 4 credits. Prerequisites: mathematical maturity and acquaintance with propositional logic. Not offered 2005–2006.]

[COM S 677(6766) Reasoning about Uncertainty]

Fall. 4 credits. Prerequisites: mathematical maturity and acquaintance with propositional logic. Not offered 2005–2006.]

COM S 772(7970) Seminar in Artificial Intelligence

Fall and spring. 2 credits.

COM S 775(7794) Seminar in Natural Language Understanding

Fall and spring. 2 credits. C. Cardie.

EDUC 611(6110) Educational Psychology

Fall. 3 credits. Prerequisite: graduate standing or permission of instructor. D. Schrader.

EDUC 614(6140) Gender, Context, and Epistemological Development (also FGSS 624[6240])

Fall. 3 credits. D. Schrader.

EDUC 714(7140) Moral Development and Education

Spring. 3 credits. Offered alternate years. D. Schrader.

[HD 633(6330) Language Acquisition Seminar (also COGST/LING 633[6633])]

Fall. 1–4 credits. Prerequisite: COGST/HD/LING/PSYCH 436 or equivalent. Not offered 2005–2006. B. Lust.

HD 600/700 Graduate Seminars**[LING 501(5501) Issues in Biological Information Processing (also COGST 501)]**

Fall. 2 credits. Co-requisite: COGST/PSYCH 214 or permission of instructor. Not offered 2005–2006. S. Edelman.]

[LING 530(5530) Representation of Structure in Vision and Language (also COGST/PSYCH 530[6150])]

Spring. 4 credits. Offered alternate years; not offered 2005–2006. S. Edelman.]

[LING 531(5531) Topics in Cognitive Studies: Mind and Reality in Science Fiction (also COGST/BIONB 531[5310], PSYCH 531[5310])]

Spring. 4 credits. Not offered 2005–2006. S. Edelman.

[LING 609(6609) Second Language Acquisition and the Asian Languages (also ASIAN 610[6610])]

Fall. 4 credits. Prerequisite: LING 414–415. Not offered 2005–2006. Y. Shirai.]

LING 628 Connectionist Psycholinguistics (also COGST/LING 428, PSYCH 428/628[4280/6280])]

Fall. 3 credits. Offered alternate years. M. Christiansen.

[LING 633(6633) Language Acquisition Seminar (also COGST/HD 633[6330])]

Fall. 1–4 credits. Prerequisite: COGST/HD/LING/PSYCH 436 or equivalent. Not offered 2005–2006. B. Lust.]

LING 700(7700) Graduate Seminars**MATH 681(6810) Logic**

Spring. 4 credits.

MATH 781–782(7810–7820) Seminar in Logic

Fall and spring. 4 credits each.

[MATH 788(7880) Topics in Applied Logic]

Fall. 4 credits. Not offered 2005–2006.]

NBA 663(6630) Managerial Decision Making

Fall. 3 credits. J. Russo.

PHIL 633(6330) Philosophy of Language—Linguistic Convention

Spring. 4 credits. Z. Szabó.

[PHIL 662(6620) Philosophy of Mind]

Fall. 4 credits. Not offered 2005–2006. B. Hellie.]

PHIL 663(6630) Philosophy of Psychology (also COGST 663[6630])]

Fall. 4 credits. T. Gendler.

PHIL 700(7000) Graduate Seminars**PSYCH 519(6830) Affects and Cognition (also NRE 507)**

Fall. 4 credits. A. M. Isen.

PSYCH 521(6210) Psychobiology (Developmental Seminar)

Fall and spring. 4 credits each semester.

[PSYCH 530(6300) Representation of Structure in Vision and Language (also COGST 530[6300], LING 530[5530])]

Spring. 4 credits. Offered alternate years; not offered 2005–2006. S. Edelman.]

[PSYCH 531(6331) Topics in Cognitive Studies: Mind and Reality in Science Fiction (also COGST 531, LING 531[5531], BIONB 531[5310])]

Spring. 4 credits. Not offered 2005–2006. S. Edelman.]

PSYCH 550(5500) Special Topics in Cognitive Science (also COGST 550[])

Spring. 4 credits. M. Spivey.

[PSYCH 614(6140) Cognitive Psychology (also COGST 614)]

Fall. 5 credits. Not offered 2005–2006. S. Edelman.]

PSYCH 616(6160) Modeling Perception and Cognition (also COGST/PSYCH 416[4160])]

Spring. 4 credits. M. Spivey.

PSYCH 618(6180) Psychology of Music (also PSYCH 418[4180])]

Spring. 4 credits. C. Krumhansl.

PSYCH 628(6280) Connectionist Psycholinguistics (also COGST/PSYCH 428[4280], LING 428/628[4428/6628])]

Fall. 3 credits. Offered alternate years. M. Christiansen.

PSYCH 631(6310) Effects of Aging on Sensory and Perceptual Systems (also BIONB 421[4210], PSYCH 431[4310])]

Fall. 3 or 4 credits. B. Halpern.

[PSYCH 665(6650) Topics in High-Level Vision (also COM S 392, COGST 465, PSYCH 465[4650])]

Spring. 4 credits. Offered alternate years. Not offered 2005–2006. S. Edelman.]

PSYCH 691(6910) Research Methods in Psychology (also COGST 491/691[4910/6910], PSYCH 491[4910])]

Spring. 4 credits. D. Dunning.

[PSYCH 714(7140) Comparative Cognition (also COGST/PSYCH 414[4140])]

Spring. 3 or 4 credits. Not offered 2005–2006.]

PSYCH 716(7160) Auditory Perception (also PSYCH 316[3160])]

Fall. 4 credits. C. Krumhansl.

COLLEGE SCHOLAR PROGRAM

K. Gabard, director (55 Goldwin Smith 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; max. 8 credits may be earned for honors research. Prerequisite: permission of program director. Each participant must submit brief proposal approved by honors committee.

COMPARATIVE LITERATURE

N. Saccamano, acting chair (fall), T. Murray, acting chair (spring) (247 Goldwin Smith Hall), W. J. Kennedy, director of undergraduate studies (fall) (247 Goldwin Smith Hall); T. Murray, director of graduate studies (247 Goldwin Smith Hall); D. Castillo, director of undergraduate studies (spring); A. Adams, F. Ahl, A. Banerjee, C. Carmichael, D. Castillo, W. Cohen, B. deBary, S. Donatelli, P. Hohendahl, W. Kittler, D. LaCapra, P. Liu, B. Maxwell, N. Melas, J. Monroe, J. R. Resina, N. Sakai. Emeritus: A. Caputi, D. Grossvogel, W. Holdheim, E. Rosenberg, L. Waugh.

Also cooperating: T. Campbell, D. Fore, P. Gilgen, E. Hanson, B. Jeyifo, R. Klein, T. McNulty, R. Parker, K. Perry-Long, D. Reese, D. Rubenstein, A. Schwarz, S. Toorawa, A. Villarejo, 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

- 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.
- One core course in Comparative Literature (for 2005-2006 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.
- 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 (e.g., conversation, composition) toward fulfilling this requirement.
- 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:

- 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 COM L 204 Global Fictions.

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 first-year 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(2000) Introduction to Visual Studies (also VISST 200[2000], ENGL 292[2920]) (IV) (LA)

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(2010) 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 gain practice in critical reading, thinking, and writing.

COM L 202(2020) 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(2030) 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 is 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(2040) Global Fictions (IV) (CA)

Spring. 4 credits. Not offered 2005-2006. N. Melas.]

[COM L 205(2050) Introduction to Poetry (IV) (LA)

Fall. 4 credits. Not offered 2005-2006. W. J. Kennedy.]

COM L 211(2110) Comedy and Humanism (also THETR 214[2140]) (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(2150) Sophomore Seminar: Comparative American Literatures (also AM ST 215[2150]) (IV) (LA)

Spring. 4 credits. Limited to 15 students. Not offered 2005-2006. B. Maxwell.]

[COM L 220(2200) Thinking Surrealisms (also ART H 219[2019]) (IV) (LA)

Fall. 4 credits. Not offered 2005-2006. B. Maxwell.]

[COM L 225(2250) Sophomore Seminar: Poetry and Poetics of Difference (also ENGL 225]) (IV) (LA)

Fall. 4 credits. Limited to 15 students. Not offered 2005-2006. J. Monroe.]

COM L 226(2260) Sophomore Seminar: Viewing Modern Barcelona (also SPANL 230) (IV) (CA)

Fall. 4 credits. Limited to 15 students. J. R. Resina.

For description, see SPANL 230.

COM L 227(2270) Sophomore Seminar: Life and Love in Two Languages (IV) (LA)

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, Shamma, 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. Limited to 15 students. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

COM L 276(2760) Desire (also ENGL 276[2760]) (IV) (LA)

Spring. 4 credits. E. Hanson.
For description, see ENGL 276.

COM L 282(2820) Japanese Animation and New Media (ASIAN 282[2822], VISST 282) @ (IV) (CA)

Fall. 4 credits. T. Lamarre.
For description, see ASIAN 282.

[COM L 302(3020) Literature and Theory (also COM L 622[6220], ENGL 302/602[3020/6020]) (IV) (LA)

Fall. 4 credits. Next offered fall 2006.
J. Culler.]

[COM L 304(3040) Europe and Its Others: An Introduction to the Literature of Colonialism @ (IV) (LA)

Fall. 4 credits. Not offered 2005–2006.
N. Melas.]

COM L 306(3060) Comparative Martial Arts Film and Literature

Fall. 4 credits. P. Liu.
With *Kill Bill*, *Kung Fu Hustle*, *Hero*, and *The Matrix*, martial arts has emerged as a popular visual spectacle. Comparing varied literary, bodily, and cinematic modes of martial arts performance, we will study the vocabulary, ideology, and institutional basis of each mode of representation. Along with traditional and modernist Chinese martial arts novels, we will analyze contemporary martial arts movies and novels produced in the United States and Hong Kong to understand the global history of martial arts. Topics include: origins of martial arts and martial arts cinema; kung fu as a racialized bodily performance; "appropriations: of kung fu in Black popular culture; the cult of Bruce Lee; Japanese anime, manga, and trading card games as an alternative site of martial arts cultural production and circulation; and the relation of martial arts to women, muscle, and the gendering of the body.

COM L 310(3100) Media Studies (also GERST 315[3150]) (IV) (CA)

Spring. 4 credits. W. Kittler.
For description, see GERST 315.

COM L 317(3170) Postcolonial State Theory

Spring. 4 credits. P. Liu.
This course traces the development of 19th- and 20th-century theories of the state in the (post)colonial world, with a particular emphasis on the political treatises written by Asian intellectuals. We will seek to identify the rhetorical shifts in native political theory as intellectual responses to social movements in an international context. Topics include: the state system as an object of reflection in colonial literature; the doctrine of national self-determination in the postcolonial world; the role of the state in the accumulation of capital; different forms of the state; and the questions of citizenship, territory, use of force, and culture for state-formation.

COM L 321(3210) The Arabic Literary Heritage: History and Literary Theory (also NES 377/677, COM L 621[6210])

Spring. 4 credits. S. Toorawa.
For description, see NES 377.

COM L 326(3260) Christianity and Judaism (also RELST 326[3260]) # (IV) (LA)

Spring. 4 credits. C. Carmichael.
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(3280) Literature of the Old Testament (also RELST 328[3280]) @ # (IV) (LA)

Fall. 4 credits. C. M. Carmichael.
Analysis of small sections of well-known material for in-depth discussion.

COM L 330(3300) Political Theory and Cinema (also GERST 330[3300], GOVT 370[3705], FILM 329[3290]) (III or IV) (CA)

Spring. 4 credits. G. Waite.
For description, see GERST 330.

[COM L 344(3440) Tragic Theatre (also CLASS 345[3646]) # (IV) (LA)

Fall. 4 credits. Not offered 2005–2006.
F. Ahl.]

[COM L 346(3460) The Art of Subversive Writing (also CLASS 346[3646]) # (IV) (LA)

Spring. 4 credits. Not offered 2005–2006.
F. Ahl.]

[COM L 348(3480) Shakespeare and Europe (also ENGL 349[3490]) (IV) (LA)

Fall. 4 credits. Not offered 2005–2006.
W. J. Kennedy.]

[COM L 356(3560) Renaissance Literature # (IV) (LA)

Spring. 4 credits. Not offered 2005–2006.
W. J. Kennedy.]

COM L 362(3620) The Culture of the Renaissance II (also ENGL 325[3250], HIST 364[3640], MUSIC 390[3242], ART H 351[3420], FRLIT 362[3620]) # (III or IV) (CA)

Fall. 4 credits. Required F sec.
W. J. Kennedy and K. P. Long.
Members of various departments will lecture on Luther, Marguerite of Navarre, Michelangelo, Paré, Shakespeare, and Monteverdi. Guest lectures will include Rachel Weil, History; Medina Lasansky, History of Architecture; Andrew Weislogel, Johnson

Museum of Art; and Neal Zaslaw, Music. Lectures and discussions will introduce different methods of interpretation and of historical analysis.

[COM L 363(3640) The European Novel # (IV) (LA)

Fall. 4 credits. Not offered 2005–2006.
Staff.]

COM L 364(3640) The European Novel # (IV) (LA)

Spring. 4 credits. A. Banerjee.
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(3650) Contemporary Fiction @ (IV)

Fall. 4 credits. Limited to 15 students.
B. Maxwell.

A study of fiction and drama largely drawing on texts from the first half of the 20th 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 373(3730) Literature of the Outlaw (also ENGL 371[3710])

Spring. 4 credits. B. Maxwell.

This would be a world literature course drawing on the storehouse of writing, song, and film about bandits, pirates, malingerers, revolutionary appropriators, and other defectors from the sacred order of property. Aesthetics, ethics, and political economy would guide the enquiry. Material would include Jean Genet, *The Thief's Journal*; Heinrich von Kleist, Michael Kohlhaas; several versions of Robin Hood; the Jamaican film *The Harder They Come*; Ryunosuke Akutagawa, *Rashomon*; a collection of material by and about Phoolan Devi, India's "Bandit Queen," and excerpts from the immense Chinese novel *Outlaws of the Marsh*, also known as *Water Margin*. Eric Hobsbawm's writings on bandits as pre-political renegades will also be on the reading list, as will excerpts from Marcus Rediker's work on pirates of the Atlantic world, and collateral readings on Luddism as criminality or principled collective action.

[COM L 382(3820) Greeks, Romans, and Victorians (also CLASS 382) # (IV) (LA)

Spring. 4 credits. Not offered 2005–2006.
F. Ahl.]

COM L 386(3860) Literature and Film of South Asia (also ASIAN 386[3386]) @ (IV) (LA)

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 20th 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(3870) 20th-Century Black Cultural Movements (also COM L 690[6900], AS&RC 332/532[3201/6202]) @ (IV) (CA)

Fall. 4 credits. A. Adams.

For description, see AS&RC 332.

COM L 398(3980) Theorizing Gender and Race in Asian Histories and Literatures with a Particular Focus on Japanese Cases (also COM L 668[6680], ASIAN 388/688[3388/6688]) @ (IV) (CA)

Fall. 4 credits. N. Sakai.

For description, see ASIAN 388.

COM L 400(4000) Forms of the Novel

Fall. 4 credits. P. Liu.

The aim of this course is to introduce students to the major arguments in "novel theory" and the problems novel theory poses for cross-cultural studies of literature. Organized around three central units—history, form, and ideology of the novel—this course will examine (1) the historical rise of the novel and changing conceptions of private life; (2) the representational strategies and generic conventions of the novel as a unique mode of narrative; and (3) the historically contingent character of literary forms—that is, the extent to which formal innovations are predicated on the ideology embodied and reproduced by the forms themselves. We will consider the major claims advanced by novel theorists against both western and non-western literary examples.

COM L 401(4010) Open Secrets: Studies in Narrative (also ENGL 401[4010])

Fall. 4 credits. Limited to 15 students.

A. Francois.

How do literary and filmic texts disclose and simultaneously keep their secrets? This course examines the role of secrets in producing and blocking narrative and dramatic movement, and in releasing and withholding meaning. Particular attention is given to secrets such as the gay closet or racial passing that seem to occur "in plain sight," like Poe's "Purloined Letter." In comparing tragedies, films, case histories, novels, and short stories, we discuss the role of narrative and confessional acts in the construction, circulation and concealment of public and private identities, marked and unmarked by gender, sexual identity, race, or class. We also critically examine the implied analogies between interpretation and detective work, and between reading and religious election. What distinguishes interpretive "insight" from naive reading? What role

does irony play in defining the relationships between "blind" characters and "perceptive" readers? Authors read include Sophocles, Lafayette, Kleist, Poe, Melville, James, Larsen, and Freud.

COM L 403(4030) Writing America Post 9/11 (also GERST 403[4031], ENGL 406[4060], GOVT 410[4105]) (III or IV) (CA)

Spring. 4 credits. P. Gilgen.

For description, see GERST 403.

COM L 404(4040) Troubadours and Heretics (also S HUM 408)

Fall. 4 credits. Limited to 15 students.

R. Klein.

For description, see S HUM 408.

COM L 407(4070) The Literature of Imperialism (also S HUM 403, ENGL 448[4480])

Spring. 4 credits. Limited to 15 students.

W. Cohen.

For description, see S HUM 403.

COM L 410(4100) Science, Technology, and Culture Science (also S&TS 412[4101], VISST 412[4120])

Fall. 4 credits. A. Banerjee.

A study of the role scientific theories and technological innovations play in the production and conceptualization of culture. While the course considers contemporary phenomena that are changing the very ways we live and think artificial intelligence or genetic engineering, for instance it does not ignore insights and inventions whose transformative powers we may no longer recognize, such as evolution and relativity, electricity and aviation. We will develop a critical analysis of the relationship between techno-science and culture by reading and viewing four different categories of texts side by side: literary/visual (from western and eastern Europe, and the U.S.); scientific/technological; philosophical; and selected historical documents and commentary. Discussions will focus on the crucial junctures when science and technology become privileged indices not only of knowledge and power, but also creativity and identity.

[COM L 413(4130) Death, Culture, and the Literary Monument (IV)]

Fall. 4 credits. Not offered 2005–2006.

N. Melas.]

[COM L 415(4150) The Theory and Analysis of Narrative (IV) (LA)]

Spring. 4 credits. Not offered 2005–2006.

J. Culler.]

[COM L 416(4160) Kafka In/On Translation (also GERST 416[4160]) (IV) (LA)]

Spring. 4 credits. Not offered 2005–2006.

W. Kittler.]

COM L 418(4180) Discourses of Reality (also GERST 418[4180]) (IV) (LA)

Fall. 4 credits. D. Fore.

For description, see GERST 418.

COM L 419–420(4190–4200) Independent Study

419, fall; 420, spring. Variable credit. COM L 419 and 420 may be taken independently of each other. Applications available in 247 Goldwin Smith Hall.

COM L 422(4220) Literature and Oblivion

Spring. 4 credits. Core course for majors.

Limited to 15 students. N. Melas.

The monumental aspirations of literature to immortality date back as far as the earliest epics. This course will attempt a critical study of the powers of art against oblivion. We will start with the paradox whereby all language and especially poetic language necessarily destroys that which it seeks to preserve, just as a monument substitutes and thus overwhelms the very loss it commemorates. Since Art's monumentality sets it against the contingencies of history, a central concern will be the relation of art to history, particularly when art's negations encounter powerful worldly negations, such as those surrounding gender difference and colonial domination. Framed by Homer's Iliad and Derek Walcott's "postcolonial" Caribbean epic Omeros, the readings will also be a comparative exercise in reading across time and space and will include theoretical texts (Plato, Hegel, Nietzsche, Blanchot, Benjamin, Patterson) alongside literature. Particular attention in course time and writing assignments will be directed to improving critical writing skills.

COM L 426(4260) New Testament Seminar (also RELST 426[4260]) # (IV) (HA)

Spring. 4 credits. Limited to 20 students.

C. Carmichael.

Topic: Sex and religion in the Bible.

Identification and discussion of problems in the New Testament.

COM L 427(4270) The Totalitarian Order: Vision and Critique (also GERST 424[4240]) (IV) (CA)

Fall. 4 credits. P. Hohendahl.

For description, see GERST 424.

COM L 428(4280) Biblical Seminar (also RELST 427[4280]) # @ (IV) (HA)

Fall. 4 credits. Limited to 15 students.

C. Carmichael.

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 429(4290) Postcolonial Poetry and the Poetics of Relation (also ENGL 484/685, FRLIT 435/635, SPANL 4353/635)

Spring. 4 credits. Limited to 15 students.

J. Monroe.

Focusing on postcolonial theory, poetry, and poetics of the past several decades, this seminar explores in particular the idea of a "poetics of relation," with attention especially to questions of language, identity, and community in a range of innovative poetic practices from the United States, the Caribbean, and Latin and South America. All texts not originally written in English are available in English translation. Students with knowledge of French and/or Spanish work in the original as well with course materials written in these languages. Authors include Giorgio Agamben, Will Alexander, Homi Bhabha, Kamau Brathwaite, Aimé Césaire, Theresa Hak Kyung Cha, Frantz Fanon, Edouard Glissant, Nicolás Guillén, Joy Harjo, Jean-Luc Nancy, Nicanor Parra, Gayatri Spivak, Cecelia Vicuna, Rosmarie Waldrop, Derek Walcott, and Ral Zurita.

[COM L 433(4330) Electronic Innovations (also ENGL 433[4330], VISST 433) (IV) (CA)

Fall. 4 credits. Not offered 2005–2006. T. Murray.]

[COM L 434(4340) Classics of Latino/a Literature (also SPANL 413[4130]) (IV) (LA)

Spring. 4 credits. D. Castillo. For description, see SPANL 413.

[COM L 435(4350) Introduction to Literary Theory (also GERST 435[4350]) (IV) (LA)

Fall. 4 credits. G. Waite. For description, see GERST 435.

[COM L 439(4390) Poetry and Poetics of Translation (also COM L 643[6430], ENGL 641[6410], GERST/S HUM 439[4390], ROM S 439/639) (IV) (LA)

Fall. 4 credits. Limited to 15 students. Not offered 2005–2006. J. Monroe.]

[COM L 440(4440) The Literature of Revolution (also S HUM 404, ENGL 498[4980])

Fall. 4 credits. Limited to 15 students. W. Cohen. For description, see S HUM 404.

[COM L 441(4410) Derrida, Writing, and the Institution of Literature (also COM L 641[6410], ENGL 441/642[4410/6240])

Spring. 4 credits. Prerequisite: reading knowledge of French. J. Culler. Study of selected writings of Jacques Derrida, from the early (*De la grammatologie*) to the most recent (*Donner le temps*), with particular emphasis on discussions of writing and literature. Reading knowledge of French is required, although most of the texts are available in English.

[COM L 444(4440) Rousseau and Rhetorical Reading (also COM L 645[6450], ENGL 442[4420]) # (IV) (LA)

Spring. 4 credits. Not offered 2005–2006. C. Chase.]

[COM L 445(4450) Romantic Drama (also ENGL 440/644[4440/6440], COM L 661[6610])

Fall. 4 credits. R. Parker. For description, see ENGL 440.

[COM L 450(4500) Renaissance Poetry (also COM L 650[6500], ENGL 622[6220], ITALL 450/650) # (IV) (LA)

Spring. 4 credits. Not offered 2005–2006. W. J. Kennedy.]

[COM L 451(4510) Renaissance Narrative (IV)

Spring. 4 credits. Not offered 2005–2006. W. J. Kennedy.]

[COM L 452(4520) Renaissance Humanism (also COM L 652[6520]) # (IV) (LA)

Spring. 4 credits. Limited to 15 students. Not offered 2005–2006. W. J. Kennedy.]

[COM L 458(4580) Narratives of Travel, Migration, and Exile (IV) (CA)

Fall. 4 credits. Limited to 15 students. Not offered 2005–2006. A. Banerjee.]

[COM L 461(4610) Wordsworth and Rousseau (also ENGL 449[4490])

Spring. 4 credits. Limited to 15 students. C. Chase.

A study of the contrasting autobiographies (beginning with the fact that one is in prose and the other in poetry) written at the turn of the 18th century by Jean-Jacques Rousseau and William Wordsworth, and other texts which reveal, in spite of great differences in genre and subject matter, their common concerns, such as memory, poetic language, and the significance of literature. Writing requirements: two ten-page papers, short writing assignments, oral presentation. Some knowledge of French recommended but not required.

[COM L 467(4670) Poetry and Rhetoric (also COM L 667[6670], ENGL 483/683, FRLIT 437/637) (IV) (LA)

Fall. 4 credits. Not offered 2005–2006. C. Chase.]

[COM L 474(4740) Topics in Modern European Intellectual and Cultural History (also HIST 474/673[4740/6730], JWST 474[4740])

Fall. 4 credits. Prerequisite: permission of instructor. D. LaCapra. Topic: History and critical theory. For description, see HIST 474.

[COM L 475(4750) Contemporary Readings of the Ancients: Derrida (also GOVT 475[4705], FRLIT 470[4700]) (CA)

Fall. 4 credits. Limited to 15 students. D. Rubenstein. For description, see GOVT 470.

[COM L 480(4800) Baudelaire in Context (also COM L 680[6800], FRLIT 488/688) # (IV) (LA)

Spring. 4 credits. Prerequisite: reading knowledge of French. Not offered 2005–2006. J. Culler.]

[COM L 481(4810) Studies in Gender Theory: Kinship and Embodiment (also FGSS 480[4800])

Spring. 4 credits. Limited to 15 students. P. Liu. This course explores a productive tension between two critical concepts that have recently entered critical dialogue again to constitute a re-orientation of gender theory: "kinship" and "embodiment." In this course, kinship designates both a socially determinate system of organizing individuals and resources as well as a capacity to form ties with social beings outside biologically and sexually regulated networks. Embodiment refers to the process whereby one's body materializes in language, acquires its contours of visibility and intelligibility, becomes an object of consciousness, comes to define the boundaries between self and other. With the help of literary works, we will explore why and how kinship and embodiment should be thought of as one question in recent theoretical discourse and what implications this formulation has for a theory of gender specifically.

[COM L 482(4820) Latin American Women Writers (also SPANL 492, FGSS 481[4810]) @ (IV) (LA)

Fall. 4 credits. Not offered 2005–2006. D. Castillo.]

[COM L 486(4860) Contemporary Poetry and Poetics (also ENGL 488[4880], FRLIT 435, SPANL 474) (IV) (LA)

Fall. 4 credits. Taught every other fall. J. Monroe.

In the age of globalization and the World Wide Web, what's become of such familiar distinctions as the "traditional" and the "experimental," the "mainstream" and the "alternative"? How does contemporary poetry situate itself among competing discourses (e.g. fiction, film, 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 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 David Antin, Charles Bernstein, Anne Carson, Billy Collins, Alice Fulton, Peter Gizzi, Louise Gluck, Ted Kooser, Harryette Mullen, Alice Notley, Elizabeth Willis, and C. D. Wright.

[COM L 489(4890) Seminar in Comparative 20th-Century Anglophone Drama (also ENGL 483[4601], THETR 483[4830]) (IV) (LA)

Fall. 4 credits. B. Jeyifo. For description, see ENGL 483.

[COM L 493(4930) Senior Essay

Fall and spring, 8 credits. Times TBA individually in consultation with director of 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(4950) Fascist Culture (also ITALL 495/695[4950/6950], COM L 670[6700]) (IV) (LA)

Fall. 4 credits. T. Campbell. For description, see ITALL 495.

[COM L 604(6040) Translation and the Global Marketplace

Fall. 4 credits. Not offered 2005–2006. N. Melas.]

[COM L 609(6090) Comparison and Cultural Difference

Fall. 4 credits. N. Melas. This course will be an extended meditation on what would once have been something like an introduction to the method of comparative literature. Taking as our central task a wide-ranging investigation of the pitfalls, the possibilities and the particular urgency of cross-cultural comparison at this historical juncture, we will examine the structure and history of comparison as a disciplinary method, as an idea and a practice and, in its literary form, as a perplexing tropological effect of language. What constitutes comparability and what are its theoretical and institutional limits? To what extent and in what circumstance can comparison produce cultural difference, consolidate given boundaries or contest them? What are the grounds for the authority of the comparatist and what happens when these are claimed by subjects marked by gender or race? What are the ends of comparison? Readings aim to familiarize students with recent debates on the subject as well as to enable a rigorous and sustained inquiry into underlying concepts and will include: selections from recent debates around the idea of world literature (Moretti, Casanova,

Damrosch, Spivak); discussions of comparative method in the humanities and social sciences (Anderson, Tilley, Harootyan); philosophical and theoretical meditations (Lyotard, Nancy, Deleuze-Guattari, Fanon, Glissant); selected Literary texts.

COM L 611(6110) Sexuality and the Politics of Representation (also FILM 610[6100])

Spring. 4 credits. A. Villarejo.
For description, see FILM 610.

COM L 613(6130) Spaces in Literature (also GERST 616[6160])

Fall. 4 credits. A. Schwarz.
For description, see GERST 616.

COM L 616(6160) Translation Theory (also ASIAN 616, VISST 619[6619])

Spring. 4 credits. B. deBary.
For description, see ASIAN 616.

COM L 619-620(6190-6200) Independent Study

619, fall; 620, spring. Variable credit. COM L 619 and 620 may be taken independently of each other. Applications available in 247 Goldwin Smith Hall.

COM L 621(6210) The Arabic Literary Heritage: History and Literary Theory (also NES 377/677, COM L 321[3210])

Spring. 4 credits. S. Toorawa.
For description, see NES 377.

[COM L 622(6220) Literature and Theory (also COM L 302[3020], ENGL 302/602[3020/6020])

Fall. 4 credits. Next offered 2006. J. Culler.]

COM L 628(6280) Lyric Poetry (also ENGL 628[6280])

Fall. 4 credits. J. Culler and D. Fried.
For description, see ENGL 628.

COM L 630(6300) Aesthetics in the 18th Century (also ENGL 630[6300])

Fall. 4 credits. N. Saccamano.
For description, see ENGL 630.

[COM L 631(6310) Politics and the Passions: Hobbes to Rousseau (also ENGL 631[6310])

Spring. 4 credits. Not offered 2005-2006. N. Saccamano.]

COM L 633(6330) Theories of Language (also GERST 633[6330])

Spring. 4 credits. W. Kittler.
For description, see GERST 633.

COM L 634(6340) Deleuze and Lyotard: Aesthetics (also ENGL 629[6290], FRLIT 672[6720], VISST 634[6340])

Fall. 4 credits. T. Murray.
The course will discuss the aesthetic, political, and cultural implications of the writings of French philosophers, Gilles Deleuze and Jean-François Lyotard. Their differing approaches to the excess of aesthetics and artistic practice helped shape influential theories of space, figuration, and time that continue to influence discussions of postmodernism, minority writing, terrorism, social justice, and global memory. Crucial to their work is the value of artistic practice and analysis to the overall project of understanding an aesthetics of engagement. Particularly important to both is the importance of technological and electronic innovations in cinema, painting, video, and new media to the theorization of social subjectivity in a global age, particularly on the edge of abstraction. We will spend time

comparing and contrasting their discussion of artistic concepts and projects in texts such as *Cinema 1*, *Cinema 2*, *The Fold*, *Francis Bacon: The Logic of Senses, Difference and Repetition* by Deleuze; *Discourse/Figure, What's Painting?*, *Immaterials*, *The Inhuman*, *The Differend*, *Jacques Monory* by Lyotard. Students will be asked to engage in regular online commentaries and to produce two 10-15 page papers or one thirty page term paper. Options will be made available for alternate engagement with artistic practice or multimedia expression.

COM L 635(6350) Postcolonial Poetry and the Poetics of Relation (also ENGL 685, FRLIT 635, SPANL 635)

Spring. 4 credits. Limited to 15 students. J. Monroe.

Focusing on postcolonial theory, poetry, and poetics of the past several decades, this seminar explores in particular the idea of a "poetics of relation," with attention especially to questions of language, identity, and community in a range of innovative poetic practices from the United States, the Caribbean, and Latin and South America. All texts not originally written in English are available in English translation. Students with knowledge of French and/or Spanish work in the original as well with course materials written in these languages. Authors include Giorgio Agamben, Will Alexander, Homi Bhabha, Kamau Brathwaite, Aimé Césaire, Theresa Hak Kyung Cha, Frantz Fanon, Edouard Glissant, Nicolás Guillén, Joy Harjo, Jean-Luc Nancy, Nicanor Parra, Gayatri Spivak, Cecelia Vicuna, Rosmarie Waldrop, Derek Walcott, and Raúl Zurita.

[COM L 636(6360) Comparative Modernisms/Alternative Modernities

Fall. 4 credits. Limited to 15 students. Not offered 2005-2006. N. Melas.]

COM L 637(6370) Contemporary Aesthetic Theory (also GERST 651, ART H 651[6501], VISST 650[6500])

Spring. 4 credits. P. Gilgen.
For description, see GERST 651.

COM L 639(6390) Islamic Spain: Culture and Society (also COM L/RELST 334[3340], JWST 339[3539], NES/SPANL 339[3539])

Spring. 4 credits. R. Brann.
For description, see NES 339.

COM L 641(6410) Derrida, Writing, and the Institution of Literature (also COM L 441[4410], ENGL 441/642[4410/6420])

Spring. 4 credits. J. Culler.
For description, see COM L 441.

[COM L 643(6430) Poetry and Poetics of Translation (also COM L/GERST 439[4390], ENGL 641[6410], ROM S 439/639)

Fall. 4 credits. Limited to 15 students. Not offered 2005-2006. J. Monroe.]

[COM L 644(6440) Judaism and Modernism (also ENGL 683[6830])

Spring. 4 credits. Not offered 2005-2006. W. Cohen.]

[COM L 645(6450) Rousseau and Rhetorical Reading (also COM L 444[4440], ENGL 442[4420])

Spring. 4 credits. Not offered 2005-2006. C. Chase.]

[COM L 650(6500) Renaissance Poetry (also COM L 450[4500], ENGL 622[6220], ITALL 450/650])

Spring. 4 credits. Not offered 2005-2006. W. J. Kennedy.]

[COM L 652(6520) Renaissance Humanism (also COM L 452[4520])

Spring. 4 credits. Limited to 15 students. Not offered 2005-2006. W. J. Kennedy.]

COM L 661(6610) Romantic Drama (also ENGL 440/644[4440/6440], COM L 440[4400])

Fall. 4 credits. R. Parker.
For description, see ENGL 440.

COM L 663(6630) Nietzsche and Heidegger (also GERST 663[6630])

Fall. 4 credits. G. Waite.
For description, see GERST 663.

[COM L 665(6650) The Literature of Empire in the Renaissance (also ENGL 626)]

Spring. 4 credits. Not offered 2005-2006. W. Cohen.]

[COM L 667(6670) Poetry and Rhetoric (also COM L 467[4670], ENGL 483/683[4601/6601], FRLIT 437/637)

Fall. 4 credits. Not offered 2005-2006. C. Chase.]

COM L 668(6680) Theorizing Gender and Race in Asian Histories and Literatures with a Particular Focus on Japanese Cases (also COM L 398[3980], ASIAN 388/688[3888/6888])

Fall. 4 credits. N. Sakai.
For description, see ASIAN 688.

COM L 670(6700) Fascist Culture (also ITALL 495/695[4950/6950], COM L 495[4950])

Fall. 4 credits. T. Campbell.
For description, see ITALL 495.

[COM L 671(6710) Transnational Imaginaries: Globalization and Culture

Fall. 4 credits. Limited to 15 students. Prerequisite: advanced undergraduates and graduates. Not offered 2005-2006. N. Melas.]

COM L 673(6730) Topics in Modern European Intellectual and Cultural History (also HIST 673[6730], JWST 674)

Fall. 4 credits. D. LaCapra.
For description, see HIST 673.

[COM L 674(6740) Contemporary Poetry and Poetics

Fall. 4 credits. Next taught fall 2006 (every other fall). J. Monroe.]

COM L 675(6750) Critical Passions (also ENGL 675[6750])

Spring. 4 credits. A. Francois.
For description, see ENGL 675.

COM L 677(6770) Systems Theory and the Function of Art (also GERST 659)

Fall. 4 credits. P. Gilgen.
For description, see GERST 659.

COM L 678(6780) Politics and Theology (also FRLIT 675)

Spring. 4 credits. T. McNulty.
For description, see FRLIT 675.

[COM L 680(6800) Baudelaire in Context (also COM L 480[4800], FRLIT 488/688)]

Spring. 4 credits. Not offered 2005–2006.
J. Culler.]

[COM L 681 Reproducing Enlightenment: Paradoxes of the Body Politic (also GERST 681)]

Spring. 4 credits. D. Reese.
For description, see GERST 681.

[COM L 683(6830) Radio, Radar, Television (also GERST 684[6840])]

Fall. 4 credits. W. Kittler.
For description, see GERST 684.

[COM L 685 Gramsci and Cultural Politics (also GERST 685, GOVT 675)]

Spring. 4 credits. A. Adams.
For description, see GERST 685.

[COM L 689(6890) Adorno's Aesthetic Theory (also GERST 689[6890])]

Fall. 4 credits. Not offered 2005–2006.
P. Hohendahl.]

[COM L 690(6900) 20th-Century Black Cultural Movements (also COM L 387[3870], AS&RC 332/532[3201/6202])]

Fall. 4 credits. A. Adams.
For description, see AS&RC 532.

[COM L 692(6920) Digital Bodies, Virtual Identities (also ART H 575[5075], ENGL 696, THEATR 633[6330])]

Fall. 4 credits. Not offered 2005–2006.
T. Murray.]

[COM L 695(6950) Historicizing the Post-Modern (also JPLIT 614[6614])]

Spring. 4 credits. Not offered 2005–2006.
B. deBary.]

COMPUTER SCIENCE

C. Van Loan, chair; B. Arms, G. Bailey, K. Bala, K. Birman, C. Cardie, R. Caruana, T. Coleman, R. L. Constable, 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. Rugina, F. B. Schneider, D. Schwartz, B. Selman, J. Shanmugasundaram, D. Shmoys, E. G. Sifer, E. Tardos, R. Teitelbaum, S. Vavasis, 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 191–192–294)
- two semesters of introductory computer programming (COM S 100 and 211)
- a 1-credit project (COM S 212)

- a seven-course Computer Science core (COM S 280, 312, 314; one of 321, 322, 421, or 428; 381, 414, and 482)
- two 400+ Computer Science electives, totaling at least 6 credits (COM S 490 not allowed)
- a Computer Science project course (COM S 413, 415, 419, 433, 468, 473, 501, 514, or 664)
- a mathematical elective course (e.g., ENGRD 270, MATH 293, MATH 300+, T&AM 310)
- two 300+ courses that are technical in nature and total at least 6 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 3 or more credit hours with the exception of the COM S project course, which is 2 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 2.5 or better in COM S 211, 212, and 280.
- a GPA of 2.5 or better in MATH 112, 122, or 192 and COM S 280.

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 seminars.
- 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 for all who qualify as stated above, 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.

Computing in the Arts Undergraduate Concentration

A concentration in Computing in the Arts with an emphasis on computer science is available both to Computer Science majors and to students majoring in other subjects. For more information, see pages 514–515.

Courses

For complete course descriptions, see “Computer Science” under “Computing and Information Science (CIS).”

[COM S 099(1109) Fundamental Programming Concepts]

Fall, summer. 2 credits. Freshmen only.
Prerequisites: none. S-U grades only.

[COM S 100(1110, 1112) Introduction to Computer Programming (II) (MQR)]

Fall, spring, summer. 4 credits.
During the fall and spring semesters, two versions of COM S 100 (COM S 100J and COM S 100M) are available as described in the “Computing and Information Science (CIS)” section.

[COM S 101(1710) Introduction to Cognitive Science (also COGST 101[1101], LING 170[1170], PHIL 191[1910], PSYCH 102[1200]) (III) (KCM)]

Fall, summer. 3 credits.
For description, see COGST 101.

[COM S 113(2000) Introduction to C]

Fall, spring, usually weeks 1–4. 1 credit.
Prerequisite: COM S 100 or equivalent programming experience. Credit granted for both COM S 113 and 213 only if 113 taken first. S-U grades only.

[COM S 114(2006) Unix Tools]

Fall, usually weeks 5–8. 1 credit.
Prerequisite: COM S 100 or equivalent programming experience. Recommended: knowledge of at least one programming language. S-U grades only.

[COM S 130(1300) Introductory Design and Programming for the Web (also INFO 130[1300])]

Fall. 3 credits. Prerequisites: none. No computer background necessary.

[COM S 165(1610) Computing in the Arts (also ART 175, CIS 165[1610], MUSIC 165, PSYCH 165[1650])]

Spring. 3 credits. Recommended: good comfort level with computers and some of the arts.

[COM S 167(1620) Visual Imaging in the Electronic Age (also ART 170, CIS 167[1620], ENGR1 167[1670])]

Spring. 3 credits.
For description, see ART 170.

COM S 172(1700) Computation, Information, and Intelligence (also COGST 172, ENGR 172[1700], INFO 172[1700]) (II) (MQR)

Fall. 3 credits. Prerequisite: some knowledge of differentiation; permission of instructor for students who have completed equivalent of COM S 100.

COM S 201(2710) Cognitive Science in Context Laboratory (also COGST 201, PSYCH 201[2010]) (III) (KCM)

Fall or spring. 4 credits. Limited to 24 students. Recommended: concurrent or prior registration in PSYCH 102/COGST 101/COM S 101/LING 170/PHIL 191. Knowledge of programming languages not assumed.

For description, see COGST 201.

COM S 211(2110) Computers and Programming (also ENGRD 211[2110]) (II) (MQR)

Fall, spring, summer. 3 credits. Prerequisite: COM S 100 or equivalent course in Java or C++.

COM S 212(2111) Java Practicum

Fall, spring. 1 credit. Pre- or corequisite: COM S/ENGRD 211. Letter grades only.

[COM S 213(2002) C++ Programming

Fall or 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. Not offered every year.]

COM S 214(2008) Advanced UNIX Programming and Tools

Spring, usually weeks 5-8. 1 credit. Prerequisite: COM S 114 or equivalent. S-U grades only.

COM S 215(2004) Introduction to C #

Fall, spring, usually weeks 5-8. 1 credit. Prerequisite: COM S/ENGRD 211 or equivalent experience. S-U grades only.

COM S 230(2300) Intermediate Design and Programming for the Web (also INFO 230[2300])

Spring. 3 credits. Prerequisite: COM S 130 or equivalent knowledge.

COM S 280(2800) Discrete Structures (II) (MQR)

Fall, spring. 3 credits. Pre- or corequisite: COM S 100 or permission of instructor.

COM S 312(3110) 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(3420) Computer Organization (also ECE 314[3140])

Fall, spring. 4 credits. Prerequisite: COM S 211 or ENGRD 230. Should not be taken concurrently with COM S 312.

COM S 321(3510) Numerical Methods in Computational Molecular Biology (also BIOBM 321[3210], ENGRD 321[3510]) (II) (MQR)

Fall. 3 credits. Prerequisites: at least one course in calculus (e.g., MATH 106, 111, or 191) and course in linear algebra (e.g., MATH 221 or 294 or BTRY 417); COM S 100 or equivalent and some familiarity with iteration, arrays, and procedures; knowledge of discrete probability and random variables at the level of COM S 280. COM S majors and minors may use

only one of the following toward their degree: COM S 321, 322, or 421. Offered odd-numbered years.]

COM S 322(3220) Introduction to Scientific Computation (also ENGRD 322[3220])

Spring, summer. 3 credits. Prerequisites: COM S 100 and MATH 221 or 294; knowledge of discrete probability and random variables at the level of COM S 280. COM S majors and minors may use only one of the following toward their degree: COM S 321, 322, or 421.

COM S 324(3470) Computational Linguistics (also COGST 424[4240], LING 424[4424]) (II) (MQR)

Fall or spring. 4 credits. Prerequisites: LING 203. Labs involve work in UNIX environment; COM S 114 recommended. For description, see LING 424.

COM S 330(3300) Applied Database Systems (also INFO 330[3300])

Fall. 3 credits. Prerequisite: COM S/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(3810) Introduction to Theory of Computing

Fall, summer. 3 credits. Prerequisite: COM S 280 or permission of instructor. Credit not granted for both COM S 381 and 481; corrective transfers between COM S 381 and 481 (in either direction) encouraged during first few weeks of instruction.

[COM S 400(4150) The Science of Programming

Fall. 3 credits. Prerequisite: COM S 211. Not offered every year.]

[COM S 411(4110) Programming Languages and Logics

Fall. 4 credits. Prerequisite: COM S 312 or permission of instructor. Not offered every year.]

COM S 412(4120) Introduction to Compilers

Spring. 3 credits. Prerequisites: COM S 312 (or permission of instructor) and 314. Corequisite: COM S 413.

COM S 413(4121) Practicum in Compilers

Spring. 2 credits. Corequisite: COM S 412. A compiler implementation project related to COM S 412.

COM S 414(4410) 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(4411) Practicum in Operating Systems

Fall, spring. 2 credits. Corequisite: COM S 414.

COM S 416(4420) Computer Architecture (also ECE 475)

Fall. 4 credits. Prerequisites: ENGRD 230 and COM S/ECE 314. For description, see ECE 475.

COM S 419(4450) Computer Networks

Spring. 4 credits. Was COM S 519. Prerequisites: COM S 211, 212, 312 (or permission of instructor), and 314. Not offered every year.

COM S 421(4210) Numerical Analysis

Fall. 4 credits. Prerequisites: MATH 221 or 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, or 421.

COM S 426(4520) Introduction to Bioinformatics

Fall. 4 credits. Prerequisites: COM S/ENGRD 211, COM S 280.

[COM S 428(4510) Introduction to Computational Biophysics

Fall. 3 credits. Prerequisites: COM S 100, CHEM 211 or equivalent, MATH 221, 293, or 294, PHYS 112 or 213, or permission of instructor. Recommended: BIOBM 330. Offered even-numbered years.

COM S 430(4300) Information Retrieval (also INFO 430[4300])

Fall. 3 credits. Prerequisite: COM S 211 or equivalent.

COM S 431(4302) Web Information Systems (also INFO 431[4302])

Spring. 3 credits. Prerequisites: COM S 211 and some familiarity with web site technology.

COM S 432(4320) Introduction to Database Systems

Fall. 3 credits. Prerequisites: COM S 312 (or 211, 212, and permission of instructor).

COM S 433(4321) Practicum in Database Systems

Fall. 2 credits. Prerequisite: COM S 432 or coregistration in 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(4620) 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(4630) Computer Graphics II

Spring. 3 credits. Prerequisite: COM S 465.

COM S 468(4631) Computer Graphics Practicum

Spring. 2 credits. Prerequisite: COM S 465. Corequisite: COM S 467.

COM S 472(4700) Foundations of Artificial Intelligence

Fall. 3 credits. Prerequisites: COM S 211 and 280 (or equivalent).

COM S 473(4701) Practicum in Artificial Intelligence

Fall. 2 credits. Corequisite: COM S 472.

COM S 474(4740) Introduction to Natural Language Processing (also COGST 474, LING 474[4474])

Fall or spring. 4 credits. Prerequisite: COM S 211.

COM S 478(4780) Machine Learning

Spring. 4 credits. Prerequisites: COM S 280, 312, and basic knowledge of linear algebra and probability theory.

COM S 480(4870) Introduction to Cryptology (also MATH 335[3350])

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(4810) Introduction to Theory of Computing

Fall. 4 credits. Prerequisite: COM S 280 or permission of instructor. Credit not granted for both COM S 381 and 481.

Faster-moving and deeper version of COM S 381; corrective transfers between COM S 481 and 381 (in either direction) encouraged during first few weeks of instruction.

COM S 482(4820) Introduction to Analysis of Algorithms

Spring, summer. 4 credits. Prerequisites: COM S 280 and 312.

COM S 483(4812) Quantum Computation (also PHYS 481/681[4481/7681])

Spring. 2 credits. Prerequisite: familiarity with theory of vector spaces over complex numbers. Not offered every year.

For description, see PHYS 481.

COM S 486(4860) Applied Logic (also MATH 486[4860]) (II) (MQR)

Fall or spring. 4 credits. Prerequisites: MATH 222 or 294, COM S 280 or equivalent (e.g., MATH 332, 432, 434, 481), and some additional course in mathematics or theoretical computer science.

COM S 490(4999) Independent Reading and Research

Fall, spring. 1-4 credits.

COM S 501(5150) Software Engineering

Spring. 4 credits. Prerequisite: COM S 211 or equivalent experience programming in Java or C++.

COM S 513(5430) System Security

Fall. 4 credits. Prerequisites: COM S 414 or 419 and familiarity with JAVA, C, or C# programming languages.

COM S 514(5410) Intermediate Computer Systems

Spring. 4 credits. Prerequisite: COM S 414 or permission of instructor.

COM S 516(5420) Parallel Computer Architecture (also ECE 572)

Spring. 4 credits. Prerequisite: ECE 475.

For description, see ECE 572.

[COM S 522(5220) 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(5300) The Architecture of Large-Scale Information Systems (also INFO 530[5300])

Spring. 4 credits. Prerequisite: COM S/INFO 330 or COM S 432.

COM S 565(5640) Computer Animation (also ART 273, CIS 565[5640])

Fall. 4 credits. Prerequisite: none.

For description, see ART 273.

COM S 566(5642) Advanced Animation (also ART 372/CIS 566[5642])

Spring. 4 credits. Prerequisites: none.

For description, see ART 372.

COM S 572(5722) Heuristic Methods for Optimization (also CEE 509[5090], CIS 572[5722], OR&IE 533[5340])

Fall. 3 or 4 credits. Prerequisites: 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(5780) Empirical Methods in Machine Learning and Data Mining

Fall. 4 credits. Prerequisites: COM S 280 and 312 or equivalent.

COM S 611(6110) Advanced Programming Languages

Fall. 4 credits. Prerequisite: graduate standing or permission of instructor.

COM S 612(6120) Compiler Design for High-Performance Architectures

Spring. 4 credits. Prerequisites: COM S 314 and 412 or permission of instructor.

COM S 614(6410) Advanced Systems

Fall or spring. 4 credits. Prerequisite: COM S 414 or permission of instructor.

COM S 615(6460) Peer-to-Peer Systems

Fall or spring. 4 credits. Recommended: COM S 614.

[COM S 619(6450) Advanced Computer Networks

Fall. 4 credits. Prerequisites: COM S 419 or 519, or permission of instructor. Not offered every year.]

COM S 621(6210) Matrix Computations

Fall. 4 credits. Prerequisites: MATH 411 and 431 or permission of instructor.

[COM S 622(6220) Numerical Optimization and Nonlinear Algebraic Equations

Spring. 4 credits. Prerequisite: COM S 621. Offered odd-numbered years.]

COM S 624(6240) Numerical Solution of Differential Equations

Spring. 4 credits. Prerequisites: exposure to numerical analysis (e.g., COM S 421 or 621), differential equations, and knowledge of MATLAB. Offered even-numbered years.

COM S 626(6510) Computational Molecular Biology

Spring. 4 credits. Prerequisites: familiarity with linear programming, numerical solutions of ordinary differential equations, and nonlinear optimization methods.

COM S 628(6522) Biological Sequence Analysis

Spring. 4 credits. Prerequisites: none.

COM S 630(6300) Representing and Accessing Digital Information (also INFO 630[6300])

Spring. 4 credits. Prerequisite: basic knowledge of linear algebra and probability theory; basic programming skills.

COM S 632(6320) Database Systems

Spring. 4 credits. Prerequisite: COM S 432/433 or permission of instructor.

COM S 633(6322) Advanced Database Systems

Spring. 4 credits.

COM S 664(6670) Machine Vision

Fall. 4 credits. Prerequisites: undergraduate-level understanding of algorithms and MATH 221 or equivalent.

[COM S 665(6620) Advanced Interactive Graphics

Fall or spring. 4 credits. Prerequisites: COM S 465 and 467 or equivalent and undergraduate-level understanding of algorithms, probability and statistics, vector calculus, and programming. Not offered every year.]

COM S 667(6630) Physically Based Rendering

Fall or spring. 4 credits. Prerequisites: COM S 465 and 467 or equivalent and undergraduate-level understanding of algorithms, programming, and vector calculus.

COM S 671(6762) Introduction to Automated Reasoning

Fall or spring. 4 credits. Prerequisite: COM S 611 and graduate standing or permission of instructor. Not offered every year.

COM S 672(6700) Advanced Artificial Intelligence

Spring. 4 credits. Prerequisite: COM S 472 or permission of instructor.

COM S 673(6724) Integration of Artificial Intelligence and Operations Research (also CIS 673[6724])

Spring. 3 credits.

COM S 674(6740) Natural Language Processing

Spring. 3 credits. Prerequisite: COM S 472 or permission of instructor. COM S 474 is *not* a prerequisite. Not offered every year.

[COM S 676(6764) Reasoning about Knowledge

Fall. 4 credits. Prerequisites: mathematical maturity and acquaintance with propositional logic. Not offered every year.]

[COM S 677(6766) Reasoning about Uncertainty

Fall. 4 credits. Prerequisites: mathematical maturity and acquaintance with propositional logic. Not offered every year.]

COM S 678(6780) Advanced Topics in Machine Learning

Spring. 4 credits. Prerequisites: COM S 478 or equivalent, or COM S 578 or equivalent, or permission of instructor. Not offered every year.

COM S 681(6820) Analysis of Algorithms

Fall. 4 credits. Prerequisite: COM S 482 or graduate standing.

COM S 682(6810) 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(6822) Advanced Design and Analysis of Algorithms

Spring. 4 credits. Prerequisite: COM S 681 or permission of instructor. Not offered every year.]

COM S 684(6840) Algorithmic Game Theory

Fall or spring. 4 credits. Prerequisite: background in algorithms and graphs at level of COM S 482. No prior knowledge of game theory or economics assumed.

COM S 685(6850) The Structure of Information Networks (also INFO 685[6850])

Fall or spring. 4 credits. Prerequisite: COM S 482.

[COM S 686(6860) 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(7090) Computer Science Colloquium

Fall, spring. 1 credit. For staff, visitors, and graduate students interested in computer science. S-U grades only.

COM S 711(7191) Seminar in Advanced Programming Languages

Fall or spring. 3 credits.

COM S 713(7491) Seminar in Systems and Methodology

Fall, spring. 4 credits. Prerequisites: graduate course employing formal reasoning (e.g., COM S 611, 613, 671), a logic course, or permission of instructor. Not offered every year.

COM S 714(7410) Topics in Systems

Fall or spring. 3 credits. Prerequisite: permission of instructor.

COM S 715(7192) Seminar in Programming Refinement Logics

Fall, spring. 4 credits. Prerequisite: permission of instructor.

COM S 717(7430) Topics in Parallel Architectures

Fall. 4 credits. Prerequisite: COM S 612 or permission of instructor. Not offered every year.

COM S 718(7690) Computer Graphics Seminar

Fall, spring. 4 credits.

COM S 719(7190) Seminar in Programming Languages

Fall, spring. 4 credits. Prerequisite: COM S 611 or permission of instructor. S-U grades only.

COM S 721(7210) Topics in Numerical Analysis

Fall, spring. 4 credits. Prerequisite: COM S 621 or 622 or permission of instructor. Not offered every year.

COM S 726(7590) Problems and Perspectives in Computational Molecular Biology (also PL BR 726[7260])

Fall, spring. 1 credit. Open to all from life sciences, computational sciences, and physical sciences. S-U grades only.

COM S 732(7320) Seminar in Database Systems

Fall, spring. 4 credits. S-U grades only.

[COM S 750(7726) Evolutionary Computation and Design Automation (also CIS 750[7726], M&AE 650[6500])

Fall. 4 credits. Prerequisite: programming experience or permission of instructor. Not offered every year.]

COM S 754(7490) Systems Research Seminar

Fall, spring. 1 credit. S-U grades only.

COM S 772(7790) Seminar in Artificial Intelligence

Fall, spring. 4 credits. Prerequisite: permission of instructor. S-U grades only.

COM S 775(7794) Seminar in Natural Language Understanding

Fall, spring. 2 credits.

COM S 786(7860) Introduction to Kleene Algebra

Spring. 4 credits. Prerequisites: COM S 481. Recommended: COM S 482 or 681, COM S 682, elementary logic (MATH 481 or 681), algebra (MATH 432).

COM S 789(7890) Seminar in Theory of Algorithms and Computing

Fall, spring. 4 credits. Prerequisite: permission of instructor. S-U grades only.

COM S 790(7999) Independent Research

Fall, spring. Prerequisite: permission of a Computer Science adviser.

Independent research for master of engineering project.

COM S 990(9999) Thesis Research

Fall, spring. Prerequisite: permission of a Computer Science adviser. S-U grades only. Doctoral research.

COMPUTING IN THE ARTS UNDERGRADUATE CONCENTRATION

The computer plays a role in almost every aspect of human life, and its influence and potential now extend routinely not only to technical and commercial pursuits but also into the realms of the imaginative and the aesthetic. The Computing in the Arts concentration offers students opportunities to use computers to realize works of art, to study the perception of artistic phenomena, and to think about new, computer-influenced paradigms and metaphors for the experiences of making and appreciating art. Faculty from several departments in the college offer courses toward the concentration, drawing on disciplines in the arts, the social sciences, the humanities, and the physical sciences. Currently, the concentration is offered in three tracks: computer science, music, and psychology, each described in more detail below. Students may concentrate in the same area as their major, or in a different area.

It is likely that additional tracks in other disciplines will be added to the concentration, indeed possible that this will have occurred after the publication deadline for this year's Courses of Study but in time to take effect in the 2005-2006 academic year. The director and area representatives listed below will always have the latest information.

Director

Graeme Bailey

Applying for the Concentration and Choosing Courses

Students should meet with the track representative in their chosen discipline for initial advising about the concentration. For 2005-2006, these representatives are Graeme Bailey (computer science track), Steven

Stucky (music track), and Carol Krumhansl (psychology track).

Regardless of which track they choose, all students in the concentration are required to take the core course, Computing in the Arts (COM S 165, cross-listed as ART 175, CIS 165, ENGR 165, MUSIC 165, and PSYCH 165). This course combines fundamental background in cognitive modeling, statistics, programming, and algorithmic thinking, as preparation for more specialized work; hence, though it is not a formal prerequisite to other courses, it should be taken as early as possible in the student's program. For students who have already gained an equivalent background through other courses, however, it may be waived by permission of the director.

In addition to the core course, each student chooses another five courses satisfying the following requirements:

1. At least one must entail a significant computing component, regardless of its home department (marked * in the lists below).
2. At least two must entail a significant artistic component (marked † in the lists below).
3. For students majoring in a field offering a track, none of the courses from that track may be double-counted as also satisfying major requirements.

The goal is to encourage the development of reasonable depth within one area, without neglecting the interdisciplinary nature of the field. Hence, rather than choosing courses at random from the lists below or focusing too narrowly on one particular corner of the field, each student should work actively with an adviser from his or her concentration in building an appropriate program.

Course Lists

Computer Science track. In addition to the core course, COM S 165, any five of the following. Note that some of these courses have COM S prerequisites.

†ART 170, Visual Imaging in the Electronic Age (also CIS 167, COM S 167, ENGR 167)

*†CIS 300, Introduction to Computer Game Design

*COM S 211, Computers and Programming + 212, Java Practicum (together these count as one course)

*COM S 465, Computer Graphics I

*COM S 467, Computer Graphics II + 468, Computer Graphics Practicum (together these count as one course)

*COM S 472, Foundations of Artificial Intelligence

*COM S 474, Introduction to Natural Language Processing

*COM S 478, Machine Learning

*COM S 565, Computer Animation

*COM S 566, Advanced Computer Animation

*COM S 578, Empirical Methods in Machine Learning and Data Mining

*INFO 345, Human-Computer Interaction Design

*INFO 440, Advanced Human-Computer Interaction Design

INFO 450, Language and Technology

Up to two courses from another track.

Music track. In addition to the core course, MUSIC 165, any five of the following. Note that some of these courses have MUSIC prerequisites.

- *†CIS 300 Introduction to Computer Game Design
- †*MUSIC 120 Introduction to Digital Music
- †*MUSIC 220 Computers in Music Performance
- †*MUSIC 320 Scoring the Moving Image
- *MUSIC 355/THETR 368 Sound Design and Digital Audio
- *†MUSIC 356/THETR 369 Digital Performance
- †MUSIC 358 Improvisational Theory
- †MUSIC 451 Counterpoint
- †MUSIC 453 Composition in Recent Styles
- †MUSIC 454 Composition
- †MUSIC 457 20th-Century Musical Languages
- PHYS/MUSIC 204 Physics of Musical Sound

Psychology track. In addition to the core course, PSYCH 165, any five of the following. Note that some of these courses have PSYCH prerequisites.

- †ART 170, Visual Imaging in the Electronic Age (also CIS/COM S/ENGR 167)
 - *COM S 465 Computer Graphics I
 - *COM S 467 Computer Graphics II + 468, Computer Graphics Practicum (together these count as one course)
 - *INFO 214/PSYCH 214 Cognitive Psychology
 - †*MUSIC 120 Introduction to Digital Music
 - PSYCH 205 Perception
 - †PSYCH 305 Visual Perception
 - PSYCH 316 Auditory Perception
 - *PSYCH 342 Human Perception: Applications to Computer Graphics, Art, and Visual Display
 - †PSYCH 418/MUSIC 418 Psychology of Music
- Up to two courses from another track.

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); 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, S. J. Riha, F. H. T. Rhodes, D. L. Turcotte, W. 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. 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 191-192, PHYS 207-208 or 112-213, CHEM 207 or 211. Freshmen and sophomores should take an introductory EAS course (or courses), normally EAS 101, 201, 102, or 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, 6 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 4-credit options: (1) EAS 417 Field Mapping in Argentina, 3 credits, and EAS 491 or 492 (based on field observations) for a combined 4-credit minimum; (2) EAS 437 Geophysical Field Methods, 3 credits, plus at least 1 credit of EAS 491 or 492 using geophysical techniques from EAS 437; (3) EAS 491-492 Undergraduate Research, 2 credits each, with a significant component of fieldwork; or (4) 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 GPA, 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.

The Science of Earth Systems (SES) Major

During the past several decades, with the increasing concern about air and water pollution, nuclear waste disposal, the destruction of the ozone layer, and global climate change, the scientific community has gained considerable insight into how the biosphere, hydrosphere, atmosphere, and lithosphere systems interact. It has become evident that we cannot understand and solve environmental problems by studying these individual systems in isolation. The interconnectedness of these systems is a fundamental attribute of the Earth system, and understanding their various interactions is crucial for understanding our environment.

The SES major emphasizes the basic study of the Earth system as one of the outstanding intellectual challenges in modern science and as the necessary foundation for the future management of our home planet. Cornell's strengths across a broad range of earth and environmental sciences have been fused to provide students with the tools to engage in what will be the primary challenge of the 21st century. The SES major has its home in the Department of Earth and Atmospheric Sciences, but relies on the collaboration of several departments across the university.

The SES curriculum includes a strong preparation in mathematics, physics, chemistry, and biology during the freshman and sophomore years. This includes taking the introductory course, EAS 220 The Earth System. During the junior and senior years, students complete the SES core sequence, studying such topics as climate dynamics, Earth system evolution, and biogeochemistry. These classes emphasize the interconnectedness of the Earth system, and are team-taught by professors from different traditional disciplines. The selection of upper-level "concentration" courses allows the student to develop an area of expertise that complements the breadth of the introductory and SES core courses. Possible areas of concentration include biogeochemistry, ecological systems, environmental geology, ocean sciences, climate dynamics, hydrological systems, and soil science. Currently an opportunity for field-based learning exists through a semester of study in Hawaii.

The SES major provides a strong preparation for graduate school in any one of the Earth system sciences, such as atmospheric sciences, geology/geophysics, oceanography, hydrology, ecology, and biogeochemistry. Students seeking employment with the B.S. degree will have many options in a wide variety of environmentally oriented careers in both the private sector and government. Students with the strong science background provided by the SES major are also highly valued by graduate programs in environmental law, public affairs, economics, and public policy.

The requirements for the major adopted beginning fall 2005 are as follows:

1. Basic Math and Sciences

This part of the SES curriculum builds a strong and diverse knowledge of fundamental science and mathematics, providing the student with the basic tools needed in upper-level science classes.

- a. MATH 190 or 191, and MATH 192 (or MATH 111, 112)
- b. PHYS 207 and 208 (or PHYS 112, 213)
- c. CHEM 207 and 208
- d. BIOGD 101/103-102/104 (or 105-106) or BIOGD 109/110

2. Required Introductory Courses:

EAS 220 The Earth System

3. Science of Earth Systems Core Courses

Three 4-credit courses that emphasize the interconnectedness of the Earth system are required. These courses are founded on the most modern views of the planet as an interactive and ever-changing system, and each crosses the traditional boundaries of disciplinary science.

EAS 302 Evolution of the Earth System

EAS/ASTRO 331 Climate Dynamics

EAS/NTRES 321 Biogeochemistry

4. Concentration Courses

Four intermediate to advanced-level courses (300 level and up) that build on the core courses and have prerequisites in the basic sciences and mathematics courses are required. Note that additional basic math and science courses may be required to complete the concentration courses; the specific courses will depend upon the student's choice of a concentration. The concentration courses build depth and provide the student with a specific expertise in some facet of Earth system science. The concentration should be chosen before the junior year in consultation with an SES advisor whose interests match those of the student.

For more information contact Bryan Isacks, Department of Earth and Atmospheric Sciences, bli1@cornell.edu and visit the web site: www.eas.cornell.edu.

Courses

EAS 101(1101) 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(1102) Evolution of the Earth and Life (also BIO G 170[1700]) (I) (PBS)

Spring. 3 credits. J. L. Cisne.

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; dinosaurs, mass extinctions, and human ancestry. Includes laboratories on reconstructing geological history and mapping

ancient geography. Fossil collecting on field trips.

EAS 108(1108) Earth in the News (I) (PBS)

Summer. 3 credits. S. L. Losh.

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. A field trip is taken in the Ithaca area.

EAS 109(1109) 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(1110) To Know Earth (I) (PBS)

Fall. 3 credits. Staff.]

EAS 121(1121) Introduction to MATLAB (also CIS 121[1121])

Fall, spring. 2 credits. Prerequisites: MATH 111, 191, or equivalent. D. Fan.

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 is useful in other courses whenever there is a need for computer problem-solving or visualization. The course assumes no programming experience.

EAS 122(1220) Earthquake! (also ENGRI 122[1220]) (I) (PBS)

Spring. 3 credits. L. D. Brown.

Explores the science of natural hazards and strategic resources. 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(1310) Basic Principles of Meteorology (I) (PBS)

Fall. 3 credits. M. W. Wysocki.

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 1-credit laboratory for this course is offered as EAS 133.

EAS 133(1330) Basic Meteorology Lab

Fall. 1 credit. Requirement for atmospheric science majors; optional for other students taking EAS 131. Co-requisite: EAS 131.

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(1500) Fortran Applications in Earth Science (also CIS 112 [1122])

Spring, seven-week course. 2 credits.
Prerequisite: CIS/EAS 121 or equivalent.
Letter grades only. A. J. Pershing.

Emphasizes the application of scientific computing in the Earth sciences, including data processing and modeling of the Earth, its atmosphere, and oceans. Extends the procedural programming concepts developed in CIS/EAS 121 and considers their implementation in high-performance, compiled languages. Topics include the structure and syntax of a FORTRAN program, data input/output, compilation, and debugging.

EAS 154(1540) Introductory Oceanography, Lecture (also BIOEE 154[1540]) (I) (PBS)

Fall, summer. 3 credits. Fall: C. H. Greene and B. C. Monger; summer: B. C. Monger.

Intended for both science and nonscience majors. Covers the basic workings of the ocean including its physics, chemistry, and biology. Following this basic description, the course examines threats to the health of the ocean and the important role the ocean plays in global climate change. Non-science majors should pay particular attention to this course to fulfill a science requirement, because they learn broadly how the earth works (physically, chemically and biologically) in just a single nonquantitative class.

EAS 155(1550) Introductory Oceanography, Laboratory (also BIOEE 155[1550])

Fall. 1 credit. Co-requisite: EAS 154.
C. H. Greene and B. C. Monger.

Laboratory course covering topics presented in EAS/BIOEE 154.

EAS 201(2010) Introduction to the Physics and Chemistry of the Earth (also ENGRD 201[2010]) (I) (PBS)

Fall. 3 credits. Prerequisites: PHYS 112 or 207. J. Phipps Morgan.

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(2030) Fundamental Principles of Earth Science (I) (PBS)

Fall. 3 credits. Recommended: modest science background. Letter grades only.
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 professor 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(2100) Introduction to Field Methods in Geological Sciences (I) (PBS)

Fall. 3 credits. Prerequisites: EAS 101 (or 201) or permission of instructor. One lec, Sat field trips. Staff.

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(2130) Marine and Coastal Geology (I) (PBS)

Summer. 4 credits. Prerequisite: introductory geology or ecology or permission of instructor. Staff.

A special two-week course offered at Cornell's Shoals Marine Laboratory (SML), located on an island near Portsmouth, N.H. For more details and an application, contact SML office, G14 Stimson Hall. Estimated cost for 2005 (including tuition, room, board, and ferry transportation): \$2,120.

EAS 220(2200) The Earth System (I) (PBS)

Spring. 3 credits. Letter grades only. Staff. Integrated introduction to the earth system stressing the biological, chemical, geological, and physical interactions among the atmosphere, ocean, and solid earth. Topics include biogeochemical cycles, climate dynamics, and the evolution of the atmosphere, biosphere, cryosphere (ice), hydrosphere (oceans and inland waters), and lithosphere (solid earth).

EAS 222(2220) Seminar—Hawaii's Environment

Fall. 1 credit. S-U grades only. A. Moore and L. A. Derry.

For students interested in the unique environmental systems of the Hawaiian Islands. Designed to bring together students returning from field studies in Hawaii with students interested in going there to study. Through reading and discussion students explore the geology, biology, ocean, atmosphere, and culture of the Hawaiian environment.

EAS 240(2400) Field Study of the Earth System (I) (PBS)

Spring. 5 credits. Prerequisites: enrollment in Earth and Environmental Sciences Semester in Hawaii; one semester of calculus (MATH 191/192/193 or 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.
A. Moore.

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(2500) Meteorological Observations and Instruments

Fall. 4 credits. Prerequisite: EAS 131.
M. W. Wysocki and B. Monger.

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(2680) 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(2960) Forecast Competition

Fall and spring. 1 credit; may be repeated for credit. Students enroll for two consecutive semesters; credit awarded after second semester. Prerequisite: sophomore standing in atmospheric science or permission of instructor. S-U grades only.
D. S. Wilks.

Two-semester course providing daily exercise in probabilistic weather forecasting, in which students compete to forecast local weather most skillfully.

EAS 302(3020) 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.

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 10 million years. Serves as an introduction to methods of interpreting information preserved in the rock record.

EAS 315(3150) Geomorphology (I) (PBS)

Fall. 4 credits. Prerequisite: 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 students 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(3210) Introduction to Biogeochemistry (also NTRES 321[3210]) (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. 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, controls on atmospheric carbon dioxide, and mathematical models. Interactions between global biogeochemical cycles and other components of the Earth system are discussed.

EAS 322(3220) Biogeochemistry of the Hawaiian Islands (I) (PBS)

Spring. 4 credits. Prerequisites: enrollment in Earth and Environmental Sciences Semester in Hawaii; BIOEE 261, EAS 321, EAS 455, or permission of instructor. L. Derry.

Field-oriented study of biogeochemical processes and ecosystem interactions across the Hawaiian islands. Field, class, and laboratory work 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 is structured around field projects, carried out both as groups and individually.

EAS 326(3260) Structural Geology (I) (PBS)

Spring. 4 credits. Prerequisite: one semester of calculus, plus 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(3310) Climate Dynamics (also ASTRO 331[3331]) (I) (PBS)

Fall. 3 credits. Prerequisites: two semesters of calculus and one of physics. K. H. Cook.

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(3340) Microclimatology (I) (PBS)]

Spring. 3 credits. Prerequisite: physics course. Offered alternate years; next offered 2006. D. S. Wilks.]

EAS 341(3410) Atmospheric Thermodynamics and Hydrostatics (I) (PBS)

Fall. 3 credits. Prerequisites: one year of calculus and one semester of physics. M. Wysocki.

Introduction to the thermodynamics and hydrostatics of the atmosphere and to the methods of description and quantitative analysis used in meteorology. Topics include thermodynamic processes of dry air, water vapor, and moist air and concepts of hydrostatics and stability.

EAS 342(3420) Atmospheric Dynamics (also ASTRO 342[3420]) (I) (PBS)

Spring. 3 credits. Prerequisites: one year each of calculus and physics. K. H. Cook and P. J. Gierasch.

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 *An Introduction to Dynamic Meteorology* by Holton.

EAS 350(3500) Dynamics of Marine Ecosystems (also BIOEE 350[3500]) (I) (PBS)

Fall. 3 credits. Prerequisites: one year of calculus and a semester of oceanography (i.e., EAS 154), or permission of instructor. C. H. Greene and R. W. Howarth.

Lecture course covering 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(3510) Marine Ecosystems Field Course (also BIOEE 351[3510]) (I) (PBS)

Spring. 4 credits. Prerequisites: EAS 240; enrollment in Earth and Environmental Sciences Semester in Hawaii. Recommended: oceanography course. C. H. Greene, B. Monger, and C. D. Harvell.

Covers the interactions of physical and biological processes in marine ecosystems. 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(3520) Synoptic Meteorology (I) (PBS)

Spring. 3 credits. Prerequisite: EAS 341. Co-requisite: 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(3550) Mineralogy (I) (PBS)

Fall. 4 credits. Prerequisites: EAS 101 or 201 and CHEM 207 or 211 or permission of instructor. S. Mahlburg Kay.

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(3560) 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(3750) Sedimentology and Stratigraphy (I) (PBS)

Fall. 4 credits. Prerequisite: EAS 101, 102, or 201. J. L. Cisne.

Sediments, sedimentary rocks, and the rock cycle; sedimentary systems and stratigraphic sequences; fossil organisms and their paleoecology; correlation of strata in relation to age and environment; construction of the geological time scale; stratigraphic study of plate-tectonic processes and global change.

EAS 388(3880) 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(4010) Fundamentals of Energy and Mineral Resources (I) (PBS)

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 404(4040) Geodynamics

Spring. 3 credits. Prerequisite: calculus and calculus-based physics or permission of instructor. J. Phipps Morgan.

Quantitative study of 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 plate tectonics, fluid dynamics, mantle convection, melting, and mountain building.

EAS 405(4050) Active Tectonics (I) (PBS)

Spring. 3 credits. Recommended: mechanical background equivalent to EAS 326/388. S-U grades optional. M. Pritchard.

Develops the ideas and methods necessary to understand how the Earth deforms—from individual earthquakes to the construction of mountain ranges. Discusses the driving forces of deformation, and how these forces interact with different geologic materials to cause deformation.

EAS 417(4170) Field Mapping in Argentina (I) (PBS)

Summer. 3 credits. Prerequisites: EAS 210 and 326. Recommended: knowledge of Spanish. 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 425(4250) European Discovery of Impacts and Explosive Volcanism

Spring. 2 credits. Prerequisite: junior, senior, or graduate students with background in geology and permission of instructor. Letter grades only. Meets one day per week plus field trip during spring break. Fee probably charged for required weeklong field trip. J. Phipps Morgan. The geologic discovery of the traces of past meteor impacts and massive volcanic explosions was a long evolutionary process. Students discuss physical models and geologic evidence for impacts and explosive volcanism. The centerpiece of the course is a weeklong field trip over spring break that examines the Ries impact structure in SW Germany and explosive volcanism in the Eifel. These sites were where the original geologic evidence for these phenomena were noticed and debated and are well-preserved and accessible field examples. The last section of the course discusses possible links of both with the great mass extinctions.

[EAS 434(4340) Reflection Seismology (I) (PBS)]

Fall. 3 credits. Prerequisites: MATH 192 and PHYS 208, 213, or equivalent. Not offered 2005–2006. L. D. Brown.]

EAS 435(4350) Statistical Methods in Meteorology and Climatology (II) (MQR)

Fall. 3 credits. Prerequisites: introductory statistics course (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; and forecast evaluation techniques.

EAS 437(4370) Geophysical Field Methods (also ARKEO 437[4370]) (I) (PBS)

Fall. 3 credits. Prerequisite: PHYS 213 or 208, or permission of instructor. Offered alternate years. L. D. Brown.

Introduction to field methods of geophysical exploration, especially as applied to environmental issues. Emphasizes seismic, ground-penetrating radar, gravity, and magnetic techniques. Field surveys carried out at the beginning of the semester are analyzed and interpreted.]

EAS 447(4470) Physical Meteorology (I) (PBS)

Fall. 3 credits. Prerequisites: one year each of calculus and physics. Offered alternate years. A. T. DeGaetano.

EAS 451(4510) 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. 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(4530) Advanced Petrology (I) (PBS)

Fall. 3 credits. Prerequisite: EAS 356. Offered alternate years. R. W. Kay. 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(4540) Advanced Mineralogy (I) (PBS)]

Spring. 3 credits. Prerequisite: EAS 355 or permission of instructor. Offered alternate years; not offered 2005–2006. S. Mahlburg Kay.]

EAS 455(4550) Geochemistry (I) (PBS)

Fall. 4 credits. Prerequisites: CHEM 207 and MATH 192 or equivalent. Recommended: EAS 356. Offered alternate years. 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(4560) Mesoscale Meteorology (I) (PBS)

Spring. 3 credits. Prerequisites: EAS 341 and 342 or permission of instructor. 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(4570) Atmospheric Air Pollution (I) (PBS)]

Fall. 3 credits. Prerequisites: EAS 341 or thermodynamics course, and one semester of chemistry, or permission of instructor. Offered alternate years; next offered 2006–2007. M. W. Wysocki.]

[EAS 458(4580) Volcanology (I) (PBS)]

Fall. 3 credits. Prerequisite: EAS 356 or equivalent. Offered alternate years; next offered 2006–2007. R. W. Kay and W. M. White.]

[EAS 460(4600) Late Quaternary Paleocology (I) (PBS)]

Fall. 4 credits. M. Goman.]

[EAS 462(4620) Marine Ecology (also BIOEE 462[4620]) (I) (PBS)]

Fall. 3 credits. Limited to 75 students. Prerequisite: BIOEE 261. Next offered 2006–2007. C. D. Harvell and C. H. Greene.]

EAS 470(4700) Weather Forecasting and Analysis (I) (PBS)

Spring. 3 credits. Prerequisites: EAS 352 and 451. TBA. M. W. Wysocki.

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, quantitative precipitation forecasts, and severe-weather outlook for the forecast region, and lead class discussion on assigned readings.

EAS 471(4710) Introduction to Groundwater Hydrology (also BEE 471[4710]) (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 475(4750) Special Topics in Oceanography

Fall, spring, summer. 2–6 credits, variable. 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 semester to semester. Contact instructor for further information.

[EAS 476(4760) Sedimentary Basins: Tectonics and Mechanics (I) (PBS)]

Fall. 3 credits. Prerequisite: EAS 375 or permission of instructor. Offered alternate years. T. E. Jordan.]

[EAS 478(4780) Advanced Stratigraphy (I) (PBS)]

Fall. 3 credits. Prerequisite: EAS 375 or permission of instructor. Offered alternate years; not offered 2005–2006. T. E. Jordan.]

[EAS 479(4790) Paleobiology (also BIOEE 479[4790]) (I) (PBS)]

Fall. 4 credits. Prerequisites: one year of introductory biology and either BIOEE 274, 373, EAS 375, or permission of instructor. Offered alternate years; not offered 2005–2006. W. Allmon.]

[EAS 483(4830) Environmental Biophysics (also CSS 483[4830]) (I) (PBS)]

Spring. 3 credits. Offered alternate years. S. J. Riha.

Introduces 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(4870) Introduction to Radar Remote Sensing (also ECE 487[4870]) (I) (PBS)

Fall. 3 credits. Prerequisite: PHYS 208 or 213 or equivalent. D. L. Hysell.

Covers 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 are 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(4910-4920) 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. Students should fill out form at 2124 Sneer Hall.

EAS 494(4940) Special Topics in Atmospheric Science

Fall, spring. 8 credits max. Undergraduate level. S-U grades optional. 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. The same course is not offered more than twice.

EAS 496(4960) Internship Experience

2 credits. Prerequisites: EAS 240; enrollment in Earth and Environmental Sciences Semester in Hawaii. A. Moore.

During the last three and a half weeks of the semester students carry out a service learning project with a local NGO, environmental business, government agency, research lab, or educational facility. Projects are carefully designed with the student, sponsoring agency, and faculty member. A final report is required.

EAS 497(4790) Individual Study in Atmospheric Science

Fall or spring. 1-6 credits. S-U grades optional. Students must register using independent study form. Staff.

Topics are arranged at the beginning of the semester for individual study or for group discussions.

EAS 498(4980) 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 or 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(4990) Undergraduate Research in Atmospheric Science

Fall or spring. Credit TBA. S-U grades only. Students must register using independent study form. Staff.

Independent research on current problems in atmospheric science.

EAS 500(5000) Design Project in Geohydrology

Fall, spring; may continue over two or more semesters. 3-12 credits. Alternative to industrial project for M.Eng. students choosing geohydrology option. 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. Students present results orally and in a professional report.

EAS 502(5020) 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. Students present results in a half-day seminar at the end of the semester.

[EAS 622(6220) Advanced Structural Geology I

Spring. 3 credits. Prerequisites: EAS 326 and permission of instructor. Offered alternate years. R. W. Allmendinger.]

EAS 624(6240) 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(6280) Geology of Orogenic Belts

Spring. 3 credits. Prerequisite: permission of instructor. Not offered 2005-2006. Staff.]

[EAS 641(6410) Analysis of Biogeochemical Systems

Spring. 3 credits. Prerequisite: MATH 293 or permission of instructor. Offered alternate years. L. A. Derry.]

[EAS 651(6510) Atmospheric Physics (also ASTRO 651[7651])

Fall. 3 credits. Prerequisite: good background in undergraduate calculus and physics. Offered alternate years; next offered 2006-2007. K. H. Cook, P. J. Gierasch, and S. J. Colucci.]

[EAS 652(6520) Advanced Atmospheric Dynamics (also ASTRO 652[7652])

Spring. 3 credits. Prerequisites: EAS 341 and 342 or equivalent. Offered alternate years; next offered 2006-2007. S. J. Colucci and P. J. Gierasch.]

[EAS 656(6560) Isotope Geochemistry
Spring. 3 credits. Open to undergraduates. Prerequisite: EAS 455 or permission of instructor. Offered alternate years. W. M. White.]

[EAS 666(6660) Applied Multivariate Statistics

Spring. 3 credits. Prerequisites: multivariate calculus, matrix algebra, and two statistics courses. Offered alternate years; not offered 2006-2007. D. S. Wilks.]

EAS 675(6750) Modeling the Soil-Plant-Atmosphere System (also CSS 675[6750])

Spring. 3 credits. Prerequisite: EAS/CSS 483 or equivalent. S. J. Riha.

EAS 692(6920) 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 693(6930) Special Topics in Geological Sciences

Fall or spring. 1-3 credits, variable. S-U grades optional. Staff.

Study of specialized advanced topics in the Earth sciences through readings from the scientific literature, seminars, and discussions.

EAS 700-799(7000-7990) 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 semester to semester. Students should contact appropriate professor for more information.

EAS 711(7110) Upper Atmospheric and Space Physics

Fall or spring. 1-6 credits. Seminar course. TBA. D. L. Hysell.

EAS 722(7220) Advanced Topics in Structural Geology

R. W. Allmendinger.

EAS 731(7310) Planetary Geodynamics, Active Tectonics, Volcanology, Earthquakes, and Geodesy

M. Pritchard.

EAS 733(7330) Advanced Topics in Geodynamics

Spring. J. Phipps Morgan.

EAS 751(7510) Petrology and Geochemistry

R. W. Kay.

EAS 755(7550) Advanced Topics in Geodynamics, Tectonics, and Geochemistry

Fall. 3 credits. J. Phipps Morgan.

EAS 757(7570) Current Research in Petrology and Geochemistry

S. Mahlburg Kay.

EAS 771(7710) Advanced Topics in Sedimentology and Stratigraphy

T. E. Jordan.

EAS 762(7620) Advanced Topics in Paleobiology

W. D. Allmon.

EAS 773(7730) Paleobiology

J. L. Cisne.

EAS 775(7750) Advanced Topics in Oceanography

C. H. Greene.

EAS 780(7800) Earthquake Record Reading

Fall. M. Barazangi.

EAS 781(7810) Geophysics Exploration Seismology, Ground-Penetrating Radar

L. D. Brown.

EAS 783(7830) Advanced Topics in Geophysics

B. L. Isacks.

EAS 789(7890) Advanced Topics in Seismology

L. D. Brown.

EAS 793(7930) Andes-Himalayas Seminar

S. Mahlburg Kay, R. W. Allmendinger, B. L. Isacks, and T. E. Jordan.

EAS 795(7950) Low Temperature Geochemistry

1-3 credits. S-U letter grades. L. A. Derry.

EAS 796(7960) Geochemistry of the Solid Earth

W. M. White.

EAS 797(7970) Fluid-Rock Interactions

L. M. Cathles.

EAS 799(7990) Soil, Water, and Geology Seminar

Spring. L. M. Cathles and T. S. Steenhuis.

EAS 850(8500) 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(9500) 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* "A" exam has been passed.**EAS 951(9510) 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* "A" exam has been passed.**EAST ASIA PROGRAM**

140 Uris Hall

J. Whitman, director; D. Boucher, A. Carlson, S. G. Cochran, B. de Bary, H. Diffloth, S. Divo, G. Fields, M. Fiskejo, E. M. Gunn, J. Grimheden, J. Hagen, T. Hahn, H. Hong, N. Howson, Y. Katagiri, P. J. Katzenstein, Y. Kawasaki, J. S. Kil, J. V. Koschmann, F. Kotas, T. LaMarre, N. Larson, J. M. Law, P. Liu, 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. Jorden, 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 nearly 600,000 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; T. Mitra, director of graduate studies; 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, A. Razin, D. Sahn, R. E. Schuler, K. Shell, T. Vogelsang, H. Y. Wan, Jr., 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: ECON 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(1110) 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(1120) 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 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(2300) International Trade and Finance (III) (SBA)

For description, see AEM 230.

ECON 301(3010) Microeconomics (III) (SBA)

Fall. 4 credits. Prerequisite: calculus course. Intended for students with strong analytical skills who have not taken ECON 101, 102. May be used to replace both ECON 101 and 313 (may replace 313 only with grade of B or better). 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(3020) Macroeconomics (III) (SBA)

Spring. 4 credits. May be used to replace both ECON 102 and 314 (may replace 314 only with grade of B or better). Prerequisite: ECON 301. Intended for students with strong analytical skills who have not taken ECON 101, 102. Covers the topics taught in ECON 102 and 314. An introduction to the theory of national

income determination, unemployment, growth, and inflation.

ECON 307(3070) Introduction to Peace Science (also CRP 495.18[3850]) (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(3130) Intermediate Microeconomic Theory (III) (SBA)

Fall, spring, and summer. 4 credits. Prerequisites: ECON 101-102 and a calculus course. 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(3140) Intermediate Macroeconomic Theory (III) (SBA)

Fall, spring, and summer. 4 credits. Prerequisites: ECON 101-102 and a calculus course. Introduces the theory of national income and determination and economic growth in alternative models of the national economy. Examines the interaction and relation of these models to empirical aggregate economic data.

ECON 319(3190) Introduction to Statistics and Probability (II) (MQR)

Fall and spring. 4 credits. Prerequisites: ECON 101-102 and MATH 111-112. 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(3200) 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(3210) Applied Econometrics (II) (MQR)

Fall. 4 credits. Prerequisites: ECON 101-102 and a calculus course. Provides an introduction to statistical methods and principles of probability. Topics 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(3220) World Economic History # (III) (HA)

Spring. 4 credits. Prerequisites: ECON 101 and 102 or 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(3230) American Economic History # (III) (SBA)

Fall. 4 credits. Prerequisite: ECON 101-102 or equivalent. Not offered 2005-2006. Surveys problems in American economic history from the first settlements to early industrialization.]

ECON 324(3240) American Economic History # (III) (SBA)

Spring. 4 credits. Prerequisites: ECON 101-102 or equivalent. Surveys problems in American economic history from the Civil War to World War I.

ECON 325(3250) Cross Section and Panel Econometrics (II) (MQR)

Spring. 4 credits. Prerequisite: ECON 320. 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(3270) Time Series Econometrics (II) (MQR)

Spring. 4 credits. Prerequisite: ECON 320. 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(3310) 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(3330) Financial Economics (III) (SBA)

Fall. 4 credits. Prerequisites: ECON 313 and 314. Examines the theory and decision making in the presence of uncertainty and the practical aspects of particular asset markets.

ECON 335(3350) Public Finance: The Microeconomics of Government (III) (SBA)

Fall. 4 credits. Prerequisites: ECON 101-102 and 313, or equivalent, and one semester of calculus. Analyzes the role of government in a free market economy. 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 semester to semester.

ECON 336(3360) Public Finance: Resource Allocation and Fiscal Policy (III) (SBA)

Spring. 4 credits. Prerequisites: ECON 101-102, 313 or equivalent and one semester of calculus. Covers the revenue side of public finance and special topics. Subjects 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 337(3370) Equilibrium and Welfare Economics (III) (SBA)

Fall. 4 credits. Prerequisites: ECON 313, 314, 319.

Introduction to the theory of competitive equilibrium and economic efficiency. Begins with a review of the Walrasian model and identify conditions under which a price-guided decentralized competitive economy achieves an optimal allocation of resources. Presents a number of celebrated examples and applications: the standard 2x2x2 model of international trade, Leontief's input-output model, Morishima's interpretation of labor theory of value, Arrow's analysis of uncertainty and Amartya Sen's analysis of famines. Finally, problems of market failure are reviewed.

[ECON 339(3390) State and Local Public Finance (III) (SBA)

Spring. 4 credits. Prerequisite: ECON 313. Not offered 2005–2006.

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(3410) Economics of Wages and Employment II (III) (SBA)

For description, see ILRLE 440.

ECON 342(3420) Economic Analysis of the University

For description, see ILRLE 648.

ECON 351(3510) Industrial Organization I (III) (SBA)

Fall. 4 credits. Prerequisite: ECON 313 or equivalent.

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, RD behavior, and government interventions in oligopoly industries (e.g., antitrust laws).

ECON 352(3520) Industrial Organization II (III) (SBA)

Spring. 4 credits. Prerequisite: ECON 313 or equivalent.

Focuses primarily 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(3540) 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 358(3580) Behavioral Economics (III) (SBA)

Spring. 4 credits. Prerequisite: ECON 313. Introduces students to behavioral economics, an emerging subfield of economics that incorporates insights from psychology and other social sciences into economics. Examines evidence on how human behavior systematically departs from the standard assumptions of economics, and also investigates attempts by behavioral economists to improve economic analyses.

ECON 361(3610) International Trade Theory and Policy (III) (SBA)

Fall. 4 credits. Prerequisites: ECON 101–102 and 313.

Surveys the sources of comparative advantage. 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(3620) International Monetary Theory and Policy (III) (SBA)

Spring and summer. 4 credits.

Prerequisites: ECON 101–102 and 314.

Surveys the determination of exchange rates and theories of balance of payments adjustments. Also explores open economy macroeconomics and analyzes some of the institutional details of foreign exchange markets, balance of payments accounting, and the international monetary system.

ECON 367(3670) Game Theoretic Methods (III) (SBA)

Fall. 4 credits. Prerequisites: ECON 101 or equivalent. ECON 367 is *not* a prerequisite for ECON 368.

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(3680) Game Theory (II) (MQR)

Spring. 4 credits. Prerequisites: ECON 313 and 319. ECON 367 is *not* a prerequisite for ECON 368.

Studies mathematical models of conflict and cooperation in situations of uncertainty (about nature and about decision makers).

ECON 371(3710) Economic Development (III) (SBA)

Fall. 4 credits. Prerequisite: ECON 313 or equivalent.

Studies the problem of sustaining accelerated economic growth in less-developed countries. Emphasizes 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.

ECON 372(3720) Applied Economic Development (III) (SBA)

Spring. 4 credits. Prerequisite: ECON 101–102.

Examines several special topics in the economics of developing countries. Recent topics 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(4040) Economics and the Law (III) (SBA)

Fall. 4 credits. Prerequisite: ECON 101.

Examines, 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(4050) Auction Seminar (II) (MQR)

Spring. 4 credits. Prerequisites: ECON 314, 319, 320, and 368.

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, 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 semester papers. Readings are assigned weekly from the reading packet.

ECON 408(4080) Production Economics and Policy (III) (SBA)

For description, see AEM 608.

ECON 405(4050) Auction Seminar (II) (MQR)

Spring. 4 credits. Prerequisites: ECON 314, 319, 320, and 368.

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, 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 semester papers. Readings are assigned weekly from the reading packet.

ECON 408(4080) Production Economics and Policy (III) (SBA)

For description, see AEM 608.

ECON 409(4090) Environmental Economics (III) (SBA)

For description, see AEM 451.

[ECON 416(4160) Intertemporal Economics (III) (SBA)]

Fall. 4 credits. Prerequisite: ECON 313. Not offered 2005-2006.

Intended for advanced economics majors who are especially interested in economic theory. Topics include (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(4170) 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(4190) Economic Decisions under Uncertainty (III)]

Fall. 4 credits. Prerequisites: ECON 313 and 319. Not offered 2005-2006.

Provides an introduction to the theory of decision making under uncertainty with emphasis on economic applications of the theory.]

ECON 420(4200) Economics of Family Policy—Adults (III)

ECON 420 and 421, together, count as one course for the economics major.

For description, see PAM 320.

ECON 421(4210) Economics of Family Policy—Children (III)

ECON 420 and 421, together, count as one course for the economics major.

For description, see PAM 321.

ECON 430(4300) Policy Analysis: Welfare Theory, Agriculture, and Trade (III) (SBA)

For description, see AEM 630.

[ECON 431(4310) Monetary Economics (II) (MQR)]

Spring. 4 credits. Prerequisites: ECON 313 and 314. Not offered 2005-2006.

Covers 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(4340) Financial Economics, Derivatives, and Risk Management (III) (SBA)

Summer only. 4 credits. Prerequisite: ECON 313.

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(4400) Analysis of Agricultural Markets

ECON 440 and 441 together, count as one course for economics majors.

For description, see AEM 640.

ECON 441(4410) Commodity Futures Markets

ECON 440 and 441, together, count as one course for economics majors.

For description, see AEM 641.

ECON 443(4430) Compensation, Incentives, and Productivity

For description, see ILRLE 443.

ECON 444(4440) Evolution of Social Policy in Britain and America

For description, see ILRLE 444.

ECON 445(4450) Industrial Policy (III) (SBA)

Fall. 4 credits. Prerequisite: ECON 313.

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 Pennan, Malaysia)—viable approaches under the WTO rules; (4) present developments and implications; trade frictions (the export expansion of the PRC); environmental concerns.

[ECON 446(4460) Topics in Macroeconomic Analysis—Is Keynesianism Dead? (III)]

Fall or spring. 4 credits. Prerequisite: ECON 314. Not offered 2005-2006.

The coverage of this course may vary from semester to semester. At present, it 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. Critiques Keynesian theory.]

ECON 447(4470) Economics of Social Security (III) (SBA)

For description, see PAM 346.

ECON 450(4500) Resource Economics (III) (SBA)

For description, see AEM 450.

ECON 451(4510) Economic Security (III) (SBA)

For description, see ILRLE 340.

ECON 455(4550) Income Distribution (III) (SBA)

For description, see ILRLE 441.

ECON 456(4560) The Economics of Employee Benefits (III) (SBA)

For description, see ILRLE 442.

ECON 457(4570) Women in the Economy (III) (SBA)

For description, see ILRLE 445.

ECON 458(4580) Topics in 20th-Century Economic History (III) (SBA)

For description, see ILRLE 448.

ECON 459(4590) Economic History of British Labor 1750 to 1940 (III) (SBA)

For description, see ILRLE 446.

ECON 460(4600) Economic Analysis of the Welfare State (III) (SBA)

For description, see ILRLE 642.

ECON 461(4610) The Economics of Occupational Safety and Health (III) (SBA)

For description, see ILRLE 644.

ECON 469(4690) China's Economy under Mao and Deng @ (III) (SBA)

Spring. 4 credits. Prerequisite: 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(4700) Economics of Information (also ECON 669[6690]) (II) (MQR)]

Spring. 4 credits. Prerequisite: ECON 609. Not offered 2005-2006.

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. Discusses models of auctions, adverse selection, bargaining, mechanism design, moral hazard, screening, searching and sorting. 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(4730) Economics of Export-Led Development @ (III) (SBA)

Spring. 4 credits. Prerequisites: ECON 313, 314, or equivalent.

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(4740) Economics of Hunger and Malnutrition (III)

For description, see NS 457.

[ECON 475(4750) The Economy of India @ (III) (SBA)]

Fall. 4 credits. Prerequisite: ECON 101-102 or equivalent background. Not offered 2005-2006.

Presents the major economics and development problems of contemporary India and examines the country's future economic prospects. The aim is, however, 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(4760) Decision Theory I (also ECON 676[6760], CIS 576[5846]) (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 covers several areas: (1) 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; (2) 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; (3) 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(4770) Decision Theory II (also ECON 677[6770], CIS 577[5847]) (II) (MQR)

Spring. 4 credits. Prerequisite: ECON 476 or 676 or CIS 576.

A continuation of ECON 476.

ECON 494(4940) Economic Methods for Engineering and Management

For description, see CEE 594.

ECON 498(4980) Independent Study in Economics

Fall or spring. Variable credit. Independent study.

ECON 499(4990) Honors Program

Fall and spring. 8 credits. Prerequisites: ECON 313, 314, 321 (or 319–320).

Students should 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(6090) Microeconomic Theory I

Fall. 4 credits.

Topics in consumer and producer theory.

ECON 610(6100) 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(6110) Microeconomic Theory III

Spring. 4 credits. Prerequisites: ECON 609 and 610. Not offered 2005–2006.

Part of a three-semester sequence in microeconomic theory. Provides a rigorous underpinning of partial equilibrium competitive analysis and reviews theories of non-competitive markets, including Bertrand,

Cournot, and monopolistic competition. Covers the classical sources of market failure (public goods, externalities, and natural monopoly) and discusses market failures stemming from informational asymmetries. Also provides an introduction to contract theory, bargaining theory, social choice theory, and the theory of mechanism design.]

ECON 613(6130) Macroeconomic Theory I

Fall. 4 credits.

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(6140) Macroeconomic Theory II

Spring. 4 credits.

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(6170) Intermediate Mathematical Economics I

Fall. 4 credits. Prerequisites: calculus II and intermediate linear algebra.

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(6180) Intermediate Mathematical Economics II

Spring. 4 credits. Not offered 2005–2006.

Continuation of ECON 617. 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(6190) Econometrics I

Fall. 4 credits. Prerequisite: ECON 319–320 or permission of instructor.

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(6200) Econometrics II

Spring. 4 credits. Prerequisite: ECON 619.

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(6390) Public Political Economy (also CEE 528[5280])

Spring. 4 credits. Prerequisite: ECON 313 or equivalent. Not offered 2005–2006.

Topics 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 RD); and biological (renewable resources, species diversity and the environment.)

ECON 669(6690) Economics of Information

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 will study theoretical models that examine the difficulties of resource allocation when this assumption fails. The course will discuss models of: Auctions, adverse selection, bargaining, mechanism design, moral hazard, screening, searching and sorting. The course will begin with a survey of rudimentary incomplete information games that will be useful in reading the literature to follow. Evaluation will be through problem sets and exams.

ECON 676(6760) Decision Theory I (also ECON 476[4760], CIS 576[5846])

For description, see ECON 476.

ECON 677(6770) Decision Theory II (also ECON 477[4770], CIS 577[5847])

For description, see ECON 477.

ECON 691(6910) Health Economics I

For description, see PAM 691.

ECON 699(6990) Readings in Economics

Fall or spring. Variable credit. Independent study.

ECON 703(7030) Seminar in Peace Science

Fall. 4 credits.

Topics covered at an advanced level are: game theory, coalition theory, bargaining and negotiation processes, cooperative procedures, microbehavior models, macrosocial processes, and general systems analysis.

ECON 710(7100) Stochastic Economics: Concepts and Techniques

Spring. 4 credits. Prerequisites: ECON 609, 610, 613, 614, 619, and 620.

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; and dynamic models of price adjustment. Advanced graduate students contemplating work in economic theory and econometric theory gain exposure to current research.

ECON 712(7120) Advanced Macroeconomics

4 credits. Prerequisites: ECON 613, 614.

Introduces students to some of the topics and analytic techniques of current macroeconomic research. The course has 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(7130) Advanced Macroeconomics II

Spring. 4 credits. Prerequisites: ECON 613, 614.

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, RD investment, market structure, private and public organization of RD, 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(7140) Empirical Macroeconomics

Spring. 4 credits. Prerequisites: ECON 613 and 614.

Advanced graduate-level course emphasizing 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(7170) 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(7180) Topics in Mathematical Economics

4 credits. Not offered 2005-2006.]

ECON 719(7190) Advanced Topics in Econometrics I

Fall. 4 credits. Prerequisite: 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(7200) Advanced Topics in Econometrics II

Spring. 4 credits. Prerequisite: ECON 619-620 or permission of instructor.

For description see ECON 719.

ECON 721 Time Series Econometrics

Spring. 4 credits. Prerequisite: ECON 619-620 or permission of instructor.

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(7210) Topics in Time Series Econometrics

Spring. 4 credits. Prerequisite: ECON 721.

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(7230) Semi/Non Parametric Econometrics

Fall. 4 credits. Prerequisite: ECON 619-620 or permission of instructor.

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(7310) Monetary Economics

Spring. 4 credits. Prerequisites: ECON 614 or permission of 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(7320) Monetary Economics

Fall. 4 credits. Prerequisites: ECON 731 or permission of 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(7350) Public Finance: Resource Allocation and Fiscal Policy (also AEM 735[7350])

Fall. 4 credits.

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 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(7360) Public Finance: Resource Allocation and Fiscal Policy

Spring. 4 credits.

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(7370) Location Theory and Regional Analysis

Fall. 4 credits. Prerequisites: ECON 609, 617, and econometrics course. Not offered 2005-2006.

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(7380) Public Choice

Spring. 4 credits. Prerequisites: ECON 609, 610.

This course has two parts. It begins with an introduction to economic theories of political decision making. Reviews the theory of voting, theories of political parties and party

competition, theories of legislative decision making and interest group influence. Also discusses empirical evidence concerning the validity of these theories. The second part uses these theories to address a number of issues in public economics. Develops the theory of political failure, analyzes the performance of alternative political systems and discusses the problem of doing policy analysis, which takes into account political constraints.

ECON 739(7390) Advanced Topics in State and Local Public Finance

Spring. 4 credits. Prerequisites: ECON 609, 620.

Provides an in-depth examination of microeconomic theory surrounding 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? 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(7410) Seminar in Labor Economics

For description, see ILRLE 744.

ECON 742(7420) Seminar in Labor Economics

For description, see ILRLE 745.

ECON 743(7430) Seminar in Labor Economics

For description, see ILRLE 746.

ECON 746(7460) Economics of Higher Education

For description, see ILRLE 746.

ECON 747(7470) Economics of Higher Education

For description, see ILRLE 747.

ECON 748(7480) Applied Econometrics I

For description, see ILRLE 741.

ECON 749(7490) Applied Econometrics II

For description, see ILRLE 742.

ECON 751(7510) Industrial Organization and Regulation

Fall. 4 credits. Prerequisites: ECON 609, 610.

Focuses primarily on recent theoretical advances in the study of industrial organization. Topics 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(7520) Industrial Organization and Regulation

Spring. 4 credits. Prerequisites: ECON 609, 610, 751.

Rounds out some topics in the theory of industrial organization with the specific intent of addressing the empirical implications of the theory. Reviews empirical literature in the SCP paradigm and in the NEIO paradigm.

[ECON 753(7530) Public Policy Issues for Industrial Organizations

Spring. 4 credits. Prerequisites: ECON 609, 610, and 751. Not offered 2005–2006.

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 is not only on the economic effects on business but on the economics of selecting and evolving the method of control.]

ECON 756(7560) Noncooperative Game Theory

Fall. 4 credits. Prerequisites: ECON 609–610 and 619.

Surveys equilibrium concepts for noncooperative games. Covers Nash equilibrium and a variety of equilibrium, refinements, including perfect equilibrium, proper equilibrium, sequential equilibrium and more. Pays attention to important special classes of games, including bargaining games, signalling games, and games of incomplete information. Most of the analysis is from the strict decision-theoretic point of view, but also surveys some models of bounded rationality in games, including games played by automata.

ECON 757(7570) Economics of Imperfect Information

Spring. 4 credits. Prerequisites: ECON 609–610 and 619.

Considers 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(7580) Psychology and Economic Theory

Fall, spring. 4 credits. Prerequisites: economics graduate core or permission of instructor.

Explores the ways in which insights from psychology can be integrated into economic theory. Presents evidence on how human behavior systematically departs from the standard assumptions of Economics and how this can be incorporated into modeling techniques.

ECON 760(7600) Topics in Political Economy

Fall. 4 credits. Prerequisite: economics graduate core or permission of instructor.

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 a new approach to these topics. Hence, the course begins by devoting some lectures to elementary ideas in game-theory and strategic analysis.

ECON 761(7610) International Economics: Trade Theory and Policy

Fall. 4 credits. Prerequisites: ECON 609, 610.

Surveys the sources of comparative advantage. 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(7620) International Economics: International Finance and Open Economy Macroeconomics

Spring. 4 credits. Prerequisite: ECON 761.

Surveys the determination of exchange rates and theories of balance of payment adjustments. 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(7630) Topics in International Economic History

Spring. 4 credits. Prerequisite: solid understanding of international trade and finance.

Covers selected topics in modern economic history. Focuses on the process of international economic integration, or globalization. Traces the roots of globalization and its evolution in the last several centuries. Special attention is paid to the relationship between international market integration and economic growth.

ECON 770(7700) Topics in Economic Development

For description, see AEM 667.

ECON 771(7711) Empirical Methods for the Analysis of Household Survey Data: Applications to Nutrition, Health, and Poverty

Spring. 4 credits. Prerequisites: economics graduate core.

Focuses on empirical methods for the analysis of household survey data. Explores the hands-on use of such data to address policies issues related to welfare outcomes, particularly nutrition, health, education, and poverty. Covers empirical methods as they apply to a series of measurement and modeling issues, as well as the valuation of interventions. While underlying theory is reviewed briefly, 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(7720) Economics of Development (also ILRLE 749[7490])

Spring. 4 credits. Prerequisites: first-year graduate economic theory and econometrics.

Analytical approaches to the economic problems of developing nations. Topics 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(7730) Economic Development

Fall. 4 credits. Prerequisites: ECON 609, 610, and 611.

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(7740) Economic Systems

Spring, 4 credits.

Deals with economic systems, formerly centrally planned economies, and economies in transition.

ECON 775(7750) Development Microeconomics

Spring, 4 credits. Prerequisites: economics graduate core.

Explores the application of microeconomic analysis to economic issues in developing countries. Focuses on household behavior and the analysis of rural institutions. Covers the neoclassical agricultural household model and recent developments in the theory of the household, topics in rural economies, financial arrangements, program evaluation and the interaction of social norms and economic organization. Designed to prepare students for applied research in micro development economics by giving an overview over the current state of research in that discipline.

ECON 784(7840) Seminars in Advanced Economics

Fall and spring, 4 credits.

ENGLISH

J. Culler, chair; D. Mao, 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, L. Brown, J. Carlacio, 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, B. Maxwell, D. McCall, K. McClane, M. McCoy, M. K. McCullough, H. S. McMillin, S. Mohanty, R. Morgan, T. Murray, R. Parker, M. Raskolnikov, N. Revoyr, N. Saccamano, S. Samuels, P. Sawyer, H. Shaw, S. Siegel, H. Spillers, L. VanClief-Stefanon, S. Vaughn, H. Viramontes, N. Waligora-Davis, S. Wong, S. Zacher. 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, W. Wetherbee.

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 diverse inspiration.

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 semester and in November for the spring semester.

Freshmen interested in majoring in English are encouraged to take at least one of the department's 200-level first-year writing seminars: ENGL 270 The Reading of Fiction, ENGL 271 The Reading of Poetry, and ENGL 272 Introduction to Drama. These courses are open to all second-semester freshmen. They are also open, as space permits, to first-semester 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 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 ENGL 270 The Reading of Fiction, ENGL 271 The Reading of Poetry, or ENGL 272 Introduction to Drama. (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 nondepartmental 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-semester 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(2700) 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, and imaginative reading and writing are central to all.

ENGL 271(2710) The Reading of Poetry

Fall, spring. 3 credits. Each section limited to 17 students. Recommended for prospective English majors. *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(2720) Introduction to Drama

Fall, spring. 3 credits. Each section limited to 17 students. Recommended for prospective English majors. *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 are 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(2880-2890) 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. Web site: <http://instruct1.cit.cornell.edu/Courses/engl288-289/> *This course does not satisfy requirements for the English major.*

ENGL 288-89 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 essays. 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 semester. ENGL 288-89 does not satisfy requirements for the English major.

Fall 2005 Listing:

Section 1. Making the News. J. Carlacio;
Section 2. Hollywood Babylon. C. Bennett;
Section 3. American Political Satire After 9-11. E. Goode; **Section 4. War, Peace, Terror, and the Law.** W. Fork; **Section 5. Issues, Audiences, and Ourselves.** B. LeGendre; **Section 6. The Reflective Essay.** K. Gottschalk; **Section 7. The Essay: Personal to Public.** C. Chung; **Section 8. Rights, Democracy, and the Courts.** T. Thorn.

See English department course offerings for full fall and spring section descriptions.

ENGL 381(3810) Reading as Writing, Writing as Reading (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'll read a small number of 19th- and 20th-century novels, writing frequently about them and reading one another's writing as collaborators and commentators. We'll 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 non-majors who wish to extend their mastery of critical and interpretive prose and their understanding of what they do when they write it. It will be advantageous for those planning to write honors theses in English or another discipline. On the 2005 list: Nabokov's *Pale Fire*, Brontë's *Jane Eyre*, Rhys's *Wide Sargasso Sea*, Conrad's *Heart of Darkness*, Salih's *Season of Migration to the North*, Woolf's *Mrs. Dalloway*, and Cunningham's *The Hours*.

ENGL 386(3860) 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 include such works as Plato's *Gorgias* and *Republic*, Swift's "Modest Proposal" and *Gulliver's Travels*, Kafka's *The Trial*, dystopias by Ursula Le Guin and Caryl Churchill, short fictions by Jorge Luis Borges and Octavia Butler, and essays by Richard Rorty and Terry Eggleton.

[ENGL 387(3870) Autobiography: Theory and Practice (IV) (LA)

Spring. 4 credits. Next offered 2006-2007. K. Gottschalk.]

ENGL 388(3880) 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 semester, 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(2800-2810) Creative Writing (IV) (LA)

Fall, spring, summer, winter. 3 credits. Limited to 18 students. Prerequisite: completion of the First-Year Writing Seminar requirement. **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(3820-3830) Narrative Writing (IV) (LA)

Fall, 382; spring, 383. 4 credits each semester. 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, M. McCoy; sec 3, R. Morgan; sec 4, N. Revoyr. Spring: sec 1, M. Koch; sec 2, H. Viramontes; sec 3, M. McCoy; sec 4, L. Herrin.

The writing of fiction; study of models; analysis of students' work.

ENGL 384-385(3840-3850) Verse Writing (IV) (LA)

Fall or summer, 384; spring, 385. 4 credits. Each section limited to 15 students. Prerequisite: ENGL 280 or 281 and permission of instructor based on submission of manuscript (bring manuscript on first day of class). Fall: sec 1, L. Van Clief-Stefanon; sec 2, P. Janowitz. Spring: sec 1, L. Van Clief-Stefanon; sec 2, K. McClane.

The writing of poetry; study of models; analysis of students' poems; personal conferences.

ENGL 480-481(4800-4810) Seminar in Writing (IV) (LA)

Fall, 480; spring, 481. 4 credits each semester. 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, H. Viramontes, sec 2, P. Janowitz; spring: K. McClane and S. Vaughn.

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 semesters 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 200(2000) Introduction to Criticism and Theory (IV) (LA)

Fall. 4 credits. S. Mohanty.

This is an introductory course exploring some of the key concepts and methods used in literary and cultural studies. Focusing in particular on movies, novels, and popular cultural texts (e.g., TV sitcoms), we will try to answer such basic questions as: what does it mean to read and analyze texts well? What roles do history and social ideology play in our readings? How does a text's form or structure shape what it means? What, after all, is "art"? (Art as opposed to what?) Is there such a thing as beauty? We will also focus on literary and cultural "theory," examining both contemporary questions and historical ones. Readings on aesthetics and critical theory from a variety of cultural traditions will be analyzed and we will cover a range of thinkers from the Greek philosopher Plato or the Indian thinker Bharata to contemporary writers who focus on such issues as gender, race, and sexuality. John Berger's book *Ways of Seeing* is a good introduction to some of the material in the course. We will also use an anthology of critical texts (*Critical Theory Since Plato*, ed. H. Adams), a handbook of critical terms (*A Glossary of Literary Terms*, M. H. Abrams), as well as several xeroxed essays. Three or four short (3-5 pp.) papers and a midterm exam.

ENGL 201-202(2010-2020) The English Literary Tradition # (IV) (LA)

201: fall; 202, spring. 4 credits each semester. ENGL 201, not a prerequisite for 202, may be used as one of the three pre-1800 courses required of English majors.

D. Fried.
201: An introduction to the study of English literature, examining its historical development and achievements from its beginnings to the middle of the 17th century. Readings will include *Beowulf* and *Sir Gawain and the Green Knight* in modern translation, selections from Chaucer's *Canterbury Tales* and the writings of medieval women, Book I of Spenser's *Faerie Queene*, Elizabethan sonnets, a play by Shakespeare, poems by Donne, Marvell, and Herbert, and selections

from Milton's *Paradise Lost*. Lectures are supplemented by small discussion groups once a week. Short creative exercises will introduce techniques of close reading and approaches to literary language and style.

202(2020): spring. 4 credits. D. Fried.
An introductory survey of English literature from the late 17th century to the 20th century. We begin with the satires of the Restoration and 18th 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 Romantic era will include Blake's *Songs of Innocence* and *Songs of Experience*, poems and prose of Wordsworth, Coleridge, Shelley, and Keats; and a novel by Jane Austen. We will read poetry and prose from the Victorian era by Tennyson, Browning, Arnold, and Hopkins, plus Wilde's play *The Importance of Being Earnest*, and approach early 20th-century literature through Hardy, Forster, and Eliot. Lectures will be supplemented by small discussion groups once a week. Short creative exercises will introduce techniques of close reading and approaches to literary language and style.

ENGL 203(2030) Introduction to American Literatures (also AM ST 206[2030]) (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 (Olaudah 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(2040) Introduction to American Literatures: The Making of America: Reconstruction to the Present (also AM ST 207[2020]) (IV) (LA)

Spring. 4 credits. J. Carliaco.

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 will examine texts that speak directly to these issues. For example, we will 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 will read texts that engage in a conversation about these and other issues, such as those authored by Native Americans, including Momaday and Ortiz; African Americans, including Cooper, Cullen, Du Bois, Ellison, Hughes, Locke, Walker, and Washington; Asian Americans, including Lee and Mukerjee; Latino/a Americans, including Anzaldúa and Cisneros; Jewish-Americans, including Rich; and, of course, Anglo-Americans, including Chopin, Elliot, Faulkner, Gilman, and Hemingway. This course, intended only as a survey of American literature since the Civil War, will blend lecture with discussion and includes several short and long writing assignments.

ENGL 205(2050) 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(2060) The Great American Cornell Novel (also AM ST 219[2060]) (IV) (LA)

Fall. 4 credits. M. Hite.

Some of the best novels of the last 50 years were written by people who were students or professors at Cornell. In this class we will read and discuss some of these novels—along with some shorter fiction—by some, but regrettably not all, of the following: A. Manette Ansay, Susan Choi, Richard Farina, Lamar Herrin, Alison Lurie, Dan McCall, Maureen McCoy, Lorrie Moore, Robert Morgan, Toni Morrison, Vladimir Nabokov, Stewart O'Nan, Thomas Pynchon, Stephanie Vaughn, Helena Maria Viramontes and Kurt Vonnegut. Lecture-discussion format with sections, some guest appearances. Students will also be required to attend some readings outside of the class periods.

ENGL 207(2070) Introduction to Modern Poetry (IV) (LA)

Spring. 4 credits. R. Gilbert.

Poetry written in the 20th and 21st centuries is both challenging and exhilarating in its freedom, innovation, and diversity. Not a survey, this course will sample the vast array of poetic modes and forms employed over

the past 100 years, with primary emphasis on the work of American poets. Our focus in the course will be on the poems themselves—how they feel, sound, look, mean, and work—and on the varying contexts in which they may be read. These contexts include: audiences for poetry; the life and career of the poet; important poetic movements (Imagism, Surrealism, Language poetry, etc.); verse forms ranging from the strictly patterned to the seemingly random; the poetry industry (or "Po Biz"); poetry and social movements (feminism, multiculturalism); poetry and technology; poetry and science; poetry and the self. Attention will also be paid to the craft of poetry writing through exercises and lectures. No previous study of poetry required.

ENGL 208(2080) Shakespeare and the 20th 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 20th century? What can we learn about modern cultures from their appropriations of these texts? We will compare four or five plays with their adaptations in film and theater and explore the uses made of Shakespeare in education, advertising, and public culture. We will confront the vast differences and startling continuities between the Shakespeare handed down by earlier times and the Shakespeares recovered or re-invented in the modern era. We will also pay attention to the variety of critical approaches scholars and viewers have taken to Shakespeare on the page and in performance. For spring 2006, tentatively: *Romeo and Juliet*, *Taming of the Shrew*, *Merchant of Venice*, *Othello*, and *King Lear*, together with films or filmed stage productions directed by James Ivory, John Madden, Baz Lurhman, Michael Radford, Janet Suzman, Trevor Nunn, and Akira Kurosawa, as well as Jane Smiley's *A Thousand Acres* and the musical comedy *Kiss Me Kate*.

[ENGL 209(2090) Introduction to Cultural Studies (IV) (CA)

4 credits. Next offered 2006–2007.]

ENGL 227(2270) 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(2950) The Essay in English # (IV) (LA)

4 credits. Next offered 2006–2007.]

Major Genres and Areas

[ENGL 240(2400) Survey in U.S. Latino Literature (also LSP 240[2460], AM ST 240[2641]) (IV) (LA)

Fall. 4 credits. Next offered 2006–2007. M. P. Brady.]

[ENGL 244(2440) Sophomore Seminar: Studies in Irish Culture (IV) (LA)

Fall. 4 credits. Limited to 15 students. Next offered 2006–2007. S. Siegel.]

ENGL 251(2510) 20th-Century Women Writers (also FGSS 251[2510]) (IV) (LA)

Fall. 4 credits. E. DeLoughrey.

This course is concerned with questions about women's experience and perspective and explores intersections of gender, ethnicity, race, sexuality, and other vectors of identity. Readings will be global in scope and might include authors such as Jamaica Kincaid, Keri Hulme, Toni Morrison, Sandra Cisneros, and others. Requirements include two papers, a presentation, and active class participation.

[ENGL 252(2520) Sophomore Seminar: Late 20th-Century Women Writers and Visual Culture (also VISST 252[2652]) (IV) (LA)

Spring. 4 credits. Limited to 15 students. Next offered 2006–2007. S. Samuels.]

ENGL 255(2550) African Literature (also AS&RC 255[2503]) @ (IV) (LA)

Fall. 4 credits. B. Jeyifo.

An introduction to major African writers and literary traditions. Authors to be studied may include Chinua Achebe, Wole Soyinka, Ngugi wa Thiong'o, Nadine Gordimer, Bessie Head, Ayi Kwei Armah, Ama Ata Aidoo, Ben Okri, Tayeb Salih, and Ousmane Sembene.

[ENGL 260(2600) Introduction to American Indian Literatures in the United States (also AM ST 260[2600]) (IV) (LA)

Spring. 4 credits. Next offered 2006–2007. E. Cheyfitz.]

ENGL 262(2620) Asian American Literature (also AAS 262, AM ST 262[2620]) (IV) (LA)

Fall. 4 credits. S. Wong.

This course will introduce both a variety of writings by Asian North American authors and some critical issues concerning the production and reception of Asian American texts. Working primarily with novels, we will be asking questions about the relation between literary forms and the sociohistorical context within which they take on their meanings, and about the historical formation of Asian American identities.

ENGL 273(2730) Children's Literature (IV) (LA)

Spring. 4 credits. J. Adams.

An historical study of children's literature from the 17th century to the present, principally in Europe and America, which will explore changing literary forms in relation to the social history of childhood. Ranging from oral folktale to contemporary novelistic realism (with some glances at film narrative), major figures may include Perrault, Newbery, the Grimms, Andersen, Carroll, Alcott, Stevenson, Burnett, Kipling, the Disney studio, E. B. White, C. S. Lewis, Sendak, Silverstein, Mildred Taylor, Bette Greene. We'll also encounter a variety of critical models—psychoanalytic, materialist, feminist, structuralist—that scholars have employed to explain the variety and importance of children's literature.

ENGL 274(2740) Scottish Literature and Culture # (IV) (LA)

Fall. 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 4 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 18th through the 20th 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 20th-century writers of short stories. Students view the film *The Prime of Miss Jean Brodie*.

ENGL 276(2760) Desire (also COM L/ FGSS 276[2760], THETR 278[2780]) (IV) (LA)

Spring. 4 credits. Letter grades only. E. Hanson.

Sexual desire may be seen as 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 will begin with the theory that desire has a history, even a literary history, and 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; 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 will always be on expanding our critical vocabulary for considering sex and sexual desire as a field of intellectual inquiry.

[ENGL 293(2930) Survey in African American Literature (also AM ST 293[2650]) (IV) (LA)]

Fall. 4 credits. The course is designed for majors but will be open to all interested students. Next offered 2006-2007. H. Spillers.]

Special Topics

ENGL 210(2100) Medieval Romance: Voyage to the Otherworld # (IV) (LA)

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. T. Hill.

The course will survey some medieval narratives concerned with representative voyages to the otherworld or with the impinging of the otherworld upon ordinary experience. The syllabus will normally include some representative Old Irish otherworld literature: selections from *The Mabinnogion*,

selections from the *Lays of Marie de France*; Chretien de Troye's *Erec*, *Yvain*, and *Lancelot*; and the Middle English *Sir Gawain and the Green Knight*. We will finish by looking at a few later otherworld romances, such as selections from J.R.R. Tolkien. All readings will be in modern English. Requirements: three brief (two to three typed pages) papers and a final exam designed to test the students' reading.

ENGL 217(2170) History of the English Language to 1300 (also LING 217[2217]) # (III or IV) (HA)

Fall. 4 credits. W. Harbert. For description, see LING 217.

ENGL 263(2630) Studies in Film Analysis: Monsters and Misfits: Hollywood's Misogynist Myths of Women (also FGSS 263[2630], FILM 264[2640]) (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. Students 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(2680) Culture and Politics of the 1960s (also AM ST 268[2680]) (IV) (CA)]

Spring. 4 credits. Next offered 2006-2007. P. Sawyer.]

ENGL 292(2920) Introduction to Visual Studies (also VISST 200[2000]) (IV) (LA)

Spring. 4 credits. T. Murray. For description, see VISST 200.

ENGL 297(2970) Sophomore Seminar: Sustainable Literature (IV) (CA)

Fall. 4 credits. L. Donaldson.

This interdisciplinary course will introduce students to one of the most urgent problems facing our planet: creating a sustainable future. Although sustainability has often been viewed as a scientific or social scientific issue, these approaches often fail to address the need for vision, imagination and new paradigms of knowledge in resolving the crisis of non-sustainable living. In addition to ecological design and theories of sustainability, we will explore what poetry, fiction, and indigenous storytelling traditions might contribute to larger debates about sustainability at Cornell (and other universities), our upstate New York bioregion, and North America more generally. For example, we will read about ecological design and then visit Eco-Village, an environmentally

sustainable co-housing development in Ithaca. Since resolving the sustainability crisis requires new ways of acting and knowing, students in the course will participate in an action research project on sustainability outside of the classroom.

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. Limited to 15 students. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

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(3020) Literature and Theory (also COM L 302/622[3020/6220], ENGL 602[6020]) (IV) (LA)]

Fall. 4 credits. No previous knowledge of literary theory is assumed. Next offered 2006-2007. J. Culler.]

[ENGL 308(3080) Icelandic Family Sagas # @ (IV) (LA)]

Spring. 4 credits. Next offered 2006-2007. T. Hill.]

[ENGL 310(3100) Old English in Translation # (IV) (LA)]

4 credits. Next offered 2006-2007. T. Hill.]

ENGL 311(3110) Old English (also ENGL 611[6110]) # (IV) (LA)

Fall. 4 credits. May be used as one of the three pre-1800 courses required of English majors. S. Zacher.

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(3120) Beowulf (also ENGL 612[6120]) # (IV) (LA)

Spring. 4 credits. Recommended: one semester's study of Old English or equivalent. 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.

ENGL 316(3160) Beasts, Bodies, and Boundaries

Spring. 4 credits. S. Zacher.

The course will provide a sampling of medieval English literature from the 13th to the 15th centuries, with works including *Pearl*, *Sir Gawain and the Green Knight*, *The Owl and the Nightingale*, Chaucer's *Prioress's Tale*, *Sir Orfeo*, and excerpts from the *Ancrene Wisse* and Mandeville's *Travels*. Since we will be learning Middle English in the process of reading these works, ample time will be

devoted to understanding the rudiments of the language and to practicing its pronunciation. As we come to negotiate what may at first seem like imposing differences with respect to medieval language and culture, we will simultaneously consider themes of "otherness" as they relate to aspects of race, gender, and religion in the works we read. We will consider how these texts use geographical, physical, and psychological borders in order to problematize distinctions between the natural and supernatural, the normal and the monstrous, the worldly and otherworldly, the interior and exterior. These oppositions will enable us to foreground conflicting tendencies in these texts (and perhaps also in our own reading) both to exoticize and easily familiarize "otherness."

ENGL 319(3190) Chaucer # (IV) (LA)

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. M. Raskolnikov
Chaucer became known as the "father of English poetry" before he was entirely cold in his grave. Why is what he wrote more than six hundred years ago still riveting for us today? It is not just because he is the granddaddy of this language and its literature; it is because what he wrote was funny, fierce, thoughtful, political, philosophical and, oh yes, notoriously bawdy. In this class, we will read some of his brilliant short works, including *The House of Fame*, to give us a sense of his social and intellectual context. We will then spend a good long time on Chaucer's two greatest and longest works: the love epic *Troilus and Criseyde*, the masterpiece acknowledged in his own day, and *The Canterbury Tales*, his oft-censored panorama of medieval English life. As for the language? Ezra Pound once wrote that "anyone who is too lazy to master the comparatively small glossary necessary to understand Chaucer deserves to be shut out from the reading of good books forever." All works will be read in Middle English, which will prove surprisingly easy and pleasant. Other class requirements include three short papers and a take-home final, as well as some informal writing, and the burden/privilege of carrying the big red *Riverside Chaucer* all semester long.

ENGL 321(3210) Spenser and Malory # (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. Kaske.

Paired 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 325(3250) The Culture of the Renaissance (also COM L/FRLIT 362[3620], HIST 364[3640], MUSIC 390[3242], ART H 351[3420]) # (III or IV) (CA)

Fall. 4 credits. W. Kennedy and K. Long. For description, see COM L 362.

ENGL 327(3270) Shakespeare: Staging Women # (IV) (LA)

Fall. 4 credits. B. Machosky.

Through close reading and varied analyses of some of Shakespeare's fascinating female characters, we will examine various stage conventions, including the use of boy actors, cross-dressing, minimal sets, theatrical rhetoric, and poetic diction. We will also consider the ways in which social and cultural issues of the period were represented on the stage, not only through the personification of women but in other figures, like supernatural beings and the male monarch. Complete texts will include: *As You Like It*, *The Taming of the Shrew*, *Macbeth*, *Othello* (in conjunction with the performance at the Schwartz Center), *A Midsummer Night's Dream*, and *Richard II*.

ENGL 328(3280) The Bible in Literary and Cultural Perspective # (IV) (LA)

Fall. 4 credits. L. Donaldson.

This course will offer a cultural and literary introduction to the Bible, including the historical contexts of various biblical texts and the trajectory of powerful prophetic, narrative, and apocalyptic images within the literary imagination of various cultures. For example, apocalypticism has emerged as one of the most crucial experiential and spiritual modes in the contemporary global arena. This course will investigate the literary and religious grounding of apocalypse in both the Hebrew and Christian testaments, its appropriation in various historical eras, and its recent literary as well as political resurgence. Other possible topics include the Bible as story, the relations of biblical poetry to the poetic traditions of the ancient Mediterranean, biblical prophecy, and the popularity of Wisdom literatures. The course will also introduce students to various ways of reading biblical texts. Readings will be in English (the New Revised Standard translation) with frequent reference to the original language versions.

ENGL 329(3290) Milton # (IV) (LA)

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. R. Kalas.

An introduction to the poetry and prose of John Milton in light of the political, social, and religious upheavals of the 17th century. Rather than dividing the poetry from the prose, this course will foreground the integration of poetic and polemical concerns in Milton's work. Readings will include selected short poems, *Comus*, *Samson Agonistes*, *Paradise Regained*, all of *Paradise Lost*, *Areopagitica*, *The Doctrine and Discipline of Divorce*, and excerpts from Milton's other prose works.

[ENGL 330(3300) Restoration and 18th-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 2006–2007. F. Bogel.]

ENGL 333(3330) The 18th-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 18th 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*, Voltaire's *Candide*, Walpole's *The Castle of Otranto*, Burney's *Evelina*, Mackenzie's *The Man of Feeling*, and Austen's *Pride and Prejudice*.

ENGL 337(3370) Contemporary American Theater (also THETR 337[3370], AM ST 337)

Fall. 4 credits. S. Warner.

For description, see THETR 337.

ENGL 340(3400) 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. A. L. François.

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 345(3450) Victorian Controversies # (IV) (LA)

Fall. 4 credits. Classes by lecture and discussion. Next offered 2006–2007. S. Siegel.]

[ENGL 348(3480) Studies in Women's Fiction: Gender, Nature, and the Environment (IV) (LA)

Fall. 4 credits. Next offered 2006–2007. E. DeLoughrey.]

ENGL 350(3500) 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 will be on close reading of individual texts, we shall place the authors and works within the context of literary, political, and intellectual history. The course will seek 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. We shall be especially interested in the relationship between modern literature and modern painting and sculpture; on occasion, slides are viewed. Within the course material students will be able to select the topics on which they write essays.

[ENGL 353(3530) The Modern Indian Novel @ (IV) (LA)

Spring. 4 credits. Next offered 2006–2007. S. Mohanty.]

ENGL 354(3540) British Modernist Novel (IV) (LA)

Spring. 4 credits. Next offered 2006–2007. M. Hite.]

ENGL 355(3550) Decadence (also COM L/FGSS 355[3550]) (IV) (LA)

Fall. 4 credits. Next offered 2006-2007.
E. Hanson.]

[ENGL 361(3610) Studies in the Formation of U.S. Literature: Emerson to Melville (also AM ST 361[3610]) # (IV) (LA)

Spring. 4 credits. Next offered 2006-2007.
D. Fried.]

[ENGL 362(3620) The American Renaissance (also AM ST 362) (IV) (LA)

Spring. 4 credits. Next offered 2006-2007.
D. Fried.]

ENGL 363(3630) Studies in U.S. Literature Before 1950: The American 1920s—Literature and Culture (also AM ST 363[3610]) (IV) (LA)

The course will take a broad approach to the cultural activities of the decade following the First World War and preceding the Great Depression. Topics will include the new motives, forms, and audiences of fiction, drama, and poetry; literary realism under duress; the Harlem Renaissance; postwar blues and the influenza epidemic; suffragist politics and the New Woman; the masses as a matter for intellectual scrutiny; Fordism; the Red Scare, nativism, and the fear of anarchism; the cultures of radio, children's illustrated books, popular song and jazz. We will ask: what made for aesthetic radicalism and political radicalism in the period; what were the relations of pleasure and labor; how differentiated was the self-consciousness of the "Lost Generation"; and what appear to be the legacies of the decade? Readings will include essays by Randolph Bourne, Margaret Sanger, Walter Lippmann, W.E.B. DuBois, and Lewis Mumford; fiction by Jean Toomer, Ernest Hemingway, Sherwood Anderson, Dorothy Parker, Nella Larsen, John Dos Passos, Samuel Ornitz, Sinclair Lewis, Dashiell Hammet, and perhaps even F. Scott Fitzgerald; drama by Sophie Treadwell and Elmer Rice; and poetry by Pound, Eliot, Williams, H.D., Langston Hughes, Hart Crane, Marianne Moore, and Louis Zukofsky.

ENGL 364(3640) Studies in U.S. Literature after 1950: American Fiction in the 1960s (IV) (LA)

Spring. 4 credits. P. Sawyer.

A survey of some distinguished American novels that draw directly or indirectly upon cultural movements and debates that arose in the 1960s. We will explore the relationship between gender, ethnicity, and "Americanness"; between documentary realism and "magical" or satirical abstraction; and between traumatic memory and the impulse to narrate. A recurrent theme will be the condition of marginality and outsidership. Readings will include Heller's *Catch-22*, Vonnegut's *Slaughterhouse-5*, Doctorow's *The Book of Daniel*, Pynchon's *The Crying of Lot 49*, Morrison's *Beloved*, Kingston's *The Woman Warrior*, Welch's *The Death of Jim Loney*, and the stories of Donald Barthelme.

[ENGL 365(3650) American Literature Since 1945 (also AM ST 365[3650]) (IV) (LA)

Fall. 4 credits. Next offered 2006-2007.
B. Maxwell.]

ENGL 366(3660) Studies in U.S. Fiction Before 1900: The 19th-Century American Novel # (IV) (LA)

Spring. 4 credits. S. Samuels.

Reading carefully some of the most fascinating novelists in the 19th-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(3670) Studies in U.S. Fiction After 1900: The Literature of the Stranger (also AM ST 367[3670]) (IV) (LA)

Fall. 4 credits. Major Writers and Movements. M. P. Brady.

This course will survey some of the significant themes and movements preoccupying 20th-century fiction as well as some of the major U.S. writers such as Henry James, Zora Neale Hurston, Thomas Pynchon, and Willa Cather.

Spring. 4 credits. The Literature of the Stranger. S. Wong.

What is a stranger? How is the category of the "stranger" to be marked off from, for example, that of the foreigner, outsider, refugee, exile, wanderer, pariah, or barbarian? Who is a stranger? What is the social function of the stranger? How has the idea of the "stranger" shaped, or been shaped by, 20th-century U.S. fiction? What can we learn about the stranger as sociological type and as literary type? These are some of the questions that will serve as points of departure for our discussions of the literature. We'll be reading widely across the landscape of 20th-century U.S. fiction. We'll also be reading a number of articles that take up the idea of the stranger from a variety of disciplinary viewpoints.

ENGL 368(3680) Faulkner

Spring. 4 credits. H. Spillers.

This course will examine selected writings of William Faulkner, beginning with some of the early novels (*The Sound and the Fury*, *Light in August*, *Absalom, Absalom!*) and concluding with *A Fable*. We will consider Faulkner's impact as a maker of myth and as one of the leading figures of a literary discourse that creates a modernist sensibility in American letters. As a southern writer, Faulkner is traditionally confined to the character study of exotic types, but his systemic fictional exploration of "violence and the sacred" provides a powerful clue to the larger issue of a national identity. Faulkner, in his own terms, dared to imagine "culture" as a problem for fiction. This course will attempt to consider the outcome.

ENGL 369(3690) Fast-Talking Dames and Sad Ladies (also FILM 367[3670], FGSS 369[3690]) (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(3700) The Victorian Novel # (IV) (LA)

Spring. 4 credits. Next offered 2006-2007.
P. Sawyer.]

ENGL 371(3710) Literature of the Outlaw (also COM L 373[3730])

Spring. 4 credits. B. Maxwell.
For description, see COM L 373.

ENGL 372(3720) Medieval and Renaissance Drama (also THETR 372[3720]) # (IV) (LA)

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors.
M. Raskolnikov.

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 17th 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 will include the medieval morality plays, such as "Mankind," and "Everyman," along with the biblical plays, represented in selections from the York, Towneley, and Chester cycles. In examining the transition period, we will also work with such selections as "Like will to Like," "Wyt and Science," and "Cambises." Having followed the development of late medieval and early modern drama, we will move into the 17th century and explore how the plays produced in the age of Shakespeare both reflected and rejected the medievalisms which formed their very origins. Plays by Shakespeare, Marlowe, and Jonson will be among those we consider.

[ENGL 373(3730) English Drama from 1700 to the Present # (IV) (LA)

Spring. 4 credits. Next offered 2006-2007.
S. McMillin.]

ENGL 374(3740) Slavery in 20th-Century Film and Fiction (also AM ST 374[3681]) (IV) (LA)

Spring. 4 credits. N. Waligora-Davis.

This course explores 20th-century preoccupations and reconstructions of slavery, examining the ways slavery continues to define and impact sexuality, racial identities and their popular representations, our sense of public and private spaces, legal discourse, and our national identity. What does it mean to be a black or white man or woman in America? Who does law, history, and society concede as legitimate witness? How should we craft our histories? Who is a subject of, and who is subjected to law? How are privacy interests diffused against social interests: what is a (black) woman's reproductive

rights (in the age of contraceptive options and abortion)? How do desires materialize and how are they materially denied? Our readings will place in close proximity not only historical writings on slavery (slave history and slave narratives) and these 20th-century revisionist slave stories, but slave law and contemporary immigration, property, reproduction, criminal, and privacy legislation.

ENGL 375(3750) Studies in Drama and Theatre: Modernism and Metatheatre (IV) (LA)

Spring, 4 credits. Next offered 2006–2007. M. Puchner.]

[ENGL 378(3780) American Poetry Since 1950 (also AM ST 372[3780]) (IV) (LA)

Spring, 4 credits. Next offered 2006–2007. R. Gilbert.]

ENGL 381(3810) Reading as Writing (IV) (LA)

See complete course description in section headed "Expository Writing."

ENGL 382–383(3820–3830) Narrative Writing (IV) (LA)

See complete course description in section headed "Creative Writing."

ENGL 384–385(3840–3850) Verse Writing (IV) (LA)

See complete course description in section headed "Creative Writing."

ENGL 386(3860) Philosophic Fictions (IV) (LA)

See complete course description in section headed "Expository Writing."

[ENGL 387(3870) Autobiography: Theory and Practice (IV) (LA)

Next offered 2006–2007.]

ENGL 388(3880) The Art of the Essay (IV) (LA)

See complete course description in section headed "Expository Writing."

ENGL 390(3900) Autobiography: The Politics of History, Memory, and Identity (IV) (LA)

Spring, 4 credits. J. Carlacio.

Autobiographical writing seeks to reveal a person's life not only to him- or herself but also to his or her readers. While the tradition of self-life-writing (auto-bio-graphy) might have its antecedents in Plato's *Seventh Epistle*, by the middle of the 18th century women and men used this genre both to interpret their experience for themselves and to politicize their lives for their readers. Constructed from memory and experience, life narratives complicate the seemingly transparent relationship between memory, history, and the "I" who recounts it. This course will investigate this relationship and seek to understand how experience and memory shape each other and how these in turn shape the texts that "story" our lives. The class will read both book-length texts and essays that investigate key (recent) historical moments from the 19th through the 21st centuries. Students will be required to write several short critical responses and two longer papers. Readings for the course will include texts from writers of various ethnicities and nationalities.

ENGL 391(3910) Studies in African American Literature (also AM ST 387)

Fall, 4 credits. H. Spillers.

This course will select its readings from the genres of poetry, drama, fiction, and non-fiction produced by black American writers from the period of the Harlem Renaissance, to the present. Readings will include poems by Harlem Renaissance poets, the poets of African-American modernism, i.e., Gwendolyn Brooks and Robert Hayden, and some of the poetry of the Black Arts Movement of the 60s, by way of Leroi Jones/Imamu Baraka and Larry Neal's *Black Fire*, plays by Lorraine Hansberry, Ed Bullins, and August Wilson; non-fictional and fictional writings by Malcolm X, Martin Luther King, Nella Larsen, Jean Toomer, Zora Neale Hurston, Toni Morrison, and Nate Mackey. (*Cane*, *The Autobiography of an Ex-Colored Man*, *Passing*, *The Autobiography of Malcolm X*, *Letter from a Birmingham Jail*, *Black Boy*, *Invisible Man*, *Flight to Canada*, *Oxherding Tales*, *Middle Passage*, *Jazz*, and *The Bedouin Hornbook* will be among the selected texts.)

[ENGL 395(3950) Video: Art, Theory, and Politics (also THETR 395) (IV)

4 credits. Next offered 2006–2007.

T. Murray.]

[ENGL 396(3960) Introduction to Global Women's Literature (also FGSS 396[3960]) @ (IV)

4 credits. Next offered 2006–2007.

E. DeLoughrey.]

[ENGL 397(3970) Policing and Prisons in American Culture (also AM ST 395[3970]) (IV) (CA)

Spring, 4 credits. Next offered 2006–2007.

B. Maxwell.]

[ENGL 398(3980) Latina/o Cultural Practices (also LSP 398[3980]) (IV) (CA)

Spring, 4 credits. U.S. Latino/a history is strongly recommended as a prerequisite, but not required. Next offered 2006–2007.

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 401(4010) Open Secrets: Studies in the Narrative (also COM L 401[4010]) (IV)

Fall, 4 credits. A.-L. François.

For description, see COM L 401.

ENGL 402(4020) Literature as Moral Inquiry (IV) (KCM)

Spring, 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 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 will read include Nadine Gordimer, Doris Lessing, and Kazuo Ishiguro. The emphasis is on close reading, with particular attention to the relationship between formal elements (e.g., the use of narrative techniques) and the moral questions the texts organize and explore. Assignments include two papers and a journal.

ENGL 403(4030) Senior Seminar in Poetry: A. R. Ammons (also AM ST 403[4030]) (IV) (LA)

Fall, 4 credits. R. Gilbert

A close study of the works and career of the late American poet and Cornell professor A. R. Ammons. We will consider all of Ammons's published books, as well as unpublished materials housed in the Kroch Manuscript collection. Particular attention will be given to the following topics: shifting levels of tone and diction in Ammons's poetry, from the sublime to the bawdy; the special role of scientific language and knowledge in his work; recurring themes of one vs. many and center vs. periphery; his employment of a range of forms, from the "really short poem" to the book-length opus; his connections to the culture and landscape of the South; his relationship to 19th-century figures like Wordsworth, Emerson, Whitman, and Dickinson, and to 20th-century poets like Frost, Stevens, Williams, Pound, and Ashbery; his critical reception and its effects on his writing. Students will be asked to write three papers and to give at least one oral presentation.

[ENGL 404(4040) Paleography, Bibliography, and Reception History (also ENGL 604[6040]) (IV) (LA)

Spring, 4 credits. Next offered 2006–2007.

A. Galloway.]

ENGL 405(4050) The Politics of Contemporary Criticism (IV) (LA)

Fall, 4 credits. S. Mohanty.

An introduction to some of the major issues in contemporary criticism and theory, with primary focus on such questions as: What is a (literary or cultural) text? What is interpretation and can it ever be objective? How do cultural and social differences shape reading and interpretation? What views about knowledge, society, and politics underlie particular critical strategies and methodological choices? Drawing on representative essays and books from a variety of critical schools and traditions (from New Criticism to deconstruction, marxism, hermeneutics, new historicism, and feminism), we will examine the competing claims of the various positions and focus on the implications of answers to the above questions for textual analysis. Readings from Cleanth Brooks, Jacques Derrida, Michel Foucault, Hans-Georg Gadamer, Sandra Harding, Fredric Jameson, Toni Morrison, Barbara Herrnstein Smith, Charles Taylor, and Richard Rorty, among others.

ENGL 406(4060) Writing America Post 9/11 (also GERST 403[4031]) (III or IV) (CA)

Spring, 4 credits. P. Gilgen.

For description, see GERST 403.

ENGL 413(4130) Middle English (also ENGL 613[6130]) # (IV) (LA)

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. T. Hill.

This course surveys the language and literature of later medieval England, beginning with the cultural, literary, and linguistic collapse of standard Old English and proceeding to the age of Chaucer and perhaps a bit beyond. Readings will move through chronicles, homilies, lyrics, and acknowledged literary masterpieces such as *The Owl and the Nightingale*, the works of the *Pearl* poet, selections from *Piers Plowman*, and other poems from the "alliterative revival."

[ENGL 414(4140) 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 2006-2007. M. Raskolnikov.]

ENGL 428(4280) Problem Poems: Close Reading and Critical Debate # (IV) (LA)

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. F. Bogel.

In the course of literary history, a number of interesting English and American poems have generated long-standing—sometimes dramatic—controversy, much of it still unresolved. We'll study closely a variety of these poems and their "problems," paying attention to the texts themselves, to the sources of the disagreements, and to what criticism can tell us about how those disagreements have been produced and addressed (some supplementary readings in criticism and theory will be made available). We'll also ask what these controversies can tell us about poetic meaning, about the procedures of criticism, and about the ways history and culture shape our understanding of literary texts. Poems—mostly short lyrics—will be drawn from a wide range of authors and periods. Authors may include Shakespeare, Jonson, Marvell, Rochester, Swift, Egerton, Pope, Gray, Wordsworth, Coleridge, Keats, Robert Browning, Dickinson, Christina Rossetti, Lawrence, Williams, Millay, Campbell, Roethke, Bishop, Larkin, Plath, and others. This is an appropriate course for anyone interested in poetry and different ways of reading it.

ENGL 429(4290) Adam's Rib and Other Divine Signs: Reading Biblical Narrative # (IV) (LA)

Spring. 4 credits. L. Donaldson.

One of the most exciting developments in the field of biblical studies has been the introduction of new literary and critical methodologies to the texts of the Jewish and Christian Testaments. Reading the Bible through the lenses of semiotics, new historicism, deconstruction, cultural studies, postcolonialism, feminism has posed a significant challenge to more traditional modes of biblical interpretation. This advanced undergraduate course will introduce students to these new and provocative ways of reading biblical narrative. Rather than coverage of the entire Bible, the course will instead focus on stories and passages foregrounding specific critical issues. For example, feminist critics have examined why the book of Judges symbolically perpetrates violence against women (through the narratives of the Levite's

concubine, Jephthah's daughter, and the Benjaminite women), while semioticians have privileged the Judges story of Samson and Delilah. Postcolonial critics have interrogated such passages as Matthew's "great commandment" as well as the Johanne story of the woman at the well, while those in cultural studies have paid particular attention to the construction of a multicultural church in Luke/Acts. Each narrative that we read will evoke a similar cluster of theoretical and critical issues. Possible readings include Genesis, Judges, First and Second Samuel, and the gospel of Mark. This course is a seminar with significant opportunity for discussion.

ENGL 430(4300) Topics in American Studies (also AM ST 430[4303])

Fall and spring. 4 credits.

Fall: **American Indian Philosophies.**

E. Cheyfitz; Spring: **Literature as History: The Americas.** B. Maxwell. For descriptions, see AM ST 430.

[ENGL 434(4340) Electronic Art and Culture (IV) (LA)

4 credits. Next offered 2006-2007.

T. Murray.]

[ENGL 437(4370) Fiction(s) of Race, Fact(s) of Racism: Perspectives from South African and Afro-American Literatures @ (IV) (LA)

4 credits. Next offered 2006-2007.

B. Jeyifo.]

ENGL 440(4440) Romantic Drama (also ENGL 644[6440], COM L 445/661 [4450/6610], THETR 440/644 [4400/6440])

Fall. 4 credits. R. Parker.

Readings for the course will include plays by a range of British writers, such as Baillie, Coleridge, Shelley, Byron, and Wordsworth, along with earlier or contemporary plays by writers such as Racine, Goethe, Schiller, and Kleist. We'll also study contemporary adaptations of Shakespeare, and the pantomime and melodrama versions of "Obi, or Three Finger'd Jack." Though some attention will focus on aspects of staging and performance, the primary work of the course will be on drama as a literary form and cultural phenomenon.

ENGL 441(4410) Derrida, Writing, and the Institute of Literature (also ENGL 642[6420], COM L 441/641[4410/6410])

Spring. 4 credits. J. Culler.

For description, see COM L 441.

[ENGL 443(4430) The Dandy in London and Dublin # (IV) (LA)

Spring. 4 credits. Next offered 2006-2007.

S. Siegel.]

ENGL 445(4450) Shakespeare in (Con)Text (also THETR 446[4460]), VISST 446[4546]) # (IV) (LA)

Fall. 4 credits. B. Levitt.

For description, see THETR 446.

ENGL 448(4480) The Literature of Imperialism (also S HUM 403, COM L 407[4070])

Spring. 4 credits. W. Cohen.

For description, see S HUM 403.

ENGL 449(4490) Wordsworth and Rousseau (also COM L 461[4610]) (IV)

Spring. 4 credits. C. Chase.

For description, see COM L 461.

[ENGL 450(4500) History of the Book # (IV) (LA)

Spring. 4 credits. Next offered 2006-2007. K. Reagan.]

ENGL 451(4510) Literature, Visual Arts, and Modernist Experimentation

Spring. 4 credits. O. Moses.

This class will focus on the relation between modernist visual arts and concurrent experiments in literary form. We will be thinking about the techniques required for close reading and close looking. What kinds of attention are appropriate to a particular modernist painting or text? What sorts of identification do they elicit, and in the process what feelings are generated and staged? Throughout the course, we will be asking whether there is something distinctive in the kinds of attention that these arts require. Modernist texts and paintings are difficult, sometimes grim and uninviting, but seldom unrewarding. We will be thinking a lot about the strains, burdens, and demands these respective arts make upon their audiences. The goal will be to analyze the structure—conjunctive, disjunctive, or hierarchical—in which events and incidents are ordered compositionally, as writers and artists experiment with ways of framing and constructing attention. Is it possible that certain ways of staging events—forms of orderliness, ways of rendering the salience or ambience of incidents—have social and political implications? Does modernist writing demand a particular way of entering its mental space? Does modernist painting? Are they analogous? What are the constituent elements of a representation: in other words, what is one looking at in a given work? In the case of Cubist collage, which will start off our course, what is the effect of gathering together textures, affects, colors, and above all, fragments of representation, as the still lifes of an earlier era once gathered together objects of a domestic household (collage must be understood in juxtaposition with its antecedent genres)? Is this a facet of world-quotation, and if so what sort of world is it? Best to answer all these questions in a form focused on particular works. We will be looking at a variety of different literary and artistic genres and forms. In addition to literary texts and books about the visual arts, the syllabus contains theoretical essays from a number of critics and writers that will help us develop a sense of the period and its concerns.

ENGL 452(4520) 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 brought to the 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(4530) 20th-Century Women Writers of Color (also AAS/FGSS 453(4530)) (IV) (LA)]

Fall. 4 credits. Course requirements include presentations, short responses to readings, and a longer research essay. Next offered 2006–2007. S. Wong.]

[ENGL 454(4540) American Musical Theatre (also MUSIC 490(3311), THETR 454(4540)) (IV) (LA)]

Fall. 4 credits. Prerequisite: ability to read music, at least to the point of sight-reading a vocal line and understanding basic harmony (completion of MUSIC 105, for example). S. McMillin.

A close reading of some seven or eight leading examples of the American musical, together with their sources, from *Showboat* to *Sweeney Todd*. A chronological approach will give a historical basis to the course, but the primary concern will be learning how to analyze musical drama and how to handle the problems and opportunities of interpretation integral to this complex theatrical form. Readings will include the Kern and Hammerstein *Show Boat* and its source in Edna Ferber's novel of the same name; the Rodgers and Hammerstein *Oklahoma!* and its source in Lynn Riggs' *Green Grow the Lilacs*; the Loesser and Burrows *Guys and Dolls*, and its sources in stories by Damon Runyon; the Bernstein and Sondheim and Laurents *West Side Story* and its source, *Romeo and Juliet*.

[ENGL 456(4560) Postmodern Novel (also ENGL 656(6560)) (IV) (LA)]

4 credits. Next offered 2006–2007. M. Hite.]

[ENGL 458(4580) Imagining the Holocaust (also JWST 458/658, COM L 483/683) (IV) (LA)]

Spring. 4 credits. Next offered 2006–2007. D. Schwarz.]

[ENGL 459(4590) Contemporary British Drama (also THETR 459(4590)) (IV) (LA)]

Fall. 4 credits. Next offered 2006–2007. S. McMillin.]

[ENGL 460(4601) Riddles of Rhythm (IV) (LA)]

Spring. 4 credits. D. Fried.

What makes a poem's pulse beat? How do poets shape our responses by ordering words into rhythm? How have poets and their readers accounted for the essence and effects of rhythm? How are the rhythms of words, lines, and stanzas related? How does rhythm fit into the weave of a poem's other patterns of sound and meaning? Is "free verse" free from rhythm? What new resources for rhythmic experimentation have poets found in digital formatting and other new media? Does a poet's choice of meter have political implications? In exploring these questions, we will read a variety of poems from Chaucer to the present and a range of accounts of how rhythm works by poets, critics, linguists, and theorists. Students will write occasional short exercises working with poetic rhythm and other formal features of poems, as well as interpretive and critical essays. Poets will include Shakespeare, Milton, Pope, Tennyson, Whitman, Dickinson, Hopkins, Williams, Plath, and Ammons, among others. No previous study of poetic meter or rhythm is assumed.

[ENGL 462(4620) Senior Seminar in Latina/o Studies: Chicana Feminisms in a Globalizing World (also LSP 462(4620)) (IV) (LA)]

Spring. 4 credits. Next offered 2006–2007. M. Brady.]

[ENGL 465(4650) American Violence (IV) (LA)]

Fall. 4 credits. Next offered 2006–2007. S. Samuels.]

[ENGL 466(4660) James on Film (IV) (LA)]

4 credits. Next offered 2006–2007.

D. Fried.]

[ENGL 468(4680) Baldwin, Brooks, and Baraka (IV) (LA)]

4 credits. Next offered 2006–2007.

K. McClane.]

[ENGL 470(4700) Senior Seminar in the Novel: Austen and the Psychological Novel]

Spring. 4 credits. A.-L. François.

This upper-division seminar offers an in-depth study of the novels of Jane Austen, with particular attention to Austen's contribution to the history of the genre of "psychological novels," novels whose plots privilege psychological introspection and self-analysis, and whose suspense often lies in divulging to the reader experience they simultaneously code as "private," "hidden," or "secret." As we study Austen's formal innovations in the representation of psychological experience, we will discuss the relationships between style, irony, self-image, shame, embarrassment, social manners and novelistic form. We will also give some attention to broader theoretical arguments connecting the rise of the novel to the formation of bourgeois subjectivity and market capitalism. While the focus of the class will be primarily on Austen's novels, readings will be framed with the works of two earlier novelists (Madame de Lafayette, Frances Burney) and one later one (Henry James). We will also address one or two recent cinematic adaptations, and the problems these raise of how to represent secrets in a primarily visual medium such as film.

[ENGL 471(4710) 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 Barthelme, and Garrison Keillor.

[ENGL 472(4720) Islands of Globalization (also ENGL 672(6720)) (IV) (LA)]

Spring. 4 credits. E. DeLoughrey.

This interdisciplinary course examines theories of globalization and modernity in relation to the cultural production of the Caribbean and Pacific Islands. By drawing upon diverse fields such as cultural, environmental, literary, and postcolonial studies, we will explore why particular spaces are associated with the production of history and examine how even the smallest islands have contributed to

world modernity. We will draw from studies in environmental imperialism to complicate the myth of the isolated tropical isle and place this in a dialogue with contemporary island tourism. By engaging what Kamau Brathwaite calls the constant "tidalectic" between land and sea, we'll consider how the history and geography of island spaces help deepen our understanding of home, nation, and transoceanic migration. Derek Walcott's suggestion that "the sea is history" will be considered in relation to indigenous, creole, and diaspora island literatures. This course will be taught in collaboration with the Islands of Globalization project hosted at the University of Hawai'i. Depending on interest, we might organize a visit to their campus during spring break. (See <http://pidp.eastwestcenter.org/mi/index2.htm>.)

[ENGL 473(4730) Sondheim and Musical Theatre (also MUSIC 495(3312), THETR 472(4720)) (IV) (LA)]

Next offered 2006–2007.]

[ENGL 474(4740) Senior Seminar on Major Authors: Hemingway, Fitzgerald, and Faulkner (IV) (LA)]

Spring. 4 credits. Next offered 2006–2007.]

[ENGL 475(4750) Senior Seminar in the 20th Century: Writers' Writers in 20th-Century Literature (IV)]

Spring. 4 credits. Limited to 20 students. L. Herrin.

The term "a writers' writer" has sometimes been regarded as a dubious distinction. Does a writer's appeal to his fellow writers come at the expense of a broader audience? Can a writer write too well for his own good? Does "elegance" carry a connotation of "exclusiveness"? Is there something unAmerican (and, hence, pro-European) about too much attention to style? I propose reading a list of fictional works spanning the century to see which of them survive because of or in spite of their heightened attention to style? Opinionated discussion from start to finish and wise and passionate papers defending (or deflating) your favorite writers' writer. Works taken from the following authors: Henry James, Shirley Hazzard, Katherine Ann Porter, Eudora Welty, William Gass, J. D. Salinger, John Hawkes, Grace Paley, Vladimir Nabokov, Marilynne Robinson, James Salter, and Cormac McCarthy.

[ENGL 476(4760) Global Women's Literature (IV) (LA)]

Spring. 4 credits. Next offered 2006–2007. E. DeLoughrey.]

[ENGL 477(4600) Melville # (IV) (LA)]

Fall. 4 credits. Next offered 2006–2007. B. Maxwell.]

[ENGL 478(4780) Intersections in Lesbian Fiction (also AM ST 478, FGSS 477(4770)) (IV) (LA)]

Spring. 4 credits. Not offered 2006–2007. K. McCullough.

For description, see FGSS 477.]

[ENGL 479(4790) Gender and Visual Culture in Women's Literature (also FGSS 479(4790), VISST 480) (IV) (LA)]

Fall. 4 credits. S. Samuels.

This course will explore a thematic shared by women writers and artists in the turn from the late 20th century to the early 21st century, a time we haven't yet named historically. For the writers and artists we will examine, questions of bodily visibility raise

further questions about sexuality and mother-daughter relations. They also use fiction and visual culture to show elements of ingestion and forced incorporation. For example, many narrators emphasize scenes of eating and refusing to eat. Paying particular attention to women who write on reproduction and race, we will read critics such as Hortense Spillers, Julia Kristeva, and Nawal al Sadawi. We will also ask questions such as, How does the famous foregrounding of nudity and female genitalia by women artists like Mary Kelly and Renee Cox relate to questions of food and consumption, especially in works like "The Dinner Party" or "The Last Supper"? How does Renee Cox change assumptions about the female nude when she photographs herself naked with her naked son in "Yo Mama"? What about Cindy Sherman's use of medical paraphernalia to impersonate women's bodies? Texts will be by Tsitsi Dangarembga, Edwidge Danticat, Oonya Kempadoo, Jamaica Kincaid, Maxine Hong Kingston, and Toni Morrison. Artists examined include Renee Cox, Mary Kelly, Shirin Neshat, Cindy Sherman, Sally Mann, Bernie Searle, and Kara Walker.

ENGL 480-481(4800-4810) Seminar in Writing (IV) (LA)

480; fall; 481, spring, 4 credits.
For description, see section "Creative Writing."

ENGL 482(4820) Hamlet: The Seminar (also THETR 447[4470]) # (IV) (LA)

Spring, 4 credits. B. Levitt.
For description, see THETR 447.

ENGL 483(4601) Seminar in Comparative 20th-Century Anglophone Drama (also COM L 489[4890], THETR 485[4830]) (IV) (LA)

Fall, 4 credits. Some knowledge of classical and avantgarde theories of drama and theatre would be useful, but is not a prerequisite for this course.

The course will explore 20th-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 will be organized around two principal issues: the use of folk, ritual, vernacular and carnivalesque performance idioms to transform the received genre of Western literary drama; themes of empire, colony and postcolony in the making of the modern world.

ENGL 484(4840) PostColonial Poetries and the Poetics of Relation (also ENGL 685[6850], COM L 429/635[4290/6350])

Spring, 4 credits. J. Monroe.
For description, see COM L 429.

[ENGL 486(4860) American Indian Women's Literature (also AIS 486[4860]) (IV) (LA)

Spring, 4 credits. Next offered 2006-2007.
L. Donaldson.]

[ENGL 487(4870) Writing About Literature (IV) (LA)

Fall, 4 credits. Next offered 2006-2007.
F. Bogel.]

ENGL 488(4880) Contemporary Poetry and Poetics (also COM L 486[4860]) (IV) (LA)

Fall, 4 credits. J. Monroe.
For description, see COM L 486.

[ENGL 490(4900) Literatures of the Archipelagoes: Caribbean and Pacific "Tidalectics" @ (IV) (LA)

4 credits. Next offered 2006-2007.
E. DeLoughrey.]

ENGL 491(4910) 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: Reading Joyce's *Ulysses*—

D. Schwarz. A thorough episode-by-episode study of the art and meaning of Joyce's *Ulysses*. We shall place *Ulysses* in the context of Joyce's canon, Irish culture, and literary modernism. We shall explore the relationship between *Ulysses* and other experiments in modernism—especially painting and sculpture—and show how *Ulysses* redefines the concepts of epic, hero, and reader. We shall discuss how *Ulysses* raises major issues 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 shall also discuss strategies of reading and approaches to literary study. No previous experience with Joyce is required.

Sec 2: Telling Fictions—C. Chase. This

course examines short works of 19th-century fiction that address questions of justice and call upon historical fact for their subject matter. The course explores what these works are able to do because they are defined as fictions. Instead of pursuing the question in historical terms, the course develops a set of terms for describing narrative (such as "story" and "discourse") and inquires into the concept of "fiction," including the ways in which it arises in recent theory and criticism. Readings include texts of Melville, Kleist, Derrida, Arendt, Jacobs, J. Hillis Miller, and Sedgwick. Two 10-page papers and at least one presentation in class. No exam.

ENGL 492(4920) 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: Love, Loss, and Lament in the Renaissance—B. Correll. This seminar

will read a variety of texts that deal with passion and emotion in striking ways. Our goal is to gain a historical understanding of how feelings were thought of in the Renaissance and to study, enjoy and discuss the literary forms in which they were represented. We will read plays and poems by well known and lesser known writers: Shakespeare, Spenser, Webster, Marlowe, Donne, Ovid, among others. We will also consult early modern and modern philosophical and scientific writings on the emotions by Bacon, Montaigne, Burton, Wright, and Freud.

Sec. 2: Reading the Black American Imaginary 1775 to the present: From Slave Petition to Hip Hop Culture—N. Waligora-Davis. This course takes up key figures

and some of the leading questions in black intellectual history that have shaped black writings and expressive culture in the United States from the late 18th century. It opens with readings of slave petitions, fugitive slave narratives, and polemics against the central questions configuring Enlightenment discourse and the Haitian Revolution. Our treatment of the 19th and early 20th century begins with readings on the "Negro Problem" and the ideology of racial uplift, and moves into the burgeoning black radicalisms and black nationalisms of the 1920s. This course will

engage the central tenets and concerns of the Civil Rights movement, the Black Nationalist Movement, the Black Arts Movement, while moving forward to study the connections between Reagonomics, the War on Drugs, and Hip Hop culture. Our readings will include but not be limited to Martin Delany, Alexander Crummel, Frederick Douglass, W.E.B. DuBois, Oscar Micheaux, Ralph Ellison, James Baldwin, Robin D. G. Kelley, and Toni Morrison, in addition to early 20th century and contemporary films and music.

ENGL 493(4930) Honors Essay Tutorial I

Fall or spring, 4 credits. Prerequisites: senior standing and permission of director of the Honors Program.

ENGL 494(4940) Honors Essay Tutorial II

Fall or spring, 4 credits. Prerequisites: ENGL 493 and permission of director of the Honors Program.

ENGL 495(4950) Independent Study

Fall or spring, 2-4 credits. Prerequisites: permission of departmental adviser and director of undergraduate studies.

ENGL 498(4980) The Literature of Revolution (also S HUM 404, COM L 440[4440])

Fall, 4 credits. W. Cohen.
For description, see S HUM 404.

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 semester.

Graduate Courses in English 2005-2006

Fall

ENGL 600(6000) Colloquium for Entering Students

J. Adams.

ENGL 611(6110) Old English (also ENGL 311[3110])

S. Zacher.

ENGL 613(6130) Middle English (also ENGL 413[4130])

T. Hill.

ENGL 618(6180) Death of the Author, Birth of the Author: Literary Theory, Medieval and Modern

M. Raskolnikov.

ENGL 627(6270) Studies in Shakespeare: Gender and Authorship in Shakespeare

S. McMillin.

ENGL 628(6280) Lyric Poetry

J. Culler and D. Fried.

ENGL 630(6300) Aesthetics in the 18th Century (also COM L 630[6300])

N. Saccamano.

- ENGL 644(6440) Romantic Drama** (also ENGL 440[4440], THETR 440/644[440/6440], COM L 445/661[4450/6610])
R. Parker.
- ENGL 645(6450) England and Empire**
P. Sawyer.
- ENGL 666(6660) Naturalism and Modernism**
D. Mao.
- ENGL 669(6690) Gift and Contract in the 19th-Century United States: Social and Sexual Constructions of Whiteness, Ethnicity, and Race** (also FGSS 669[6690])
S. Samuels.
- ENGL 699(6990) Studies in African-American Literature: Black Manhattan 1919 to 1940**
N. Waligora-Davis.
- ENGL 780.01 MFA Seminar: Poetry**
K. McClane.
- ENGL 780.02 MFA Seminar: Fiction**
L. Herrin.
- ENGL 785(7850) Reading for Writers**
M. McCoy.
- Spring**
- ENGL 610(6100) The Chaucer Effect**
A. Galloway.
- ENGL 612(6120) Beowulf** (also ENGL 312[3120])
T. Hill.
- ENGL 621(6210) Renaissance Prose and Periodization**
R. Kalas.
- ENGL 633(6330) Satire, Sensibility, and Mechanism in the 18th Century**
F. Bogel.
- ENGL 642(6420) Derrida, Writing and the Institute of Literature** (also ENGL 441[4410], COM L 441/641[4410/6410])
J. Culler.
- ENGL 648(6480) Federal Indian Law**
E. Cheyfitz.
- ENGL 654(6540) Queer Theory** (also FGSS 654[6540])
E. Hanson.
- ENGL 657(6570) Experimental Fiction by 20th-Century Women**
M. Hite.
- ENGL 663(6630) Readings in Modern American Poetry**
R. Gilbert.
- ENGL 672(6720) Islands of Globalization** (also ENGL 472[4720])
E. DeLoughrey.
- ENGL 675(6750) Critical Passions** (also COM L 675[6750])
A.-L. François.
- ENGL 676(6760) Theory and Poetics of Narrative**
H. Shaw.
- ENGL 685(6850) Post Colonial Poetries and the Poetics of Relation** (also COM L 429/635, ENGL 484)
J. Monroe.

- ENGL 699(6990) Studies in African-American Literature: African-American Literature and Culture**
H. Spillers.
- ENGL 702(7020) Key Issues in Contemporary Theory**
S. Mohanty.
- ENGL 710(7100) Advanced Old English**
S. Zacher.
- ENGL 781.01 MFA Seminar: Poetry**
L. Van Clief-Stefanon.
- ENGL 781.02 MFA Seminar: Fiction**
H. Viramontes.
- ENGL 785(7850) Reading for Writers**
P. Janowitz.

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(1005) English as a Second Language

Fall. 4 credits. Prerequisite: placement by exam. S. Schaffzin.

All-skills course emphasizing listening and speaking, with some writing practice. Students also meet individually with the instructor.

ENGLF 206(1006) English as a Second Language

Spring. 3 credits. Prerequisite: ENGLF 205 or placement by exam. S. Schaffzin.

Writing course 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(1009) 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(1010) 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(1011) English as a Second Language

Fall, spring, or summer. 3 credits. Prerequisite: placement by exam. 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(1012) English as a Second Language

Spring. 3 credits. Limited to 12 students on first-come, first-served basis. Prerequisite: permission of instructor. D. Campbell.

Research paper writing. For the major writing assignment of this course, 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 (by 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(1013) 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(1050-1060) English for Later Bilinguals

For description, see First-Year Writing Program brochure.

FALCON PROGRAM (INDONESIAN)

See "Department of Asian Studies."

FEMINIST, GENDER, AND SEXUALITY STUDIES

Core faculty: S. Bem, L. Beneria, L. Bogel, J. Brumberg, D. Castillo, E. DeLoughrey, I. DeVault, S. Feldman, M. Fineman, J. Fortune, 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, K. Cohen, S. Correll, L. Donaldson, M. Evangelista, M. Fernandez, D. Ghosh, K. Graubart, S. Haenni, M. Hite, C. Howie, P. Hymans, C. Lazzaro, P. Liu, K. Long, T. McNulty, N. Melas, A. Parrot, J. Peraino, M. Raskolnikov, M. Rossiter, N. Russell, S. Sangren, R. Savin-Williams, A. Schwarz, S. Seth, N. Sethi, M. Steinberg, V. Tolbert, M. Warner, M. Washington, L. Williams, S. Wong

Introduction to the Program

The Feminist, Gender, and Sexuality Studies Program is an interdisciplinary program in the College of Arts and Sciences that seeks to deepen our understanding of gender and

sexuality and how they 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 by-products of the Women's Liberation Movement, the Cornell Feminist, Gender, and 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, and Sexuality Studies.

Program Offerings

Feminist, Gender, and 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 may 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: 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 (GPA) 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, and 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 course 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.

1. First-Year Writing Seminars

FGSS 106(1060) FWS: Women and Writing (also ENGL 105[1060])

Fall and spring. 3 credits. Staff.

For description, see ENGL 105.

[FGSS 116(1160) Writing Modern Women (also GERST 116[1160])]

Fall. 3 credits. Not offered 2005-2006.

D. Reese.]

FGSS 121(1210) Butches, Bitches, and Buggers: A Survey of Queer Drama (also THETR 120[1200])

Fall. 3 credits. M. Brodie.

For description, see THETR 120.

[FGSS 130(1300) FWS: Self-portraiture and the First Person in 20th-Century Works by Women

3 credits. Not offered 2005-2006.

D. Reese.]

2. Courses

FGSS 201(2010) Introduction to Feminist, Gender, and Sexuality Studies (III or IV) (CA)

Fall. 4 credits. 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. This course focuses 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. Students read a variety of texts, personal narratives, historical documents, and cultural criticism across a range of disciplines. In doing so students consider how larger structural systems of both privilege and oppression affect individuals' identities, experiences, and options, and simultaneously examine forms of agency and action taken by women in the face of these larger systems.

FGSS 202(2020) Introduction to Feminist, Gender, and Sexuality Theories (IV) (CA) (also VISST 203[2020])

Spring. 4 credits. A. Parkinson.

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 include literary texts and visual images.

FGSS 205(2050) Introduction to World Literatures in English (also ENGL 205[2050])

Spring. 4 credits. E. DeLoughrey.

For description, see ENGL 205.

[FGSS 206(2060) Gender and Society (also D SOC 206[2060])

3 credits. Not offered 2005–2006. Staff.

For description, see D SOC 206.]

[FGSS 209(2090) Seminar in Early American History (also HIST 209[2090])

4 credits. Not offered 2005–2006.

M. B. Norton.]

[FGSS 212(2120) African American Women: 20th Century (also HIST/AM ST 212[2120])

4 credits. Not offered 2005–2006.

M. Washington.]

[FGSS 214(2140) Biological Basis of Sex Differences (also BIOAP 214[2140], B&SOC 214[2141])

Fall. 3 credits. Offered alternate years; next offered 2006–2007. J. Fortune.]

[FGSS 215(2150) Gender, Nationalism, and War (also GOVT 215[2157])

3 credits. Not offered 2005–2006.

M. Evangelista.]

FGSS 216(2160) Gender and Colonization in Latin America (also HIST 216[2160])

Spring. 4 credits. K. Graubart.

For description, see HIST 216.

FGSS 217(2170) Gender, Sex, Empire: Modern Middle East (also HIST 217[2170], NES 217[2617])

Spring. 4 credits. W. Jacob.

For description, see HIST 217.

FGSS 219(2190) Women in South Asia (also HIST 219[2190], ASIAN 219[2219])

Fall. 4 credits. D. Ghosh.

For description, see HIST 219.

[FGSS 241(2410) New York Women (also HIST 241[2410])

3 credits. Not offered 2005–2006.

M. Rossiter.]

FGSS 244(2440) Language and Gender Relations (also LING 244[2244])

Fall. 4 credits. S. McConnell-Ginet.

For description, see LING 244.

FGSS 246(2460) Contemporary Narratives by Latina Writers (also SPANL/LSP 246[2460])

Fall. 3 credits. L. Carrillo.

For description, see SPANL 246.

[FGSS 249(2490) Feminism and Philosophy (also PHIL 249[2490])

4 credits. Not offered 2005–2006. N. Sethi.]

FGSS 251(2510) 20th-Century Women Writers (also ENGL 251[2510])

Fall. 4 credits. E. DeLoughrey.

For description, see ENGL 251.

FGSS 252(2520) Late 20th-Century Women Writers and Visual Cultures (also ENGL 252[2520], VISST 252[2652], AM ST 253[2530])

Spring. 4 credits. S. Samuels.

For description, see ENGL 252.

FGSS 261(2610) Feminist Theory/State Theory (also GOVT 261[2615])

Spring. 4 credits. A. M. Smith.

For description, see GOVT 261.

[FGSS 262(2620) Introduction to Asian American Literature (also ENGL 262[2620], ASIAN 262, AM ST 262[2620])

4 credits. Not offered 2005–2006. S. Wong.]

FGSS 263(2630) Studies in Film Analysis: Monsters and Misfits: Hollywood's Misogynist Myths of Women (also ENGL 263[2630], FILM 265[2650])

Spring. 4 credits. L. Bogel.

For description, see ENGL 263.

[FGSS 273(2730) Women in American Society, Past and Present (also HIST 273[2730])

4 credits. Not offered 2005–2006.

M. B. Norton.]

FGSS 276(2760) Desire (also ENGL 276[2760], THETR 278[2780])

Spring. 4 credits. E. Hanson.

For description, see ENGL 276.

[FGSS 279(2790) Queer Fiction (also ENGL 278[2780])

4 credits. Not offered 2005–2006.

E. Hanson.]

[FGSS 280(2800) Introduction to Lesbian Fiction (also ENGL 279[2790])

4 credits. Not offered 2005–2006.

K. McCullough.]

FGSS 285(2850) Gender and Sexual Minorities (also HD 284[2840])

Fall. 3 credits. K. Cohen.

For description, see HD 284.

FGSS 307(3070) African American Women in Slavery and Freedom (also HIST/AM ST 303[3030])

Fall. 4 credits. M. Washington.

For description, see HIST 303.

FGSS 321/631(3210/6310) Sex and Gender in Cross-Cultural Perspective (also ANTHR 321/621[3421/6421])

Fall. 4 credits. K. March.

For description, see ANTHR 321/621.

[FGSS 344(3440) Male and Female in Chinese Culture and Society (also ANTHR 344[3554])

4 credits. Not offered 2005–2006.

S. Sangren.]

[FGSS 348(3480) Studies in Women's Fiction (also ENGL 348[3480])

4 credits. Not offered 2005–2006.

E. DeLoughrey.]

[FGSS 355(3550) Decadence (also ENGL 355[3550])

4 credits. Not offered 2005–2006.

E. Hanson.]

[FGSS 356(3560) He Said, She Said: The Battle of the Sexes in Medieval and Renaissance Writing (also FRLIT/ITALL 355[3550])

4 credits. Not offered 2005–2006. K. Long.]

[FGSS 360(3600) Gender and Globalization (also CRP 395[3950]) (III) (SBA)

3 credits. Not offered 2005–2006.

L. Beneria.

Invites students to think globally about gender issues and to trace the connections between global, national, and local perspectives. Emphasizes: (1) understanding processes of globalization (economic, political, cultural); (2) discussing the ways in which these processes interact with the dynamics of gender differentiation; (3) understanding how globalization has affected women's and men's paid and unpaid work; (4) discussing the significance of women's location in global markets; (5) 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; (6) introducing regional differences and similarities; (7) discussing the gender dimensions in the debates on "the clash of civilizations;" (8) introducing questions of global governance and examining specific cases that illustrate women's role in the shaping of international debates. Combines theoretical and empirical readings/discussions.]

[FGSS 368(3680) Marriage and Sexuality in Medieval Europe (also HIST/RELST 368[3680])

4 credits. Not offered 2005–2006.

P. Hyams.]

FGSS 369(3690) Fast-Talking Dames and Sad Ladies (also ENGL 369[3690], FILM 369[3690])

Fall. 4 credits. L. Bogel.

For description, see ENGL 369.

FGSS 370(3700) Gender and Age in Archeology (also ANTHR/ARKEO 369[3269])

Fall. 4 credits. N. Russell.

For description, see ANTHR 369.

[FGSS 377(3770) Concepts of Race and Racism (also GOVT 377[3775])

4 credits. Not offered 2005–2006.

A. M. Smith.]

[FGSS 384(3840) History of Women and Unions (also ILRCB 384[3840])

4 credits. Not offered 2005–2006.

I. DeVault.]

[FGSS 396(3960) Introduction to Global Women's Literature (also ENGL 396[3960])

4 credits. Not offered 2005–2006.

E. DeLoughrey.]

FGSS 399(3990) Undergraduate Independent Study

Fall and spring. 1–4 credits. Prerequisites: one course in FGSS and permission of an FGSS faculty member. Staff.

FGSS 400(4000) Senior Seminar in Feminist, Gender, and Sexuality Studies

Fall. 4 credits. Prerequisite: requirement for and limited to FGSS majors. Staff.

Although the topic/focus of this course surely varies with the instructor, it is always treated as a broad capstone course for majors.

FGSS 404(4040) Women Artists (also ART H 466[4610])

Fall. 4 credits. J. Bernstock.
For description, see ART H 466.

[FGSS 405/605(4050/6050) Domestic Television (IV) (SBA)

4 credits. Not offered 2005-2006.
A. Villarejo.

Seminar concerning 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(4100) Health and Survival Inequalities (also SOC 410[4100])

Fall. 4 credits. A. Basu.
For description, see SOC 410.

FGSS 411/611(4110/6110) Seminar: Devolution and Privatization: Challenges for Urban Public Management (also CRP 412/612 [4120/6120], AEM 433/633 [4330/6330])

Fall. 4 credits. M. Warner.
For description, see CRP 412.

FGSS 416(4160) Gender and Sex in South East Asia (also HIST 416[4160], ASIAN 416[4416])

Spring. 4 credits. T. Loos.
For description, see HIST 416.

FGSS 420/620(4200/6200) Government Policy Workshop (also CRP 418/618[4180/6180], AEM 634[6340])

Spring. 4 credits. M. Warner.
For description, see CRP 418/618.

FGSS 421(4210) Theories of Reproduction (also SOC 421[4210])

Spring. 4 credits. A. Basu.
For description, see SOC 421.

[FGSS 432(4320) Sex in French (also FRLIT 442/642[4420/6420])

4 credits. Not offered 2005-2006.
C. Howie.
For description, see FRLIT 422.]

[FGSS 433(4330) The Female Dramatic Tradition (also FILM 436[4360])

4 credits. Not offered 2005-2006. Staff.]

FGSS 437(4370) Black Feminism and Photography (also AS&RC 437[4203])

Fall. 4 credits. M. Wallace.
For description, see AS&RC 437.

FGSS 444(4440) Historical Issues of Gender and Science (also S&T 444[4441])

Spring. 4 credits. M. Rossiter.
For description, see S&T 444.

[FGSS 445(4450) American Men (also HIST 444[4440])

4 credits. Not offered 2005-2006.
E. Baptist.]

FGSS 446(4460) Women in the Economy (also ILRLE 445[4450], ECON 457[4570])

4 credits. Not offered 2005-2006. F. Blau.]

[FGSS 448(4480) Global Perspectives on Violence against Women (also PAM 444[4440])

3 credits. Not offered 2005-2006.
A. Parrot.]

[FGSS 451(4510) Women in Italian Renaissance Art (also ART H 450[4450])

4 credits. Not offered 2005-2006.
C. Lazzaro.]

[FGSS 453(4530) 20th-Century American Women Writers of Color (also ENGL/ AAS 453[4530])

4 credits. Not offered 2005-2006. S. Wong.]

[FGSS 454(4540) Opera, History, Politics, Gender (also HIST/ITALL 456[4560], S HUM 459, COM L 459[4590])

4 credits. Not offered 2005-2006.
M. Steinberg and S. Stewart.]

FGSS 461(4610) Sexuality and the Law (also GOVT 462[4625])

Spring. 4 credits. A. M. Smith.
For description, see GOVT 462.

[FGSS 465(4650) Feminist Theory/ Lesbian Theory (also COM L 465[4650]) (IV)

4 credits. Not offered 2005-2006.
A. Villarejo.

Seminar exploring developments in feminist theory, primarily in the United States from the 1950s through the mid-1990s. Also traces 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(4670) Sexual Minorities and Human Development (also HD 464[4640])

3 credits. Not offered 2005-2006. R. Savin-Williams.]

[FGSS 470(4700) Studies in the Novel: Experimental Novels by 20th-Century Women (also ENGL 470[4700])

4 credits. Not offered 2005-2006. M. Hite.]

[FGSS 474(4740) Exoticism and Eroticism: Figures of the Other in the French Enlightenment (also FRLIT 475[4750])

4 credits. Not offered 2005-2006.
A. Berger.]

[FGSS 475/675(4750/6750) Advanced Undergraduate Seminar in Global Feminisms: Naming Women and Globalization

3 credits. Not offered 2005-2006. D. Reese.
Recent international treaties have designated a "trade barrier" as a primary semester in legislative negotiations between nation-states. This course explores 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 semester "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(4760) Global Women's Literature: (En) Gendering Space (also ENGL 476[4760])

4 credits. Not offered 2005-2006.
E. DeLoughrey.]

[FGSS 477(4770) Intersections in Lesbian Fiction (also ENGL 478[4780], AM ST 468[4680])

4 credits. Not offered 2005-2006.
K. McCullough.]

FGSS 479(4790) Gender and Visual Culture in Women's Literature (also ENGL 479[4790])

Fall. 4 credits. S. Samuels.
For description, see ENGL 479.

FGSS 480(4800) Studies in Gender Theory: Kinship and Embodiment (also COM L 481[4810])

Spring. 4 credits. P. Liu.
For description, see COM L 481.

[FGSS 481(4810) Latin American Women Writers (also SPANL 492[4920], COM L 482[4820])

4 credits. Not offered 2005-2006.
D. Castillo.]

FGSS 488/688(4880/6880) Beliefs, Attitudes, and Ideologies (also PSYCH 489/689[4890/6890])

Fall. 4 credits. D. Bem.
For description, see PSYCH 489.

[FGSS 490(4990) Gender, Memory, and History (also ENGL 491[4910])

4 credits. Not offered 2005-2006.
K. McCullough.]

[FGSS 491/691(4910/6910) Femininity, Ethics, and Aesthetics (also FRLIT 491/691[4910/6910])

4 credits. Not offered 2005-2006.
T. McNulty.]

[FGSS 492(4920) Music and Queer Identity (also MUSIC 492[4231])

4 credits. Not offered 2005-2006.
J. Peraino.]

[FGSS 494(4940) Love, Sex, and Song in the Middle Ages (also MUSIC 494[4221])

4 credits. Not offered 2005-2006.
J. Peraino.]

[FGSS 496(4960) Women and Music (also MUSIC 493[4232])

4 credits. Not offered 2005-2006.
J. Peraino.]

FGSS 499(4990) Senior Honors Thesis

Fall and spring. 1–8 credits. Prerequisite: FGSS seniors only. Staff.

To graduate with honors, FGSS majors 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 GPA 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(6000) Special Topics in Feminist Theory: An Interdisciplinary Graduate Course in FGSS

4 credits. Prerequisite: graduate standing; seniors by permission of instructor. Not offered 2005–2006. Staff.

Exposes graduate students to interdisciplinary approaches in FGSS and feminist theory to a variety of topics or questions. While many FGSS 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(6100) Sexuality and the Politics of Representation (also FILM 610[6100])

Spring. 4 credits. A. Villarejo.

Seminar exploring 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(6120) Population and Development in Asia (also D SOC 612[6120])

3 credits. Not offered 2005–2006. L. Williams.]

FGSS 614(6140) Gender and International Development (also CRP 614[6140])

3 credits. Not offered 2005–2006. L. Beneria.]

FGSS 624(6240) Epistemological Development and Reflective Thought (also EDUC 614[6140])

Fall. 3 credits. D. Schrader. For description, see EDUC 614.

FGSS 626(6260) Graduate Seminar in the History of American Women (also HIST 626[6260])

4 credits. Not offered 2005–2006. M. B. Norton.]

FGSS 627(6270) Organizations and Social Inequalities (also ILROB 626[6260])

4 credits. Not offered 2005–2006. P. Tolbert.]

FGSS 636(6360) Comparative History of Women and Work (also ILRIC 636[6360])

Spring. 4 credits. I. DeVault. For description, see ILRIC 636.

FGSS 640(6400) Historical Issues of Gender and Science (also S&TS 640[6401])

Spring. 4 credits. S. Seth. For description, see S&TS 640.

FGSS 644(6440) Topics in the History of Women in Science (also S&TS 644[6441])

4 credits. Not offered 2005–2006. M. Rossiter.]

FGSS 651(6510) The Sexual Child (also ENGL 651[6510])

4 credits. Not offered 2005–2006. E. Hanson.]

FGSS 654(6540) Queer Theory (also ENGL 654[6540])

Spring. E. Hanson. For description, see ENGL 654.

FGSS 656(6560) Aestheticism (also ENGL 655[6550])

4 credits. Not offered 2005–2006. E. Hanson.]

FGSS 661(6610) Cinematic Desire (also ENGL 660[6600], AM ST 662[6620])

4 credits. Not offered 2005–2006. E. Hanson.]

FGSS 669(6690) Gift and Contract in the 19th-Century United States: Social and Sexual Constructions of Whiteness, Ethnicity, and Race (also ENGL 669[6690])

Fall. 4 credits. S. Samuels. For description, see ENGL 669.

FGSS 671(6710) Feminist Methods (also D SOC 671[6710])

4 credits. Not offered 2005–2006. S. Feldman.]

FGSS 690(6900) Women's Writing from the Post-Colonial World: Theory and Practice (also ENGL 691[6910])

4 credits. Not offered 2005–2006. L. Donaldson.]

FGSS 699(6990) Topics in FGSS

Fall and spring. Variable credit. 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(7620) Sexuality and the Law (also GOVT 762[7625])

Spring. 4 credits. A. M. Smith. For description, see GOVT 762.

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, associate language program director; P. Gilgen, director of undergraduate studies; A. Groos, P. U. Hohendahl, W. Kittler; G. Lischke, language program director; B. Martin, U. Maschke, associate language program director; D. Reese, A. Schwarz, director of graduate studies; L. Trancik (Swedish), G. Waite. Emeritus: H. Deinert.

The Department of German Studies offers students a wide range 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 (e.g., the fairy tale and romantic consciousness or 20th-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 course GERST 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

Intermediate level: GERST 200, 202, 204, and 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 3 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 exam 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 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. Applications for the language certificate may be picked up in the Department of German Studies (183 Goldwin Smith Hall) in February.

Internships

The department works with the USA-Interns program to provide summer internships to qualified students with German companies and agencies. Interested students should contact Professor 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, and 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, Professor Peter Gilgen, 192 Goldwin Smith Hall.

German (Literature and Culture)

Students in this major select courses from the Department of German Studies and may use them to pursue individual interests in literature, film and visual culture, theater and performing arts, music, intellectual and political history, and gender studies, for example. 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 the Department of German Studies at the 300 level or above. One of these must be GERST 410 Senior Seminar.
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, and 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 the Department of German Studies, including GERST 410 Senior Seminar.
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

Honors in German Studies are awarded for excellence in the major, which includes overall grade point average and completion of the honors thesis. Students are awarded either honors (*cum laude*), high honors (*magna cum laude*), or the 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 will also be indicated on the student's diploma.

Prerequisites for admission. Students must have upperclass standing, an overall GPA of a B or higher, and a GPA of 3.5 or higher in the major. Students must first consult with the

DUS in German Studies regarding eligibility for the honors program.

Procedure. Students who wish to be considered for honors ideally should apply to the DUS no later than the second term of the junior year. Students who are off campus in their junior year must apply by the third week of classes in the first semester of their senior year. Students should secure the consent of a faculty member to serve as the director of both the reading course (GERST 453) and the writing of a thesis (GERST 454). With the help of their thesis adviser, students choose an area of special interest and identify at least one other faculty member who is willing to serve on the honors committee. An oral thesis defense concludes the process.

Study Abroad in a German-Speaking Country

The Department of 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 of these courses should be at the 300 level.

Students interested in this or other study abroad options in Germany, Austria, or Switzerland should consult the Language Program Director, Gunhild Lischke (G75 Goldwin Smith Hall, 255-0725, gl15@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(1210) Exploring German Contexts I

Fall or spring. 4 credits. Intended for students with no prior experience in German or language placement test (LPG) below 37, or SAT II 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(1220) Exploring German Contexts II

Fall or spring. 4 credits. Prerequisite: GERST 121, LPG 37-44, or SAT II 370-450. (Students who obtain LPG 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, G. Lischke, 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(1230) Expanding the German Dossier

Fall or spring. 4 credits. *Provides language qualification.* Prerequisite: study of German and LPG 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(2001) Germany: Intercultural Context (IV) (CA)

Fall or spring. 3 credits. *Provides language proficiency and satisfies Option 1.* Prerequisite: qualification in German (GERST 123 or LPG 56-64 or SAT II 590-680) or placement by exam.

B. Buettner, G. Lischke, and staff.

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(2021) Literary Texts and Contexts (IV) (LA)

Fall or spring. 3 credits. *Satisfies language Option 1.* Prerequisite: GERST 200 or equivalent or placement exam. Conducted in German. B. Buettner and U. Maschke.

Students in this intermediate course read and discuss a number of works belonging to different literary genres by major German-speaking authors such as Kafka, Walser, Brecht, Mann, Frisch, Dürrenmatt, Bachmann, and others. They 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 focus 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(2041) Working with Texts (CA)

Fall or spring. 3 credits. *Provides language proficiency and satisfies language Option 1.* Prerequisite: GERST 200 or placement by exam (placement score and CASE). Staff.

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 206(2061) German in Business Culture (CA)

Spring. 3 credits. Prerequisite: proficiency in German (GERST 200 or placement by examination [placement score and CASE]). Students without previous knowledge of business German are welcome. G. Lischke.

Students learn German and understand German business culture at the same time. This German language course examines the German economic structure and its major components: industry, trade unions, the banking system, and the government. Participants learn about the business culture in Germany and how to be effective in a work environment, Germany's role within the European Union, the role of the Bundesbank, the importance of trade and globalization, and current economic issues in Germany. The materials consist of authentic documents from the German business world, TV footage, and a business German textbook. At the end of the course, the external Goethe Institut exam "Deutsch für den Beruf" is offered.

GERST 301(3011) Scenes of the Crime: German Mystery and Detective Fiction (IV) (LA)

Fall. 4 credits. *Satisfies language option 1.* May be counted toward requirement for 300-level language work in the major. Prerequisite: GERST 202, 204, 206 or equivalent, or placement by exam, or permission of instructor. Taught in German. P. Gilgen.

Exploration of German crime, detective, and mystery writing in texts ranging from the early 19th century to contemporary fiction. Authors 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 semester.

GERST 302(3021) Youth Culture: Adolescence in German Fiction (IV) (LA)

Spring. 4 credits. *Satisfies language Option 1.* Prerequisite: GERST 202, 204 or 206 or equivalent or placement exam, 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 18th 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(3051) Writing America (IV) (LA)]

Spring. 4 credits. Not offered 2005-2006. P. Gilgen.]

[GERST 306(3061) German Media (IV)]

Fall. 4 credits. Not offered 2005-2006.]

[GERST 307(3071) After the Fires: Divided Germany, 1945 to 1989 (IV) (CA)]

Not offered 2005-2006. L. Adelson.]

GERST 310(3100) Berlin: Where the Wild Things Are (IV) (CA)

Spring. 4 credits. *Satisfies language Option 1.* Prerequisite: GERST 202, 204, 206, 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(3530) Kleist # (IV)]

Not offered 2005-2006. H. Deinert.]

[GERST 354(3540) Schiller # (IV)]

Not offered 2005-2006. H. Deinert]

[GERST 357(3570) Major Works of Goethe (1749 to 1832) # (IV)]

Not offered 2005-2006. H. Deinert.]

GERST 358(3580) The Age of Goethe # (IV) (LA)

Fall. 4 credits. *Satisfies language Option 1.* Prerequisite: any 300-level German course or permission of instructor. Taught in German. A. Groos.

Introduction to literary and philosophical texts of the Age of Goethe, ranging from the late Enlightenment through Romanticism. After initial readings on the Enlightenment by Lessing, Kant, and Schiller, readings/discussions explore major literary representatives of the Sturm-und-Drang and Weimar periods, such as Goethe's *Werther* and *Faust I* (selections), Schiller's *Kabale und Liebe* and *Maria Stuart*, and a wide selection of poetry. Readings in Romantic literature include narratives by writers such as Kleist, E.T.A. Hoffmann, and Tieck, as well as poetry by Hölderlin, Novalis, Brentano, and Eichendorff.

GERST 410(4100) Senior Seminar (IV) (CA)

Fall. 4 credits. *Satisfies language Option 1.* Prerequisites: adequate command of German; any 300-level course taught in German, or equivalent, or permission of instructor. Readings and discussions in German. W. Kittler.

Topic: Before the law. The creation of an international court of law, which the United States refused to join while at the same time advocating the ideals of freedom and liberty all around the world, begs the old question once again: What is the law—a universal, a global principle, or a custom, a tradition that defines and distinguishes one culture from the other? This course examines a limited number of case studies using documents from different historical periods and mixing genres such as legal codes, philosophy of law, and literature. This course studies the laws of sexual relations in Kant and Fichte, the paradox of right and wrong in Hegel, a citizen's right to revolt in Kleist, the question of accountability in Büchner, the conflict between regional and universal law in Kafka, the relation between crime and grace in Dürrenmatt, and the laws of guerilla war in Heiner Müller.

[GERST 423(4230) Avant-Garde and Neo-Avant-Garde: From Dada to the Wiener Gruppe, and Beyond (IV) (LA)]

Not offered 2005–2006. P. Gilgen.]

GERST 442(4420) Changing Worlds: Migration, Minorities, and German Literature (IV) (LA)

Spring. 4 credits. *Satisfies language Option 1.* Prerequisite: any 300-level course taught in German or equivalent or permission of instructor. Taught in German; required readings and discussion in German. L. Adelson

What makes a German world? The defeat of the Third Reich in 1945 and the collapse of communist Europe in 1989 were major geopolitical events that continue to reverberate in German culture, as many authors consider the ever-changing imaginative contours of German worlds by literary means. Transnational migration and minority struggles represent other pivotal markers of global change on the cusp between the 20th and 21st centuries. This course examines how imaginative contours of German worlds have been reshaped in literature since 1945 through the lens of migration and minorities. Special attention is paid to Jews, Turks, and Black Germans,

though some attention is also paid to literary phenomena involving other minorities and migration experience, including that of Eastern Europeans who have immigrated to the Federal Republic of Germany. Rather than assuming that literatures of migration and minorities merely mimic social relations in documentary fashion, this course foregrounds the medium of literature to ask how worlds of fiction and whimsy prompt readers to engage real and possible worlds in newly imaginative ways. The course emphasizes narrative fiction, but some poetry, music, television, and film also are considered. Focal readings include selected works by authors such as Paul Celan, Anna Seghers, Jurek Becker, Grete Weil, Doron Rabinovici, Irene Dische, Maxim Biller, Wladimir Kaminer, Aras Ören, Sinasi Dikmen, Jakob Arjouni, Emine Sevgi Özdamar, Zafer Senocak, Zehra Çirak, Feridun Zaimoglu, Berkan Karpat, Kemal Kurt, TORKAN, May Ayim, Ika Hügel-Marshall, Galsan Tschinag, Zé do Rock, José Oliver, Jamal Tuschick, Herta Müller, Terêzia Mora, Yoko Tawada, and others.

Courses conducted in English

It may be possible to arrange a German section for courses conducted in English, either informally or formally (for credit). Students are encouraged to discuss this possibility with instructors.

GERST 315(3150) Media Studies (also COM L 310[3100]) (IV) (CA)

Spring. 4 credits. W. Kittler.

Introduction to the history of modern media starting in the late 18th century and linking with the present. The material is divided into five sections: (1) Electric media: From Chappe's optical telegraph to Soemmerring's first electrical telegraph, Morse code, and the telephone; (2) Electromagnetic media: wireless, radio, radar, television; (3) Visual media: central perspective, the camera obscura, the photographic camera, and film (silent and sound); (4) Sound recording: from the phonograph to CDs; (5) The universal machine: The distinction between analog and digital data processing, cybernetics, basic components of digital computers, some notes on programming, basic notions of cryptography. To provide students with a wide horizon three types of readings are juxtaposed: (1) technical manuals; (2) theoretical and philosophical analyses; and (3) literary accounts.

[GERST 318(3180) "1800" # (IV)]

Not offered 2005–2006. P. Gilgen.]

GERST 330(3300) Political Theory and Cinema (also COM L 330[3300], GOVT 370[3705], FILM 329[3290]) (III or IV) (CA)

Spring. 4 credits. Prerequisite: none. G. Waite.

Introduction to fundamental problems of current political theory, filmmaking, and film analysis, along with their interrelationship. Particular emphasis on comparing European and alternative cinema with Hollywood in terms of Marxist, psychoanalytic (Lacanian), postmodernist, and postcolonial types of interpretation. Although this is a lecture course, there is ample time for class discussions.

GERST 340(3400) Metropolis: Urban Sites in Literature (IV) (LA)

Fall. 4 credits. Readings and discussions in English (texts available in German). A. Schwarz.

Interdisciplinary study of metropolitan life focusing on Berlin and Vienna (1890–1999) as major contexts of artistic modernity and historical change. Topics include: the city as both the product and source of artistic production; the interrelationship between literary concepts of montage, collage, and their architectural counterparts (Bauhaus et al.); the tension between private and public spaces, and the status of crowds, anonymity, and the flâneur. The course also analyzes the rise of an avant-garde movement in an urban environment. Focuses on short fiction, architectural theory, sites and art history, film, political and literary manifestos. Authors include: Fontane, Broch, Benn, Benjamin, Döblin, Simmel, Johnson, Rilke, Kohlhaas, Vidler.

GERST 342(3420) Words and Music (also MUSIC 272[2245]) # (IV) (LA)

Spring. 4 credits. Prerequisite: some ability to read music. Students with no experience in reading music (playing an instrument) encouraged to enroll concurrently in MUSIC 100 (1 credit). Taught in English, with reading options in English or German. A. Groos.

This course surveys the evolution of texts set to music in German-speaking culture of the 18th and 19th centuries. A brief presentation of Luther and the Protestant hymn introduces sessions on texted Baroque music, especially cantatas and oratorios by Bach. After tracing the emergence of a secular culture of sensibility in Mozart's *Abduction from the Seraglio* and late 18th-century songs, readings and listenings explore Classicism and Romanticism, focusing on songs and song cycles by Beethoven, Schubert, Schumann, and Brahms. A final segment investigates the role of words and music in constructing a German national identity, especially folk songs and Wagner's use of the medieval past in operas such as *Tannhäuser* or *Die Meistersinger*.

[GERST 374(3740) Opera and Culture (also MUSIC 374[3222]) # (IV) (LA)]

Not offered 2005–2006. A. Groos.]

[GERST 378(3780) German Aesthetic Theory: From Kant to Hegel # (IV)]

Not offered 2005–2006. P. Gilgen.]

[GERST 392(3920) Minority Literature in the Federal Republic (IV)]

Not offered 2005–2006. L. Adelson.]

[GERST 395(3950) Rilke: The Duino Elegies and Sonnets to Orpheus (IV) (LA)]

Not offered 2005–2006. H. Deinert.]

GERST 396(3960) German Film (also FILM 396[3960]) (IV)

Fall. 4 credits. D. Bathrick. For description, see FILM 396.

Advanced Undergraduate and Graduate Courses**[GERST 402(4021) The Language of German Poetry (IV) (LA)]**

Not offered 2005–2006. P. Gilgen.]

GERST 403(4031) Writing America Post 9/11 (also COM L 403[4030], ENGL 406[4060], GOVT 410[4105]) (III or IV) (CA)

In the wake of the attacks of 9/11 and their political and military aftermath much has been said and written on the relationship between the U.S. and its European allies. In this course, we will address a number of literary, philosophical, and political engagements with the events of 9/11, German Anti-Americanism, and the American animus against "Old Europe." We will also ask how German intellectuals see their own as well as Germany's (and, by extension, Europe's) role in a changed world and how they judge American foreign policy and the role of the UN. We will begin by examining the reactions of a number of European intellectuals to 9/11, especially those of Habermas, Derrida, and Zizek. We will then attempt to map the significant rapprochement between Habermas and Derrida's political theories which finally led to a collaboration on the question of Europe. In addition we will examine a series of contributions to the debate by American intellectuals, such as Susan Sontag, Chomsky, and Gumbrecht and by their German counterparts, such as Enzensberger, Broder, and Röggl. Since the course is taught in English, the German texts will be read in translation. The course is aimed primarily at advanced undergraduate students with some familiarity with research methods in cultural studies or history or political science.

GERST 405(4050) Introduction to Medieval German Literature I # (IV) (LA)

Not offered 2005–2006. A. Groos.]

GERST 406(4061) Introduction to Medieval German Literature II # (IV) (LA)

Not offered 2005–2006. A. Groos.]

GERST 407(4071) Teaching German as a Foreign Language

Fall. 4 credits. G. Lischke.

Designed to familiarize students with current ways of thinking in the field of applied linguistics and language pedagogy. 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(4081) Uncanny Communities (IV)

Not offered 2005–2006. A. Schwarz.]

GERST 409(4091) Spinoza and New Spinozism (IV) (LA)

Not offered 2005–2006. G. Waite.]

GERST 412(4120) German Literature from 1770 to 1848 # (IV)

Not offered 2005–2006. L. Adelson.]

GERST 415(4150) Marx, Nietzsche, Freud (also GOVT 473[4735]) # (III or IV) (CA)

Not offered 2005–2006. G. Waite.

GERST 416(4160) Kafka In/On Translation (IV) (LA)

Not offered 2005–2006. W. Kittler.

GERST 417(4170) Faust: Transformations of a Myth # (IV) (CA)
Not offered 2005–2006. H. Deinert.]

GERST 418(4180) Discourses in Reality: Documentary Literature in the 20th Century (also COM L 418[4180]) (IV) (LA)

Fall. 4 credits. Limited to 15 students. Prerequisite: literature at 300 level or permission of instructor. D. Fore.

Comparative seminar considering the vital contribution of documentary production to various avant-garde and neo-avant-garde literary projects of the 20th century. Taking as a point of departure the "invention" of reportage at the moment of the media boom of the 1920s, it considers the relationship between those technologies of mechanical reproducibility that dramatically transformed the material conditions of aesthetic production and the new literary genre that was ambiguously situated between technical-scientific discourse and traditional literary forms. From Surrealist autobiography to the Mass Observation movement, from the Soviet "biography of the object" to the FSA archive, from the New Journalism to ethnography and oral history, this course surveys diverse documentary practices together with the theoretical debates that motivated and attended them in five geo-political contexts (the Soviet Union, Germany, France, England and the United States) over a period of time extending from pre-World War I projects to the post-war neo-avant-garde. The readings are coordinated with weekly film screenings that explore the documentary mode in cinema.

GERST 424(4240) The Totalitarian Order: Vision and Critique (also COM L 427[4270], GOVT 425[4255]) (IV) (CA)

Fall. 4 credits. Limited to 15 students. Prerequisite: senior undergraduate level or permission of instructor or graduate student. P. U. Hohendahl.

The seminar explores the rise of totalitarian regimes with an emphasis on National Socialism and Stalinism. We will examine the development of the political and theoretical discourse as well as the literary representation of the totalitarian experience. The seminar will follow the historical trajectory from the 1930s to the present debate on terrorism. Among the authors whose work will be read are Hannah Arendt, Horkheimer, Juenger, Koestler, Marcuse, Carl Schmitt, Seghers, and Solzhenitsyn. The course is designed for advanced undergraduates and beginning graduate students. All readings are in English.

GERST 428(4280) Genius and Madness in German Literature (IV) (LA)

Spring. 4 credits. Taught in English. A. Schwarz.

Analysis of the cult of genius and its kinship to madness in texts ranging from the 18th to the 20th century. Discusses changing definitions of creativity as ingenuity, inspiration, or insanity; divine possession, originality, or fanatic enthusiasm. Special focus on social and artistic transgression; genius and gender; passions and pathological disorders. Authors include Aristotle, Goethe, Kant, Hoffman, Kleist, Foucault, Feldman, Büchner, Nietzsche, Freud, Mann, Musil, Jelinek, Kafka.

GERST 430(4300) Brecht, Artaud, Müller, Wilson (also FILM 420[4200]) (IV)
Not offered 2005–2006. D. Bathrick.]

GERST 431(4310) Modern Drama (also THETR 431[4310]) (IV) (LA)
Not offered 2005–2006. D. Bathrick.]

GERST 435(4350) Introduction to Literary Theory (also COM L 435[4350], ROM S 435[4350]) (IV) (LA)

Fall. 4 credits. Taught in English; readings in English; but students with other languages are encouraged also to work in them. G. Waite.

Basic introduction to several modes and vocabularies of literary theory and analysis. Because the main focus is from the later 20th century to the present, the course studies linguistic paradigm, Russian formalism, structuralism, poststructuralism, deconstruction, philosophical hermeneutics, critical theory and several other types of argument in Marxism, psychoanalysis, feminism, gay and lesbian studies, and cultural studies. Every attempt is made to keep assigned readings short, to read these texts carefully, and to apply theory to practice.

GERST 439(4390) Poetry and Poetics of Translation (also COM L 439/643[4390/6430], ENGL 641[6410]) (IV) (LA)

Not offered 2005–2006.]

GERST 441(4410) Introduction to Germanic Linguistics (also LING 441[4411]) (III) (HA)

Spring. 4 credits. W. Harbert.

For description, see LING 441.

GERST 449(4490) Rescreening the Holocaust (also FILM/RELST 450[4500]) (IV) (LA)

Not offered 2005–2006. D. Bathrick.]

GERST 451–452(4510–4520) Independent Study

451, fall; 452, spring. 1–4 credits each semester. Prerequisite: permission of instructor.

GERST 453(4530) Honors Research
Fall. Staff.

GERST 454(4540) Honors Thesis
Spring. 8 credits. Prerequisite: GERST 453. Staff.

GERST 472(4720) Poetry of the 1990s (also COM L 472) (IV)

Not offered 2005–2006. J. Monroe.]

GERST 495(4950) The Cultural Theory of the Frankfurt School (III or IV)

Not offered 2005–2006. P. U. Hohendahl.]

GERST 496(4960) Theorizing the Public Sphere (III or IV)

Not offered 2005–2006. P. U. Hohendahl.]

Graduate Courses

Note: For complete descriptions of courses numbered 600 or above consult the appropriate instructor.

GERST 606(6061) Topics in Historical Germanic Phonology (also LING 643[6643])

Not offered 2005–2006. W. Harbert.]

[GERST 608(6081) Topics in Historical Germanic Syntax (also LING 644[6644])

Not offered 2005-2006. W. Harbert.]

[GERST 615(6150) Jews in German Culture Since 1945 (also JWST 615[6150])

Not offered 2005-2006. L. Adelson.]

GERST 616(6160) Spaces of Literature (also COM L 613[6130])

Fall. 4 credits. A. Schwarz.

The seminar will examine how space is represented in literary texts and pursue the question whether literary language can be connected to spatial features that are unique to prose, poetry, and other poetic discourses. We shall review the tradition of literary representations of space by discussing topics such as "the aesthetics of space," "landscape and garden architecture," "the sublime," "the relationship between corporeality and external worlds," "space and memory/commemoration," "distinctions between space, place, locale, psychic and physical spaces." Ranging from antiquity to contemporary literary and theoretical texts the seminar will approach "space" as a phenomenon that changes its shape with changing analytical or poetic approaches while simultaneously changing the shape of the inquiring or representing discourse. Other guiding questions will be: does literature take on spatial forms? Is poetic language dependent on spatial orientation? Does literature create space? Literature, Philosophy, Psychoanalysis will be the disciplinary spaces under discussion. Readings include: Aristotle, Plato, Longinus, Kant, Goethe, Hoelderlin, Novalis, E.T.A. Hoffmann, Stifter, Nietzsche, Benn, Heidegger, Freud, Rilke, Bernhard, Bachelard, Blanchot. Discussion in English; texts available in both German and English.

[GERST 617(6170) Literature and Affect

Not offered 2005-2006. A. Schwarz.]

[GERST 618(6180) "The Science of the Experience of Consciousness": Hegel's Phenomenology of Spirit (and Beyond)

Not offered 2005-2006. P. Gilgen.]

[GERST 623(6230) Aesthetic Turns: The Fin-de-siècle

Not offered 2005-2006. A. Schwarz.]

GERST 624(6240) Seminar in Medieval Literature: Minnesang

Fall. 4 credits. Prerequisite: GERST 405 or equivalent. A. Groos.

Classical Minnesang, practiced by the aristocracy of the late 12th and early 13th centuries, is transmitted only in manuscripts written a century later. The transition from song to book, and the variability—even incompatibility—of texts poses vexing questions for understanding Middle High German love lyrics: Were they conceived as both songs and poems, performed and/or read in private? Can their performativity be recovered from the texts? Were the songs performed at court as part of feudal self-representation, or are they stagings of subject-formation, even author-formation, vis-à-vis a community? What is the significance of their foregrounding of gender relationships for an emerging secular culture? Readings focus on the major Minnesänger around 1200, Heinrich von Morungen, Reinmar, and Walther von der Vogelweide.

[GERST 625(6250) Culture's Threshold: Speculative Fictions from Rousseau to Freud

Not offered 2005-2006. D. Reese.]

[GERST 626(6260) Nuremberg

Not offered 2005-2006. A. Groos.]

[GERST 627(6270) Baroque

Not offered 2005-2006. G. Waite.]

[GERST 628(6280) Robert Walser: Revolutions in Narrative

Not offered 2005-2006. A. Schwarz.]

[GERST 629(6290) The Enlightenment

Not offered 2005-2006. P. U. Hohendahl.]

[GERST 630(6300) Classicism and Idealism

Not offered 2005-2006. P. U. Hohendahl.]

GERST 631-632(6310-6320) Academic German I and II

631, fall; 632, spring. 3 credits each semester. Prerequisites: graduate standing; 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 633(6330) Speaking about Language: Theories from Greek Antiquity to the Present (also COM L 633[6330])

Spring. 4 credits. W. Kittler.

This course traces a history of language theories from antiquity to the present. It is divided into seven sections: (1) Antiquity: words and things—Plato *Kratylos* and Aristotle *On Interpretation*; (2) Middle Ages: the learned language and the vernacular—Dante Alighieri: *De vulgari eloquentia*; (3) Baroque: universal languages—Descartes, Dalgarno, Wilkins, Leibniz; (4) the 18th century: the origins of language—Rousseau, Herder, Jacob Grimm; (5) the 19th century: the history of language—Bopp and the "Neugrammatiker"; (6) the 20th century I: language as structure—Saussure, Lacan, Derrida; (7) the 20th century II: information theory—Shannon, Chomsky, Mandelbrot. Texts are available in translations (where possible), but reading the originals is strongly encouraged.

[GERST 634(6340) German Romanticism

Not offered 2005-2006. G. Waite.]

GERST 635 (6350) The Gates to Modernity: From Karlsbad to the 1848 Revolution

Spring. 4 credits. P. U. Hohendahl.

Anchor course. The seminar will focus on Germany's entry into the modern age represented by authors such as Heine, Büchner, Feuerbach, and Marx. The course will deal with the cultural, political, and social consequences of the Enlightenment, among them the democratization of literature and culture, the politicization of philosophy, and the emancipation of underprivileged groups (women and working class). The readings will trace the formation of bourgeois culture and its contradictions as they are articulated by the writers of Young Germany, the Left Hegelians, and radical literati of the 1840s.

[GERST 636(6360) Kleist and Kafka: Prose Works

Not offered 2005-2006. D. Reese.]

[GERST 637(6370) 19th-Century Fiction: The Realist Project

Not offered 2005-2006. A. Schwarz.]

[GERST 640(6400) The Modern German Novel

Not offered 2005-2006. A. Schwarz.]

[GERST 647(6470) German Literature from 1949 to 1989

Not offered 2005-2006. L. Adelson.]

[GERST 650(6500) Culture in the Weimar Period

Not offered 2005-2006. D. Bathrick.]

GERST 651(6510) Contemporary Aesthetic Theory and Its Discontents (also COM L 637[6370], ART H 651[6051], VISS 650[6500])

Spring. 4 credits. P. Gilgen.

After having been reduced to a mere ideological formation of bourgeois origin, aesthetics has recently made a strong comeback in the field of theory. This course probes the reasons for this historical change. From the arguments of the critics we will derive a catalogue of criteria for a viable aesthetics in order to examine how contemporary aesthetic theory relates to cognitive theories, the historicity of art and taste, and the emancipatory potentials of ethics and politics. Readings may include Adorno, Berger, de Bolla, Bourdieu, Noël Carroll, Cavell, Danto, Derrida, Dickie, Eagleton, Goodman, Guillory, Luhmann, Lyotard, de Man, Walter Benn Michaels, Ohmann, Scarry, Shusterman, Barbara Herrnstein Smith, and Williams.

GERST 652(6520) Culture in Germany 1933-1945

Fall. 4 credits. Reading knowledge of German necessary. D. Bathrick.

This "anchor course" will examine three contexts for culture in Germany during the Nazi period. First, the officially promoted party literature and mass mediated culture (film, music, architecture, the performing and visual arts) produced within the Third Reich. Second, the various cultures of resistance, "Inner Immigration," or non-compliance as they emerged in the realm of literature and mass culture during the period. Third, the culture of the Jewish community of Germany and Austria during the Nazi period as well as the cultural products of the concentration and death camps.

[GERST 653(6530) Opera

Not offered 2005-2006. A. Groos.]

GERST 654(6540) Arthurian Romance

Spring. 4 credits. Prerequisite: permission of instructor. A. Groos.

This course provides an introduction to the comparative study of Arthurian romance. After an introduction to Geoffrey of Monmouth's *Historia regum Britanniae*, readings explore interpretative issues in a widely disseminated tale (e.g., *Erec* and *Enide*), the Grail legend (Chrétien de Troyes' *Perceval* and Wolfram von Eschenbach's *Parzival*), and representatives of the Tristan and Lancelot legends. Discussions include issues such as romance's relationship to other genres (chronicle, epic, saint's life), Bakhtin's theory of pre-novelistic discourse, prosification, and medieval illustrations of Arthurian material. Sessions may also include prose narratives (the *Prose Lancelot*, Malory) or the reception of Arthurian material in the 19th century (Wagner). Readings are in English translation; participants are encouraged to read texts

in the original medieval language where possible.

[GERST 656(6560) Aesthetic Theory: The End of Art (also ART H 447[4407])
Not offered 2005–2006. P. Gilgen.]

[GERST 658(6580) Old High German, Old Saxon (also LING 646[6646])
Not offered 2005–2006. W. Harbert.]

GERST 659[(6590) Systems Theory and the Function of Art (also ART H 659[6059], COM L 677[6770])
Fall. 4 credits. P. Gilgen.

In addition to providing a general introduction into Niklas Luhmann's systems theory, this course examines the role Luhmann ascribes to art within the social system. Readings include *The Art of Society* in its entirety; substantial excerpts from *Social Systems and Ecological Communication*; a number of Luhmann's essays on the problems of aesthetics; important contributors to, and forerunners of, Luhmannian systems theory, such as von Förster, Bateson, and Spencer Brown; and contributions by Luhmann's detractors and defenders, such as Habermas, Baecker, Rasch, and Werber.

[GERST 660(6600) Visual Ideology (also COM L/ART H 660[6060])
Not offered 2005–2006. G. Waite.]

[GERST 661(6610) After the City: From Metropolis to Electropolis (also ARCH 338/638[3308/6308])
Not offered 2005–2006. G. Waite.]

GERST 663 (6630) Nietzsche and Heidegger (also COM L 663[6630])
Fall. 4 credits. G. Waite.

This seminar provides, primarily, a basic introduction to the thinking of Nietzsche and Heidegger, including the latter's appropriation of the former. We will also be interested in the types of argumentation and styles of writing of both philosophers, in light of the hypothesis that both were working in the long tradition of esotericism, that is, that neither wrote exactly what he thought and that they intended their impact to come beneath the level of conscious apprehension. In addition to their own work, we will consider their influence in writers across the "Left-Center-Right" spectrum.

[GERST 668(6680) Literature and the Uncanny
Not offered 2005–2006. A. Schwarz.]

GERST 670(6700) Modern Social Theory II (also GOVT/VISST 670[6705])
Spring. 4 credits. S. Buck-Morss.
For description, see GOVT 670.

[GERST 671(6710) Postcolonial Theory and German Studies
Not offered 2005–2006. L. Adelson.]

[GERST 672(6720) German Opera Topic: Wagner (also MUSIC 674[7422])
Not offered 2005–2006. A. Groos.]

[GERST 675(6750) After the Divide: German Critical Theory of the Seventies and Eighties
Not offered 2005–2006. P. U. Hohendahl.]

[GERST 679(6790) Bertolt Brecht in Context (also COM L/THETR 679[6790])
Not offered 2005–2006. D. Bathrick.]

[GERST 680 Brecht, Müller, and the Avant-Garde (also FILM 680[6800])
Not offered 2005–2006. D. Bathrick.]

GERST 681(6810) Reproducing Enlightenment: Paradoxes of the Body Politic (also COM L 681[6810])
Spring. 4 credits. D. Reese.

In a series of readings ranging from La Mettrie's obscure treatise entitled "Man as Plant" through to the paradoxical speech acts of Büchner's tragedy *Dantons Tod*, we will consider the ways in which Enlightenment figures of totality have been animated by a desire for as well as a fear of reproduction. The seminar will trace the category of "reproduction," understood both in terms of off-print and off-spring, in a cluster of Enlightenment and Romantic texts both philosophical and literary. How and when does the logic of reproduction interrupt the logic of autonomy? Here one might consider the autonomy of the imagination, of the moral subject or of the political will. How do the specters and forces of reproduction relate to the formations of plurality within the citizenry? Here one might consider the thrown voices of Brockden Brown's *Wieland*, the allegory of Mary Shelley's manufactured man, or the uncontainable proliferations of Goethe's *Elective Affinities*. In order to broach our topic, we will necessarily be concerned with definitions. How shall we understand "Enlightenment" for our inquiry: as a fixed historical period, a political project, the result of historical process, the telos of "civilization"? Is it "attainable"? In this seminar, we will turn to the literary to read the precepts of reason as they lead a course through aporias of Enlightenment attempts to figure its own persistence. Works by La Mettrie, Lessing, Diderot, Rousseau, Kant, Brockden Brown, Mary Shelley, Kleist, Goethe, Coleridge, Büchner, Marx, Foucault, Adorno/Horkheimer. Readings in French, German, and English. Discussion in English.

[GERST 682(6820) Hölderlin: Philosophy, Poetry
Not offered 2005–2006. P. Gilgen.]

[GERST 683(6830) From Electric to Electronic Media (also COM L 653[6530])
Not offered 2005–2006. W. Kittler.]

GERST 684(6840) Radio, Radar, Television (also COM L 683[6830], S&TS 684[6841])

Fall. 4 credits. W. Kittler.
"Whoever controls the electromagnetic spectrum on the battlefield will win the next war."—Admiral Sergei Gorskov, former Commander-in-Chief, Soviet Navy. "If there is a World War Three, the winner will be on the side that can best control and manage the electromagnetic spectrum."—Admiral Thomas A. Moorer, USN, former chairman, Joint Chiefs of Staff.

This course is part of a series on the media history of the past two centuries. It covers the period from the end of the telegraph to the beginnings of the digital paradigm—roughly from 1899 to 1945. Electromagnetic waves can transmit information but also locate objects in the distance or at night. The real counterparts of wireless telegraphy, radio, radar, sonar and television are the airplane, the tank, and the submarine. From the coupling of these media emerges the battle of the machines. Its gadgets populate our

every day lives. Students study several texts from such fields as radio engineering, the history of warfare, philosophy, and literature. To open up the seminar for students outside of the department, source materials are read in translation (if one exists). Study of the originals is, however, strongly recommended.

GERST 685(6850) Gramsci and Cultural Politics (also COM L 685[6850], GOVT 675[6755])

Spring. 4 credits. G. Waite.
The modern or postmodern, and increasingly global, capitalist system rules by overt violence and coercion in tandem with what Antonio Gramsci (1891–1937) called the "noncoercive coercion" of "cultural hegemony." This seminar has two basic aims: to introduce the basic political, theoretical, historical, and cultural writings of Gramsci (which also requires attention to his main sources, e.g., Croce, Dante, Lenin, Marx, Machiavelli); and then to trace main directions of the Gramscian legacy in philosophy, political theory and practice, and cultural theory and practice (notably filmmaking). This legacy includes the works of Aijaz Ahmad, Louis Althusser, Christine Buci-Glucksmann, Norberto Bobbio, Ernesto Laclau, Chantal Mouffe, and Pier-Paolo Pasolini. The main primary texts are Gramsci's pre-prison Writings, selections from his prison notebooks, and his letters from prison.

[GERST 686(6860) Althusser and Lacan (also GOVT 679[6795])
Not offered 2005–2006. G. Waite.

[GERST 687(6870) The Politics of Culture in the German Democratic Republic
Not offered 2005–2006. D. Bathrick.]

[GERST 689(6890) The Aesthetic Theory of Adorno (also COM L 689[6890])
Not offered 2005–2006. P. Hohendahl.]

[GERST 693(6930) "The Sign of History": Kant and Lyotard
Not offered 2005–2006. P. Gilgen.]

[GERST 696(6960) Conceptualizing Cultural Contact
Not offered 2005–2006. L. Adelson.]

[GERST 699(6990) German Film Theory (also FILM 699[6990])
Not offered 2005–2006. D. Bathrick.]

GERST 753-754(7530-7540) Tutorial in German Literature
Fall and spring. 1–4 credits each semester.
Prerequisite: permission of instructor.

Dutch

DUTCH 121-122(1210-1220) Elementary Dutch

121, fall; 122, spring. 4 credits each semester. *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(2031) Intermediate Composition and Conversation

Fall. 3 credits. *Provides language proficiency and satisfies Option 1.* Prerequisite: qualification in Dutch or permission of instructor. Offered in Dutch. M. Briggs.

Improved control of Dutch grammatical structures and vocabulary through guided conversation, discussions, compositions, reading, and film, drawing on all Dutch-speaking cultures.

[DUTCH 204(2041) Intermediate Composition and Conversation

Not offered 2005-2006. M. Briggs.]

DUTCH 300(3000) Directed Studies

Spring. 1-4 credits, variable. Prerequisite: proficiency in Dutch or permission of instructor. Conducted in Dutch. M. Briggs. Individualized advanced Dutch studies. 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.

Swedish

SWED 121-122(1210-1220) Elementary Swedish

121, fall; 122, spring. 4 credits each semester. Prerequisite: for SWED 122, SWED 121 or equivalent. Fall, L. Trancik; spring, K. B. von Wittelsbach.

Students 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(1230) Continuing Swedish

Not offered 2005-2006. L. Trancik.]

SWED 203(2031) Intermediate Swedish

Fall. 3 credits. *Provides language proficiency and satisfies Option 1.* 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(2041) Advanced Swedish

Not offered 2005-2006. L. Trancik.]

SWED 300(3000) Directed Studies

Fall. 1-4 credits, variable. Prerequisite: permission of instructor. Times TBA with instructor. L. Trancik.

Taught on a specialized basis to address particular student needs.

GOVERNMENT

M. Katzenstein, acting chair; R. Benschel, director of graduate studies; J. Rabkin, director of undergraduate studies; S. Buck-Morss, V. Bunce, A. Carlson, M. Evangelista, J. Frank, B. Hendrix, R. Herring, M. Jones-Correa, P. Katzenstein, J. Kirshner, I. Kramnick, T. J. Lowi, S. Martin, W. Mebane, D. Moehler, K. Roberts, 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.

Web site: 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).

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 but must be a minimum of 3 credits. 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 that 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 GOVT courses in which no more than 15 students are enrolled.
5. accumulate 11 credits in upper-level courses in related fields (e.g., 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. No S-U grades accepted.

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 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 2-credit course is offered by the Department of Government each year (GOVT 431 or 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** falcon.arts.cornell.edu/Govt.

First-Year Writing Seminars. Consult the John S. Knight Institute brochure for times, instructors, and descriptions.

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.

Course Subfields. Courses in the Department of Government are broken down into four subfields: American government, political theory, international relations, and comparative government. To determine in which category (or subfield) the following courses fall, please note the two-letter reference at the end of the descriptions. The key is as follows: AM = American, PT = theory, IR = international relations, and CO = comparative.

GOVT 111(1111) Introduction to American Government and Politics (III) (SBA)

Fall and summer. 3 credits. T. Lowi. Introduction to government through the American experience. Concentrates on analysis of the institutions of government and politics as mechanisms of social control. (AM)

GOVT 131(1313) Introduction to Comparative Government and Politics (III) (SBA)

Spring and summer. 3 credits. K. Roberts. Provides a survey of the institutions, political processes, and policies of contemporary states. Focuses on the conditions for and workings of democracy. Looking at Western Europe, students analyze institutional variations among liberal democracies, and their political implications. Then they probe the origins of democracy in Western societies and the reasons why communism and other forms of authoritarian rule have prevailed elsewhere. Finally, they 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. (CO)

GOVT 161(1615) Introduction to Political Philosophy # (III) (HA)

Spring. 3 credits. B. Hendrix.
Survey of the development of Western political theory from Plato to the present. Readings from the works of the major theorists. Examination of the relevance of their ideas to contemporary politics. (PT)

GOVT 181(1817) Introduction to International Relations (III) (SBA)

Fall and summer. 3 credits. P. Katzenstein.
Introduction to the basic concepts and practice of international politics. (IR)

GOVT 182(1827) WIM Section: Introduction to International Relations

Fall. 1 credit. Prerequisite: permission of instructor; GOVT 181. Staff.
Special, writing-intensive section of GOVT 181, designed to provide a small number of students the opportunity to practice and improve their writing skills as they learn about world politics. Students complete a series of papers and are expected to take an active part in class discussion. (IR)

GOVT 201(2011) Sophomore Seminar: Faith, Family, and Marriage, and Family Policy

Fall. 4 credits. M. Katzenstein and E. Wethington.
For description, see GOVT web site. (AM)

GOVT 202(2021) Sophomore Seminar: Honor and Obligation in Conflict (III)

Spring. 4 credits. J. Rabkin.
Explores a key question in political life—why obey the law? Examines the question where answers are most difficult: in the extreme setting of international conflict in war and commerce, where normal policing is not available. Looks at ancient and medieval answers, as portrayed in literature of those eras. Then it highlights changes in successive modern—and now, perhaps, post-modern—efforts to sustain legal restraints beyond the reach of ordinary state controls, as illustrated in formal treaties and accounts of actual conflicts. (AM)

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. Limited to 15 students. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

GOVT 215(2157) Sophomore Seminar: Gender, Nationalism, and War (also FGSS 215[2150]) (III) (CA)

Spring. 4 credits. Not offered 2005–2006. M. Evangelista.]

[GOVT 226(2263) Sophomore Seminar: Empires (III) (SBA)

Fall. 4 credits. Not offered 2005–2006. V. Bunce.]

GOVT 227(2273) Sophomore Seminar: The Atomic Age (III) (SBA)

Fall. 4 credits. Limited to 15 students. C. Way.
How has the advent of nuclear weapons changed world politics? In exploring this general question, this course addresses a wide range of issues: How do nuclear weapons

work, and how difficult are they to obtain? Do nuclear weapons keep the peace by rendering war obsolete, or do they make the world a more dangerous place? What are the psychological effects of living with the specter of nuclear conflict? Are strategies of nuclear deterrence, which entail targeting civilians, ethically justified? Does the Nuclear Non-Proliferation Treaty (NPT) work, and what are the prospects for future proliferation? How likely is nuclear terrorism, and what can be done to prevent it? Students reflect on these issues theoretically and historically, but also in the context of particular current events, such as the nuclearization of South Asia, the 2005 Review Conference of the NPT, and the unraveling of the A.O. Khan network. Texts include film and literature as well as international relations literature, and writing assignments offer students the opportunity to explore a number of genres: policy memo, political research, film interpretation, fiction, and editorial. (CO)

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. Limited to 15 students. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

GOVT 248(2485) Ethics and International Relations (also PHIL 248[2480])

Spring. 4 credits. R. Miller.
For description, see PHIL 248. (PT)

GOVT 254(2547) Africa During the 20th Century (also HIST 254)

Spring. 4 credits. M. Terretta.
For description, see HIST 254.

GOVT 261(2615) Sophomore Seminar: Feminist Theory/State Theory (also FGSS 261[2610]) (III)

Spring. 4 credits. A. M. Smith.
Feminist theory presents unique challenges to the student of politics interested in state structures, legal systems and public policy. While liberal democratic state theory takes for granted the separation between the “private” and “public” spheres, feminist theory submits that distinction to a thorough interrogation. Through the feminist theory lens, we can appreciate the way in which public policy not only impacts the domestic household, but actually shapes and defines the family itself through mechanisms such as family law, welfare policy, labor market regulation, and even residential zoning by-laws. Feminists also insist that the “personal” is “political.” An individual woman might decide to use contraception or to practice safer sex in a highly intimate context, but feminist theory brings to light the fact that social movements, governmental agencies, and legal doctrine have set the stage for that personal decision. Feminist theory is therefore situated in a privileged position to shed new light on some of the most interesting issues in contemporary politics, such as same-sex marriage, abortion, the HIV and AIDS epidemic, stem cell research, access to health care, discrimination in the workplace, and poverty policy. This seminar explores feminist theory’s interrogation of state theory. Pays particularly close attention to the feminist theory that

explores the intersection between racism and sexism in America today. (PT)

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. Limited to 15 students. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

GOVT 274(2747) History of the Modern Middle East in the 19th and 20th Centuries (also HIST 276[2760], JWST/NES 274[2674]) @ (III or IV) (HA)

Spring. 3 credits. M. Campos.
For description, see NES 274. (IR)

GOVT 282(2827) China and the World (also CAPS 282[2827]) (III)

Spring. 3 credits. A. Carlson.
Study of the dramatic rise of China through reviewing major developments in contemporary Chinese foreign policy since the establishment of the People’s Republic of China (PRC), and concentrating more specifically on major developments in Chinese foreign policy during the 1980s and 1990s. Such a wide-ranging survey of Chinese foreign policy involves not only a consideration of the evolution of China’s relations with its major bilateral partners but also an investigation of how China has defined its broader relationship with the international system. In addition, students are asked to consider which causal factors have been of primary importance in motivating Chinese behavior. (IR)

GOVT 293(2935) Inequality, Diversity, and Justice (III or IV) (KCM)

Fall. 4 credits. R. Miller.
For description, see PHIL 193. (PT)

GOVT 294(2947) Global Thinking @ (III) (KCM)

Fall. 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 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 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. (IR)

GOVT 301(3011) Public Opinion and American Democracy (III) (HA)

Spring. 4 credits. N. Winter.
Examines public opinion and assess its place in the American political system. Emphasizes both how citizens thinking about politics is shaped, and the role of public opinion in political campaigns, elections and government. Examines research on the current state of public opinion. Also discusses historical developments in opinion and its place in politics, including changes that arose with the

development of polling and with the advent of television and other electronic media. Considers normative questions, including the role opinion should play in American democracy. (AM)

GOVT 302(3021) Social Movements in American Politics (also AM ST 302[3021]) (III) (HA)

Fall. 4 credits. E. Sanders.

Analyzing a variety of movements from the late 19th century to the present, this course seeks answers to the following questions: 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 major movements analyzed are populism; progressivism; labor; socialism; women's suffrage, the contemporary gender equality movement; protest movements of the 1930s; civil rights; SDS and antiwar movements of the 1960s; environmentalism; the 1980s anti-nuclear (weapons) movement; gay rights; and the new religious right. Some theoretical works are used, but most of the theoretical explorations are derived inductively, from studies of actual movements and the difficulties they faced. (AM)

[GOVT 303(3031) Imagining America (also AM ST 326[3031]) (III or IV) (CA)]

Not offered 2005–2006. D. Rubenstein.]

GOVT 304(3043) Women and Politics (also FGSS 304[3040]) (III) (SBA)

Spring. 4 credits. B. Martin.

Relies on case studies to examine gender and politics from a comparative perspective. Explores how political and economic transformations impact gender norms and family structures, thereby posing new challenges for governments in the ongoing tasks of nation-building and construction of a national identity. Topics include, but are not limited to (1) the changing social constructions of family; (2) families as agents of socialization; (3) government efforts to control women's re/productive capacities; (4) women's political mobilization; and (5) policy instruments used to re/produce ideal families. (CO, AM)

GOVT 306(3063) Society and Party Politics (also SOC 307)

Spring. 4 credits. S. Van Morgan.
For description, see SOC 307.

GOVT 307(3071) Introduction to Public Policy

Summer. 4 credits. S. Jackson.
Public policy is shaped by many forces. This course will enhance your ability to understand those forces and the policies that they produce. It will provide you with tools for thinking about, assessing, and evaluating those policies. And it will introduce you to the substantive core of several major issues in America today. The course will have three segments. In the first, we will examine the relevant institutions, interests, and ideologies which operate in the policy arena and the debates about the impact of these forces which engage students of the policy process. In the second, we will consider two different lenses through which we might peer to evaluate policies. In the third, we will discuss the main lines of debate in contemporary

American politics concerning four substantive issues: crime and punishment, education, the economy and foreign trade, and foreign policy. The course will meet four days a week for one hour. Based on assigned readings, the class sessions will mix lectures, discussions, group activities, and guest speakers.

[GOVT 308(3081) Science in the American Polity 1800 to 1960 (also S&TS 390[3900]) (III) (SBA)]

Fall. 4 credits. Not offered 2005–2006.
Staff.]

[GOVT 309(3091) Science in the American Polity (also AM ST 389[3911], S&TS 391[3911]) (III) (SBA)]

For description, see S&TS 391.

[GOVT 311(3111) Urban Politics (also AM ST 311[3111]) (III) (SBA)]

Spring. 4 credits. Not offered 2005–2006.
M. Shefter.]

GOVT 312(3128) America's Changing Faces (also AM ST 301[3121])

Summer. 2 credits. S. Jackson.

A new generation of leaders has emerged in America's political, economic, educational and cultural institutions. Those leaders employ and explore in their work modern communications technologies such as the Internet. Thereby, they are changing both what is done, and how things are done in the respective life spheres. This course explores the resulting changes in the nature of American life and asks questions about the interactions among the different realms of life. (AM)

GOVT 313(3131) The Nature, Functions, and Limits of Law (III) (CA)

Spring. 4 credits. Prerequisite:
undergraduate standing. R. Hilman.

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. (AM)

[GOVT 314(3141) Prisons (also AM ST 315[3141]) (III) (SBA)]

Fall. 4 credits. M. Katzenstein.
Seminar examining 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. A section of the course is devoted 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. (AM)

[GOVT 316(3161) The American Presidency (III) (SBA)]

Fall. 4 credits. Not offered 2005–2006.
E. Sanders.]

GOVT 317(3171) Campaigns and Elections (III) (SBA)

Fall. 4 credits. W. Mebane.

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. Examines 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. (AM)

GOVT 318(3181) U.S. Congress (also AM ST 319[3181]) (III) (SBA)

Fall. 4 credits. M. Shefter.

The role of Congress in the American political system. Topics include: 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. (AM)

GOVT 319(3191) Racial and Ethnic Politics (also AM ST 313[3191], LSP 319[3191]) (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. (AM)

GOVT 320(3201) Public Opinion and Public Choice (III) (SBA)

Spring. 4 credits. Prerequisite: GOVT 111 or permission of instructor. W. Mebane.

A fundamental paradox in democracy is that a government the people control is only rarely 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. The paradox is encountered in several American political institutions, including elections, legislatures, and bureaucracy. (AM)

GOVT 323(3231) The Great Depression (also HIST 322[3220]) (III) (HA)

Spring. 4 credits. J. S. Smith.

For description, see HIST 322. (AM)

[GOVT 327(3271) Civil Liberties in the United States (also AM ST 310[3271]) (III) (KCM)]

Spring. 4 credits. Not offered 2005–2006.
J. Rabkin.]

GOVT 328(3281) U.S. Supreme Court (also AM ST 328(3281)) (III) (HA)

Fall. 4 credits. J. Rabkin.

Investigates the role of the Supreme Court in American politics and government. Traces the historical development of constitutional doctrine and the institutional role the court has played in American politics. (AM)

[GOVT 329(3293) Comparative Politics of Latin America @ (III) (SBA)

Fall. 4 credits. Not offered 2005–2006. M. Anner.]

GOVT 330(3303) Politics of the Global North (also ILRIC 333(4330)) (III)

Fall. 4 credits. L. Turner.

For description, see ILRIC 333. (CO)

GOVT 332(3323) Modern European Politics (III) (SBA)

Fall. 4 credits. H. Zimmermann.

Introduction to politics and political systems in Western Europe. Starts with a brief history of the consolidation of West European democracies before and after World War II. Next discusses core theoretical concepts guiding the comparative analysis of political systems. The main part of the course consists of a discussion of the political cultures, parties, electoral systems, and current problems confronting the political systems of Britain, France, Germany, and Italy. Italy and Germany are treated in depth. Hotly debated issues in European politics are presented by students in class and in a short research paper, before the course conclude with an analysis of the European Union (EU) as political system. (CO)

[GOVT 337(3373) Militaries, Societies, and Rogues @ # (III) (HA)

Fall. 4 credits. Not offered 2005–2006. L. Ryter.]

GOVT 338(3383) Comparative Political Economy (III) (SBA)

Spring. 4 credits. C. Way.

Examines the juncture of politics and the economy in the advanced industrial democracies. Why do some countries have large, inclusive welfare states while others have minimal social programs? Is the welfare state in decline, and if so why? What difference does it make for the economy whether parties of the Left or Right govern? Are strong unions bad for the economy, or can they actually boost economic performance? What does increasing globalization of the world economy mean for the constraints and opportunities facing governments in managing the economy and providing social welfare? Are all market economies pretty much the same, or are there varieties of capitalism that differ in important ways—and can they survive in the face of globalization? This course uses a variety of theoretical perspectives to investigate these and other questions, paying particular attention to evaluating the theoretical arguments with both systematic and historical evidence. (CO)

[GOVT 339(3393) Political Economy of Development @ (III) (SBA)

Spring. 4 credits. Not offered 2005–2006. D. Moehler.]

GOVT 341(3413) Modern European Society and Politics (also SOC 341(3410)) (III) (SBA)

Spring. 4 credits. J. D. Medrano.

A trip to the past and the future that examines the main economic and political transformations in Europe over the course of more than 600 years. Integrates theoretical and analytical insights from history, sociology, and political science to describe and interpret the rise and relative decline of Europe as a world actor. In particular, emphasizes the role of state competition and the drive toward capital accumulation, first within Europe and then on a global scale, in providing the impetus for Europe's political and economic dynamics. During this period, Europe invented and eventually transcended the nation-state. Simultaneously, its economy moved from agrarian to industrial, and then to postindustrial, from self-sufficiency to integration into global exchange networks encompassing populations, goods, services, and capital. At the formal level, the course combines lectures with multimedia materials. (CO)

GOVT 343(3437) The Politics of European Integration (III) (SBA)

Spring. 4 credits. H. Zimmermann.

Despite recent bad feelings, the countries constituting the European Union (EU) still remain the most important partners for the United States in the world. And despite the rise of China and other Asian countries, the EU, together with the United States, still calls the tune in the international economy. However, even citizens of the European Union generally know very little about how this complex structure works. 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. Also considers the external dimension of the EU and explore current debates about the emerging European polity, in particular the European constitution. Throughout the course students reflect on parallels with the American political system and on the state of current transatlantic relations. (IR)

[GOVT 344(3443) Government and Politics of Southeast Asia @ (III) (HA)

Spring. 4 credits. Not offered 2005–2006. L. Ryter.]

GOVT 346(3463) Modern Japanese Politics (also ASIAN 346(3466)) @ (III)

Spring. 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 include historical foundations; political parties and elections; legislative politics; the bureaucracy; industrial, foreign, immigration/minority, and aging policy; protest movements; and/or others according to student interest. (CO)

GOVT 354(3549) Capitalism, Competition, and Conflict in the Global Economy (III) (SBA)

Fall. 4 credits. 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. (AM, CO, IR)

GOVT 360(3605) Ideology (III) (CA)

Spring. 4 credits. D. Rubenstein.

Focuses on critical approaches to the study of ideology in order to understand the role of ideology in political subject formation. After an initial presentation of the classical Marxist texts on ideology, examines 20th-century reworkings of hegemony theorist Antonio Gramsci and the critical structuralist approaches of Roland Barthes, Jean Baudrillard and Dick Hebdige. Concentrates on the "lived relation" to ruling ideas in the form of ideologies of everyday life. The second part of the course is devoted to psychoanalytically oriented theories (Freud, Lacan) which address the internalization of belief, both in relation to the intrapsychic and in the interaction between psychic and state apparatuses. Concludes with Louis Althusser's notion of interpellation, which resumes the Marxist, structuralist and psychoanalytic objectives of the course material. The theorists in the second part of the course are contextualized within the experience of the historical traumas of fascism and French decolonization. Throughout the semester, students reflect on the continued relevance of historic ideologies, centered around notions of class interest, to late 20th-century ideologies' attachments to national, religious, gendered, ethnic, technological identity. (PT)

GOVT 361(3615) Liberalism and Its Critics # (III) (KCM)

Fall. 4 credits. Not offered 2005–2006. B. Hendrix.]

GOVT 362(3625) Modern Political Philosophy (also PHIL 346(3460)) (III or IV) (KCM)

Fall. 4 credits. R. Miller.

For description, see PHIL 346. (PT)

GOVT 363(3633) Politics and Culture (III) (HA)

Spring. 4 credits. M. Berezin.

For description, see SOC 248. (CO)

[GOVT 364(3645) Politics of Nations Within (III) (SBA)

Spring. 4 credits. Not offered 2005–2006. B. Hendrix.]

GOVT 365(3655) Politics and Literature (also AM ST 362(3655)) (III) (LA)

Fall. 4 credits. J. Frank.

What is political authority and how is it constituted? How do we judge and act when torn by conflicting obligations? How do political actors in the present negotiate the legacies of past injustice (e.g., slavery, colonialism, state violence)? To what extent does the past shape and determine our political present (our sense of self, our relations with others)? And where might we find the cultural resources for resistance and/or political transformation? These are some of the ethical and political questions pursued in this course through the study of prominent (and diverse) works of literature. This course examines the important contributions of literature to the study of politics, and to the formation of a more thoughtful, critical citizenship. (PT)

GOVT 366(3665) American Political Thought from Madison to Malcolm X (also HIST 316(3160), AM ST 376(3665)) # (III) (HA)

Fall. 4 credits. I. Kramnick.

Survey of American political thought from the 18th 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 368(3685) Global Justice (also PHIL 347[3470]) (III or IV) (KCM)]
Spring. 4 credits. Not offered 2005-2006.
R. Miller.]

[GOVT 370(3705) Political Theory and Cinema (also GERST/COM L 330[3300], THETR 330[3300]) (III or IV) (CA)]
Spring. 4 credits. G. Waite.
For description, see GERST 330. (PT)

[GOVT 375(3755) Visual Culture and Social Theory (also COM L 368[3680], VISST 367[3667]) (III or IV) (CA)]
Fall. 4 credits. Not offered 2005-2006.
S. Buck-Morss.]

[GOVT 377(3775) Concepts of Race and Racism (III) (CA)]
Spring. 4 credits. Not offered 2005-2006.
A. M. Smith.]

[GOVT 381(3817) Conflict and Cooperation in Trans-Atlantic Relations (III) (SBA)]
Spring. 4 credits. Not offered 2005-2006.
H. Zimmermann.]

[GOVT 383(3837) The Cold War (III) (HA)]
Spring. 4 credits. Not offered 2005-2006.
M. Evangelista.]

[GOVT 384(3847) Contemporary International Conflicts (III) (SBA)]
Fall. 4 credits. Not offered 2005-2006.
J. J. Suh.]

[GOVT 385(3857) American Foreign Policy (also CAPS 385[3857]) (III) (SBA)]
Spring. 4 credits. J. J. Suh.

Introduction to several aspects of U.S. foreign policy, emphasizing current concerns and organized in terms of several principal functions and regions of interest to U.S. foreign policy. Examines theories of foreign policy as well as specific historical/contemporary cases. This course has three basic goals: (1) to familiarize students with the importance of theory for describing, understanding, and explaining foreign policy decision making behavior; (2) to sensitize students to the complex constraints under which foreign policy is made, the margins of choice that statesmen have in shaping policy, and the intended and unintended consequences that a chosen policy has on international as well as domestic life; and (3) to help students develop a critical, in-depth understanding of some of the foreign policy issues that face the United States today and to encourage them to think creatively about alternatives. (IR)

[GOVT 386(3867) The Causes of War (III) (SBA)]
Fall. 4 credits. C. Way.

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 are examined in this survey of theories of war at three levels of analysis: the individual and small groups, domestic politics, and the international system. Topics include: theoretical explanations for war; evaluation of the evidence for the various explanations; the impact of nuclear weapons on international politics; ethics and warfare; the uses and limitations of air power; international terrorism. (IR)

[GOVT 389(3898) International Law (III) (HA)]

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. (IR)

[GOVT 391(3917) Chinese Foreign Policy @ (III)]

Spring. 4 credits. A. Carlson.
Examines the dramatic rise of China through reviewing the main themes and trends in contemporary Chinese foreign policy since the establishment of the People's Republic, and more specifically concentrating on major developments in Chinese foreign policy during the 1980s and 1990s. Such a survey involves not only a consideration of the evolution of China's relations with its major bilateral partners, but also investigates its changing relationship with international institutions and norms. In addition, students are asked to consider the extent to which Chinese foreign policy is simply a reflection of systemic and structural variables such as shifts in the relative balance of power, and what role other factors, such as ideology, culture, leadership psychology, and/or domestic politics, play. In short, the course explores how important “China” is in determining the course of Chinese foreign policy. (IR)

[GOVT 393(3937) Introduction to Peace Studies (III) (SBA)]

Fall. 4 credits. Not offered 2005-2006.
M. Evangelista.]

[GOVT 395(3957) New Forces (Actors and Issues) in International Politics (III) (SBA)]

Spring. 4 credits. A. Carlson.
How important are regional groupings, nongovernmental organizations, narcoterrorists, 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. This course addresses 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. (IR)

[GOVT 397(3997) Israeli-Palestinian Conflict (also NES/JWST 397[3697], SOC 397[3970]) @ (III) (HA)]

Fall. 4 credits. Not offered 2005-2006.
T. Sorek.]

[GOVT 404(4041) American Political Development in the 20th Century (also AM ST 404[4041], GOVT 612[6121]) (III) (HA)]

Fall. 4 credits. Not offered 2005-2006.
E. Sanders.]

[GOVT 405(4051) The Postmodern Presidency: 2004 (also AM ST 430.7[4305]) (III) (CA)]

Spring. 4 credits. D. Rubenstein.
Examines the presidencies of Reagan, G. H. W. Bush, Clinton, and G. W. Bush in relation to what scholars have called “the postmodern presidency.” While this term has been used by institutionalist students of the presidency as a periodizing hypothesis, this course emphasizes the work of cultural critics and historians. Addresses the slippage between fact and fiction in cinematic and popular representations of the presidency (biography, novels, television). The construction of gender normativity (especially masculinity) is an attendant subtheme. The postmodern presidency is read as a site of political as well as cultural contestation. 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. (AM)

[GOVT 408(4081) Politics of the American Civil War (also AM ST 430.1) # (III) (HA)]

Spring. 4 credits. Not offered 2005-2006.
R. Bensel.]

[GOVT 410(4105) Writing America Post 9/11 (also GERST 403[4031]) (III or IV) (CA)]

Spring. 4 credits. P. Gilgen.
For description, see GERST 403. (PT)

[GOVT 413(4131) Coordination in American Politics (also GOVT 613[6131]) (III) (SBA)]

Spring. 4 credits. Prerequisites: for undergraduates, GOVT 111 and one 300-level course in American government, or permission of instructor. W. Mebane.
Seminar examining the idea that American voters act in a strategically coordinated way. Are voters as wary of one another as they are of politicians? Examines how coordination depends on American institutions, especially the separation of powers and the political parties. Looks at how large-scale coordination, which implies collective equilibrium, need not depend on individuals being highly informed and rational. Considers how coordination and strategic voting affect the parties' campaign strategies, and what coordination implies about popular control of the government. (AM)

[GOVT 417(4171) Science and American Democracy (also S HUM 429)]

Spring. 4 credits. A. Jewett.
For description, see S HUM 429.

[GOVT 420(4201) War at Home (also AM ST 422[4201]) (III) (HA)

Fall. 4 credits. Not offered 2005–2006.
M. Shefter and J. Rabkin.]

GOVT 422(4221) Immigrants, Migrants and Metro. Governance (III) (CA)

Spring. 4 credits. L. Frasure.

This course will examine how socioeconomic and political factors related to immigration and racial/ethnic migration impact metropolitan governance in both U.S. central-cities and suburban jurisdictions. We will consider some major issues in metropolitan governance through readings on pluralism, political power, regime theory, racial/economic segregation and the incorporation of immigrant and racial/ethnic groups. We will examine how metropolitan governments have traditionally balanced allocative versus distributive concerns of newcomers and existing groups. We will also examine the contemporary prospects for public-private-non-profit partnerships at the local government level. Students will participate in both theoretical and practical discussions and will be evaluated based on participation, short papers and a research design (final paper) covering a related topical area. (AM)

GOVT 424(4241) Contemporary American Politics (also AM ST 424[4241], GOVT 629[6291]) (III) (HA)

Fall. 4 credits. M. Shefter.

Seminar analyzing some major changes in U.S. electoral and group politics in recent decades. Topics include: partisan realignment, the new conservatism, racial cleavages, "identity politics," and democratic decline.

GOVT 425(4255) The Totalitarian Order: Vision and Critique (also GERST 424[4240]) (III or IV) (CA)

Fall. 4 credits. P. Hohendahl.

For description, see GERST 424. (PT)

[GOVT 426(4263) Colonialism and Post-Colonialism (also GOVT 6256253)] (III) (HA)

Spring. 4 credits. Not offered 2005–2006.
L. Ryter.]

GOVT 428(4281) Government and Public Policy: An Introduction to Analysis and Criticism (also AM ST 428[4281]) (III) (SBA)

Fall. 4 credits. T. J. Lowi.

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. (AM)

[GOVT 431(4313) Model European Union I

Spring. 2 credits. Not offered 2005–2006.
Staff.]

GOVT 432(4323) Model European Union II

Fall. 2 credits. Staff.

For description, see GOVT web site.

GOVT 439(4393) Japanese Politics (also ASIAN 439[4439]) @ (III) (SBA)

Fall. 4 credits. Not offered 2005–2006.
R. Weiner.]

GOVT 450(4503) Islam and Politics in Southeast Asia (also GOVT 650[6503]) @ (III) (HA)

Spring. 4 credits. Recommended: some background knowledge of the region.
L. Ryter.

Recent official concerns about the rise of Islamic militancy in Southeast Asia have tended to be short on context. The relationship between Islam and politics in Southeast Asia has been varied and dynamic. A relatively late arrival to the region but already significant by the dawn of European colonialism, Islam has assumed syncretic forms particular to local conditions. British, Dutch, and Spanish policies toward Islam have resulted in differing relations between Islam and the state in Malaysia, Indonesia, and the Philippines. Within each of these countries, Islamic groups have disputed the proper relationship between Islam and nationalism, the nature of power, and much else. Consequently, Islamic groups have formed NGOs, political parties, armed resistance movements, and also military alliances. This seminar adopts a theoretically grounded comparative historical perspective. (CO)

GOVT 451(4510) Socrates (also S HUM 424)

Spring. 4 credits. S. Jedrkiekwicz.
For description, see S HUM 424. (PT)

GOVT 452(4520) Theories and Narratives of Decline (also S HUM 420)

Spring. 4 credits. J. Rusten.
For description, see S HUM 420. (PT)

GOVT 453(4535) The Right of Prevention (also S HUM 423)

Spring. 4 credits. P. Bojanic.
For description, see S HUM 423. (PT)

GOVT 458(4585) American Political Thought (also GOVT 658[6585], AM ST 458[4585]) (III)

Spring. 4 credits. J. Frank.
Seminar providing an advanced survey of the history of American political thought, with emphasis placed on four significant periods: Puritan New England, the Revolution and Founding, Abolition and Civil War, and the Progressive Era. Authors read may include: Winthrop, Hutchinson, Franklin, Paine, Jefferson, Madison, Warren, Tocqueville, Fitzhugh, Calhoun, Douglas, Garrison, Thoreau, Melville, Whitman, Lincoln, Adams, DuBois, Goldman, Dewey, Lippmann, Taylor, and Bourne. (PT)

[GOVT 460(4605) Justice Toward Indigenous Peoples (III) (KCM)

Fall. 4 credits. Not offered 2005–2006.
B. Hendrix.]

GOVT 462(4625) Sexuality and the Law (also GOVT 762[7625], FGSS 461/762[4610/7620])

Spring. 4 credits. A. M. Smith.
Advanced feminist theory/political theory/queer theory/legal theory seminar for graduate students and law students. Deals first with theoretical approaches to sexuality that build on and interrogate the post-structuralist approach that defines sexuality as a social construction, rather than an expression of a-historical instincts. Explores a series of major legal and political issues: the right to privacy with respect to contraception and abortion; the restriction of abortion rights; the exclusion of homosexual sodomy from the practices protected by the right to privacy; the racial regulation of marriage; same-sex marriage; Fineman's "sexual family" critique of family law; the moral regulation of poor women in early welfare law; the sexual regulation of poor single mothers in contemporary welfare law; the question of suspect class status for

lesbians and gay men; and homosexuality and military service. Throughout the course, students examine the extent to which sexuality is constructed in articulation with gender, class and race differences. The reading list includes theoretical works (Foucault, Butler, Cohen and Martin), Supreme Court decisions; and critical commentaries by feminist legal theorists. (PT)

GOVT 465(4655) Contemporary Political Philosophy (also PHIL 447[4470])

Spring. 4 credits. R. Miller
For description, see PHIL 447.

GOVT 466(4665) Topics Pol Phil: Islamism (also NES 453[4553]) @ (III)

Spring. 4 credits. Prerequisite: graduate students or 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 was Islamism. Philosophical texts include those by Ayatollah Ruhallah Khomeini, Hassan al-Banna, Muhammad Iqbal, Ustadh Mahmoud, Sayyid Quth, and Ali Shariati. Commentaries include those 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.) (PT)

GOVT 470(4705) Contemporary Reading of the Ancients (also FRLIT 470[4700], COM L 475[4750]) (III) (CA)

Fall. 4 credits. Graduate students welcome to enroll. D. Rubenstein.
Focuses on Derrida's reading of Plato and St. Augustine. Begins with Derrida's close reading of Plato's Phaedrus and traces his conceptual adumbration of the pharmakon to other critical and philosophical scenes: addiction and terrorism. The next textual encounter is between St. Augustine's Confessions and Derrida's Circonfession. Considers the questions of national and religious identity in relation to other Derridean texts such as Monolinguisism of the Other. Returns to conclude with Plato's Apology, Crito and Phaedo, read in tension with Derrida's last extended interview, his writings on death and the death penalty. Throughout the seminar students explore Derrida's conceptual interrogation of globalization, citizenship, hospitality, friendship, pedagogy, eros and death. (PT)

GOVT 472(4725) Republicanism and Liberalism (also GOVT 673[6735]) # (III) (HA)

Fall. 4 credits. I. Kramnick.
Seminar examining the intellectual roots of what is today, at least in Anglo-American political thought, a central debate between community-oriented visions of the ideal polity and individual-centered ideals. Authors read include Aristotle, Cicero, Machiavelli, Hobbes, Locke, Mill, Rousseau, Paine, Smith, and the Federalist Papers. (PT)

[GOVT 473(4735) Marx, Nietzsche, Freud (also GERST 415[4150]) # (III or IV) (CA)]

Spring, 4 credits. Not offered 2005-2006. G. Waite.]

GOVT 480(4809) Politics of '70s Films (III) (SBA)

Spring, 4 credits. Not offered 2005-2006. J. Kirshner.

GOVT 482(4827) Unifying While Integrating: China and the World (also GOVT 682[6827]) @ (III) (HA)

Fall, 4 credits. A. Carlson.

Seminar intended to examine the increasingly complex relationship that has evolved between China and the rest of the international system during the 1980s and 1990s. Emphasizes the interrelated, yet often contradictory, challenges facing Beijing in regard to the task of furthering the cause of national unity while promoting policies of integration with international society and interdependence with the global economy. Concentrates especially on ongoing controversies over the rise of Chinese nationalism and the persistence of "minority nationalism" in many regions within China. (IR)

GOVT 483(4837) The Military and New Technology (also S&T 483[4831]) (III) (SBA)

Spring, 4 credits. K. Vogel.

Military organizations are seen paradoxically as both inflexible, hide-bound institutions and avid proponents of new technology. This seminar examines changes over time in the attitude of the military toward new technology and analyze competing explanations, including concepts from science studies, for these changes. 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*. (IR)

[GOVT 487(4877) Asian Security (also GOVT 687[6877]) @ (III) (SBA)]

Spring, 4 credits. Not offered 2005-2006. A. Carlson.]

GOVT 490(4907) International Institutions (III) (SBA)

Spring, 4 credits. J. J. Suh.

Study of the ways in which units in the international system are constituted and how their interactions are institutionalized. Examines 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. Students develop our theoretical understanding of international institutions by analyzing such issue areas as decolonization, human rights, the environment, and communications. (IR)

GOVT 494(4949) Honors Seminar: Thesis Clarification and Research

Fall, 4 credits. Prerequisite: acceptance into honors program. R. Bensel.

Designed to support thesis writers in the honors program during the early stages of their research projects.

GOVT 495(4959) Honors Thesis: Research and Writing

Spring, 4 credits. Prerequisite: successful completion of GOVT 494.

GOVT 499(4999) Undergraduate Independent Study

Fall or spring, 1-4 credits.

One-on-one tutorial arranged by the student with a faculty member of his or her choosing. 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 500(4998) Politics and Policy: Theory, Research, and Practice (also AM ST 501[4998], PAM 406[4060])

Fall, spring. Offered in Cornell in Washington Program.

An intensive research and writing experience using the extensive resources of Washington, D.C. (AM)

GOVT 601(6019) 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. Introduces several theoretical approaches that have been widely applied in political science research, including rational choice, social mechanisms, and functionalism. Students discuss the differences between explanation and description, emphasizing the idea of experimental manipulation. Building on this general discussion, the second half explores the distinctive methodological issues involved in comparing macro-social units and surveys a range of different approaches to comparative analysis.

GOVT 602(6029) Methods of Political Analysis II

Spring, 4 credits. N. Winter.

Introduction to some of the quantitative methods used in political science. The central theme of the course consists in applying quantitative methods to explore and evaluate political science theories. Specific topics include probability theory; concepts of inference, including point estimation, confidence intervals, and hypothesis testing; strategies of data analysis and presentation; and regression. The goal is to provide students with basic familiarity with statistics and econometrics for studying politics, and to lay a solid foundation for further course work for those who choose to pursue quantitative analysis in more depth.

GOVT 603(6031) Field Seminar in American Politics

Spring, 4 credits. E. Sanders.

Introduces the major issues, approaches, and institutions of American government and the various subfields of American politics.

Focuses on both substantive information and theoretical analysis. (AM)

GOVT 606(6067) Field Seminar in International Relations

Fall, 4 credits. A. Carlson.

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. (IR)

GOVT 607(6075) The Western Political Tradition: A Survey

Fall, 4 credits. Not offered 2005-2006. B. Hendrix.]

GOVT 610(6101) Political Identity: Race, Ethnicity, and Nationalism (also LSP 610[6101])

Fall, 4 credits. 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? (AM)

[GOVT 611(6111) The Political Economy of American Development, 1860 to 1900]

Spring, 4 credits. Not offered 2005-2006. R. Bensel.]

GOVT 612(6121) American Political Development in the 20th Century (also AM ST/GOVT 404[4041])

Fall, 4 credits. Not offered 2005-2006. R. E. Sanders.]

GOVT 613(6131) Coordination in American Politics (also GOVT 413[4131])

Spring, 4 credits. Prerequisites for undergraduates: GOVT 111 and one 300-level course in American government, or permission of the instructor. W. Mebane.

Seminar examining the idea that American voters act in a strategically coordinated way. Are voters as wary of one another as they are of politicians? Students examine how coordination depends on American institutions, especially the separation of powers and the political parties. They also look at how large-scale coordination, which implies collective equilibrium, need not depend on individuals being highly informed and rational. Students consider how coordination and strategic voting affect the parties' campaign strategies, and what coordination implies about popular control of the government.

GOVT 615(6151) State and Economy in Comparative Perspective

Spring, 4 credits. R. Bensel.

Reviews the extensive literature on the political economy of comparative state formation, economic development, and institutional change. Topics include war-

making and state expansion, regime evolution and modernization, and market processes and class transformation. The focus ranges 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 focuses on European cases, the limits of this experience as a theoretical model for the remainder of the world also are considered. (AM)

[GOVT 620(6201) The United States Congress

Fall. 4 credits. Not offered 2005–2006. R. Bense].

GOVT 621(6213) Democratic Institutions

Fall. 4 credits. R. Weiner.

Institutions and constitutions establish the “rules of the game” of democracies. This seminar examines how they emerge and evolve, and how—or whether—they shape democratic stability, policy profiles, party systems, political participation, and quality of governance, among other phenomena. Examines both established and new democracies (with the United States among its major cases). (CO)

[GOVT 625(6253) Colonialism and Post-Colonialism (also GOVT 426[4261])

Spring. 4 credits. Not offered 2005–2006. L. Ryter.]

[GOVT 626(6263) Comparative Political Economy

Spring. 4 credits. Not offered 2005–2006. Staff.]

GOVT 629(6291) Contemporary American Politics (also GOVT 424[4241])

Fall. 4 credits. M. Shefter.

For description, see GOVT 424. (AM)

[GOVT 639(6393) Comparative Political Participation

Spring. 4 credits. Not offered 2005–2006. D. Moehler.]

GOVT 641(6413) Revitalizing Labor: A Comparative Perspective (also ILLRIC 632[6320])

Spring. 4 credits. L. Turner.

For description, see ILLRIC 632.

GOVT 646(6461) Public Opinion

Fall. 4 credits. N. Winter.

Introduction to the vast literature devoted to public opinion. Surveys the major theoretical approaches and empirical research in the field of political behavior, although it touches on participation and voting only in passing. The primary focus is on American public opinion, although some attention is paid to comparative work. In addition to empirical research on the antecedents of opinion and its role in the larger political system, the course also considers normative work on the meaning and measurement of opinion and on its role in democratic politics. (AM)

[GOVT 647(6473) Criminality and the State

Spring. 4 credits. Not offered 2005–2006. L. Ryter.]

GOVT 650(6503) Islam and Politics in Southeast Asia (also GOVT 450[4503])

Spring. 4 credits. L. Ryter.

For description, see GOVT 450. (CO)

GOVT 651(6511) Natural Law and the Law of Nations

Spring. 4 credits. J. Rabkin.

Governments have assumed the existence of international law—or the law of nations—for centuries. Before today’s network of multilateral treaties and international organizations, thinking about the law of nations was guided by notions about the most fundamental obligations in the law of nature. The same law of nature was thought to provide the moral foundations of domestic law. In today’s world, when such categories as “domestic” seem questionable, there is renewed interest in philosophic foundations for international law. This course will survey the range of arguments advanced about natural law and international justice, from late medieval times to the 20th century, with particular emphasis on doctrines and assumptions invoked by American statesmen. (AM)

[GOVT 657(6573) Comparative Democratization

Fall. 4 credits. Not offered 2005–2006. V. Bunce and D. Moehler.]

GOVT 658(6585) American Political Thought (also GOVT/AM ST 458[4585])

Spring. 4 credits. J. Frank.

For description, see GOVT 458.

GOVT 659(6595) Ethics and Cultural Difference

Spring. 4 credits. B. Hendrix.

One of the persistent questions in moral thinking is its appropriate degree of generality. Can we make moral claims that have universal applicability? What would it mean for such claims to be valid? If there are some universal moral principles, which ones might they be? These abstract theoretical concerns are tied to obvious political worries: Are claims about universal moral principles often colonialist justifications for oppression? Do theoretical arguments about moral universals have meaning for real people entrenched in actual political structures? What is the role of political theorists themselves in arguments about culture and morality? Authors to be read include Michele Moody-Adams, Michael Walzer, James Tully, Iris Young, Will Kymlicka, and others. (PT)

GOVT 660(6603) States and Social Movements (also SOC 660[6600])

Spring. 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. (CO)

[GOVT 661(6615) Secession, Intervention, and Just-War Theory

Fall. 4 credits. Not offered 2005–2006. B. Hendrix.]

GOVT 662(6625) Field Seminar in Political Theory

Fall. 4 credits. J. Frank.

Introduces students to several contemporary approaches to political theorizing, with an emphasis placed on different modes of interpretation. Authors read may include: Althusser, Arendt, Butler, Foucault, Habermas, Kristeva, MacIntyre, Skinner, Strauss, Taylor, Wolin, and Zizek. (PT)

GOVT 664(6645) Democratic Theory

Fall. 4 credits. Not offered 2005–2006. J. Frank.]

GOVT 666(6665) Media Theory: Film and Photograph (also VISST 666[6666], FRLIT 676[6760])

Fall. 4 credits. D. Rubenstein.

Seminar addressing two concerns: the specifically French contribution to visual theory in relation to the media of television, film, and photography, and the political stakes of that theory in relation to larger issues of globalization, in which both image and event are subjected to ever-increasing pressures. To what extent is French media theory a response to tele-technological imperatives? Begins with a consideration of television and the televisual, framed by Jacques Lacan’s radio address, “Television,” and Pierre Bourdieu’s “On Television.” Questions of hegemony, institution, and audience induce further interrogation of the status of the virtual and the “operational fetishism” of television in Baudrillard, Derrida, and Virillio. Next the course considers differences between the televisual and cinematic image in relation to three canonical texts: Deleuze’s *Cinema* (I & II), Michel Chion’s *The Voice in Cinema*, and Christian Metz’s *Imaginary Signifier* (as well as selections by Debord). Concludes with an examination of canonical writing on photography (Barthes, Bourdieu) and recent writings of Baudrillard that returns to the question of the digital and numeric’s “murder” of the image as well as its political consequences post 9/11. (PT)

[GOVT 667(6675) Graduate Seminar: European Cultural and Intellectual History

Spring. 4 credits. Not offered 2005–2006. M. Steinberg.]

GOVT 670(6705) Modern Social Theory II (also GERST 670[6700], VISST 670)

Spring. 4 credits. S. Buck-Morss.

Topics vary. (PT)

[GOVT 672(6725) Postcolonial Political Thought

Fall. 4 credits. Not offered 2005–2006. K. Mantena.]

GOVT 673(6735) Republicanism and Liberalism

Fall. 4 credits. I. Kramnick.

For description, see GOVT 472.

GOVT 675(6755) Gramsci and Cultural Politics (also COM L 685[6850], GERST 685[6850])

Spring. 4 credits. G. Waite.

For description, see GERST 685. (PT)

[GOVT 677(6775) Language and Politics

Spring. 4 credits. Not offered 2005–2006. J. Frank.]

[GOVT 679(6795) Althusser and Lacan

Fall. 4 credits. Not offered 2005–2006. G. Waite.]

GOVT 681(6817) Politics of Transnationalism (also SOC 680)

Spring. 4 credits. S. Tarrow.

Globalization and internationalization are giving rise to a new area of international studies that examines the interactions of civil society actors with one another, with states, and with international institutions. This course traces the development of this area of research from its origins in the "old" transnational politics; examines the contributions of constructivism, liberal internationalism, and state-centered realism, and focuses on four areas of transnational politics: norm formation, the construction of transnational coalitions, the effects of transnational advocacy networks, and whether there is a growing fusion between international and domestic contention. (IR)

GOVT 682(6827) Unifying While Integrating: China and the World

Spring. 4 credits. A. Carlson.

For description, see GOVT 482.

[GOVT 685(6857) International Political Economy

Spring. 4 credits. P. Katzenstein.

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. (IR)

GOVT 687(6877) Asian Security (also GOVT 487[4877])

Spring. 4 credits. Not offered 2005-2006.

A. Carlson.]

GOVT 689(6897) International Security Politics

Spring. 4 credits. C. Way.

Examines a variety of international relations theories in studying a broad range of security issues, including the causes of war, alliance formation, balance-of-power politics, security regimes, nuclear and conventional deterrence, the democratic peace, military strategy, international terrorism, and domestic constraints on the use of force. Uses a variety of theoretical perspective to investigate these and other issues, paying particular attention to evaluating the theoretical arguments with both historical and systematic evidence. (IR)

GOVT 691(6917) Normative Issues in IR

Fall. 4 credits. H. Shue.

Examines 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? (IR)

GOVT 699(6999) CPAs Weekly Colloquium

Fall, spring. 1 credit. S-U grades only. A. Dotson.

Colloquium is the weekly seminar series hosted by the Cornell Institute for Public Affairs (CIPA). It is also a required, 1-credit course for all CIPA Fellows and is graded S-U based on attendance. The colloquium series is a collaborative effort between the CIPA

Colloquium Committee and the faculty and staff of CIPA.

[GOVT 703(7035) Political Economy

Fall. 4 credits. Not offered 2005-2006.

J. Kirshner.]

GOVT 706(7063) Labor in Global Cities (also ILRCB 706[7060])

Fall. 4 credits. L. Turner.

For description, see ILRCB 706. (CO)

GOVT 707(7073) Game Theory for Political Science

Fall. 4 credits. Requires no prior training in game theory or formal methods. R. Weiner.

Game theory is a tool for studying strategic interaction. This course offers a critical introduction, with applications to comparative politics, American politics, and international relations. Studies the core concepts of game theory; how to formulate, solve, and empirically test games in ways that help advance research; and how to assess game-theoretic arguments in the political science literature.

GOVT 728(7281) Government and Public Policy

Fall. 4 credits. T. J. Lowi.

For description, see GOVT 428. (AM)

[GOVT 735(7353) Politics of South Asia

Spring. 4 credits. Not offered 2005-2006.

R. Herring.]

GOVT 760(7605) Theoretical Approaches to Ideology

Fall. 4 credits. A. M. Smith.

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. The groundwork for the seminar is laid by examining key texts on ideology by Marx. Students trace the multiple meanings of the term in his work and their various implications. Next they explore the ways in which the study of gendered and racial discourse has transformed our understanding of ideology. Students address the Freudian and Lacanian interventions in ideology studies with respect to the concepts of the unconscious and misidentification. They discuss the ways in which Adorno, Horkheimer, and Habermas have re-articulated Marx's formulations. The structuralist and post-structuralist schools are studied with reference to Saussure, Levi-Strauss, Barthes, and Althusser. Finally, students explore the problem of institutional analysis with reference to texts from the science and technology studies and state theory traditions. (PT)

GOVT 762(7625) Sexuality and the Law (also GOVT 462[4625], FGSS 461/762[4610/7620])

Spring. 4 credits. A. M. Smith.

For description, see GOVT 462. (PT)

GOVT 799(7999) Independent Study

Fall or spring. 4 credits. *Not* open to undergraduates. Undergraduates wishing to conduct supervised study should register for GOVT 499.

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

J. V. Koschmann, chair; P. Dear, director of graduate studies; R. Polenberg, director of undergraduate studies; E. Baptist, S. Blumin, V. Caron, H. Case, D. Chang, J. Chen, S. Cochran, R. Craib, O. Falk, M. C. Garcia, D. Ghosh, K. Graubart, S. Greene, P. Holquist, I. Hull, P. Hyams, C. Kammen, M. Kammen, S. Kaplan, D. LaCapra, W. LaFeber, F. Logevall, T. Loos, R. Moore, J. Najemy, M. B. Norton, J. Parmenter, C. Peterson, W. Provine, M. Roldan, A. Sachs, M. Steinberg, B. Strauss, E. Tagliacozzo, R. Travers, 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

Students who pass the AP American and/or European History exam with a score of 4 or 5 have two options: (1) use the AP credits to fulfill the Arts and Sciences course credit requirements for graduation, or (2) take 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 in courses designated as outside U.S. history and
 - b. three must be in courses designated as 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).

A list of those courses that fulfill the "outside U.S." and "pre-1800" requirements is maintained by the History Department. Only courses from that list fulfill these requirements.

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 HIST 400 Honors Proseminar 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 semester 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 course in honors research. Any exceptions to this must be approved by the Honors Committee. HIST 401 is a 4-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 4-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 his or her 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 exam administered by the supervisor; exam focuses on the essay as well as the specific subfield of history in which the student has conducted research (e.g., Periclean Athens, 17th-century science, 19th-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 exam.

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(2410) Sophomore Seminar: Riot and Revolution in 19th-Century Africa: The Birth of the Modern @ # (III) (HA)

Fall. 4 credits. Not offered 2005–2006. S. Greene.]

HIST 254(2540) Africa During the 20th Century (also GOVT 254[2540]) @ (III) (HA)

Spring. 4 credits. M. Terretta.

1870 marks the beginnings of the West's political and economic dominance of Sub-Saharan Africa through colonization. Africans did not passively accept Western dominance. The colonial encounter transformed both Africa and the West, as Africans struggled to live under a foreign administration, and Europeans struggled to uphold their hegemony and explain Africa to metropolitan audiences. Westerners misinterpreted most of Africa and continue to do so to this day. As we familiarize ourselves with portions of Africa's history of late 19th century to the present, we will remain conscious of the ways in which Africa has historically been portrayed in the West. We will also seek out the ways in which Africans and people of African descent portrayed themselves. In so doing, we will pay particular attention to the post-World War II ideologies that surfaced throughout Africa and the political, cultural, and philosophical writings that emerged in conjunction with nationalist movements.

[HIST 255(2550) The Past and Present of Precolonial Africa @ (III) (HA)

Spring. 4 credits. Not offered 2005–2006. S. Greene.]

[HIST 307(3070) West Africa and the West: 1450 to 1850 # (III) (HA)

Spring. 4 credits. Not offered 2005–2006. S. Greene.]

HIST 407(4070) A History of African Nationalism, 1945 to 1994 @ (III) (HA)

Spring. 4 credits. M. Terretta.

Through primary sources written by African nationalists, intellectuals, political activists, and thinkers, students will study various anti-colonial nationalist movements in Africa, exploring their intellectual, political, and philosophical roots. For example, was anti-colonial/nationalist ideology informed by intellectual traditions that existed in Africa prior to European occupation? Did it draw on writings of revolutionary thinkers in the African Diaspora? Did African intellectuals emphasize the international ideological trends of the period such as Communism, Pan-Africanism, the United Nations' Human Rights?

[HIST 443(4430) The European as Other @ (III) (HA)

Spring. 4 credits. Limited to 15 students. Prerequisite: permission of instructor. Not offered 2005–2006. S. Greene.]

American History

HIST 101(1101) First-Year Writing Seminar: The Blues and American Culture

Fall. 3 credits. Students should register through 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 20th 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 are available, and videos of historical performances are screened.

[HIST 103(1103) First-Year Writing Seminar: Immigrant Experiences (also AAS 103(1103))]

Spring. 3 credits. Students should register through First-Year Writing Seminar Program. Not offered 2005–2006. D. Chang.]

HIST 124(1240) Democracy and Its Discontents: Political Traditions in the United States (also AM ST 124(1240))

Summer 2005. 3 credits. N. Salvatore. For description, see AM ST 124.

HIST 126(1260) First-Year Writing Seminar: Local History: Cornell University

Fall. 3 credits. Students should register through First-Year Writing Seminar Program. C. Kammen. Explores the history of Cornell University in the context of American educational tradition. Students consider the founders and the university's initial phase as a radical institution. How Cornell grew and changed—and how the university mirrored society—is explored. Readings are drawn from discussions of the university by Carl Becker, Morris Bishop, E. B. White, and others. Students also read commentaries by former students drawn from their letters, memoirs, and diaries. Papers focus on Cornell's past and on Cornell today. Students conduct research in the university archives, in print materials, and among current Cornell students.

[HIST 130(1300) First-Year Writing Seminar: History of the Writing of History]

Fall. 3 credits. Limited to 17 students. Not offered 2005–2006. A. Sachs.]

HIST 131(1310) 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 are short and concentrate on primary historical documents, as well as some theoretical readings. Students spend most of their time improving 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, is required.

HIST 153(1530) Introduction to American History (also AM ST 103(1530)) # (III) (HA)

Summer and fall. 4 credits. 153 is *not* a prerequisite for 154. J. Parmenter. 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(1531) Introduction to American History (also AM ST 104(1531)) (III) (HA)

Summer and spring. 4 credits. 153 is *not* a prerequisite for 154. D. Chang. An introductory survey of the development of the United States since the Civil War.

[HIST 161(1610) American Diversity: The 20th Century (also AM ST 110(1110), LSP/AAS 111(1110)) (III or IV) (HA)]

Fall. 4 credits. Not offered 2005–2006. M. C. Garcia and D. Chang.]

HIST 202(2020) The Court, Crime, and the Constitution (III) (HA)

Spring. 4 credits. Limited to 15 students. Designed for sophomores but open to others as space permits. Prerequisite: permission of instructor. R. Polenber. Seminar examining 20th-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 is given to events leading up to *Miranda v. Arizona* in 1966, and to how and why the Court has modified that holding.

HIST 203(2030) Wilderness in North American History and Culture (also AM ST 203(2033)) # (III or IV) (HA)

Fall. 4 credits. Limited to 15 students; priority given to sophomores. Students must commit to weekend-long field trip in Sept. A. Sachs.

Interdisciplinary sophomore seminar examining wilderness as a concept that has often been at the center of American (and Canadian) culture. Takes a slice of HIST 315 Environmental History and explores it in great depth, asking how wilderness has been imagined, described, discussed, explored, penetrated, shunned, embraced, preserved, and despoiled in the North America, from the colonial period to the present. Authors include Mary Rowlandson, Emerson, Thoreau, Frederick Douglass, John Muir, Jack London, Faulkner, Margaret Atwood, and Jon Krakauer. A class field trip requires a full weekend in September.

[HIST 208(2080) Seminar: The Era of Franklin D. Roosevelt (also AM ST 208(2080)) (III) (HA)]

Fall. 4 credits. Limited to 15 students. Designed for underclass students but open to all students. Prerequisite: permission of instructor. Not offered 2005–2006. R. Polenber.]

[HIST 209(2090) Seminar in Early American History (also AM ST/FGSS 209(2090)) (III) (HA)]

Spring. 4 credits. Limited to 20 students. Not offered 2005–2006. M. B. Norton.]

HIST 211(2110) Sophomore Seminar: Black Religious Traditions: Sacred and Secular (also AM ST 251(2110), RELST 211(2110)) (III) (HA)

Fall. 4 credits. Limited to 15 students. Letter grades only. M. Washington. Survey of black religious and spiritual traditions during bondage and the early years of freedom. Examines 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. Limited to 15 students. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

[HIST 212(2120) African-American Women in the 20th Century (also AM ST/FGSS 212(2120)) (III) (HA)]

Spring. 4 credits. Sophomore seminar. Prerequisite: permission of instructor. Not offered 2005–2006. M. Washington.]

HIST 214(2140) Seminar on American Foreign Policy (also AM ST 214(2140)) (III) (HA)

Fall. 4 credits. Prerequisite: permission of instructor. W. LaFeber. The course will study the evolution of the presidency and US foreign policy in the post-1890s era, with special emphasis on the post-1940 years. A minimum of four papers, including a long research paper, will be required.

[HIST 220(2200) The Road Trip in American History and Culture (also AM ST 218(2200)) (III) (HA)]

Fall. 4 credits. Limited to 15 students. Not offered 2005–2006. A. Sachs.]

[HIST 225(2250) The U.S.–Mexico Border: History, Culture, Representation (also LSP 225(2250)) (III)]

Spring. 4 credits. Sophomore seminar. Limited to 15 students. Not offered 2005–2006. R. Craib and M. C. Garcia.]

[HIST 229(2290) Jefferson and Lincoln: American Ideas about Freedom (also AM ST 229(2290)) (III) (HA)]

Spring. 4 credits. Limited to 15 students. Priority given to underclassmen. Not offered 2005–2006. E. Baptist.]

HIST 236(2360) Native Peoples of the Northeast (also AM ST 236(2360)) # (III) (HA)

Fall. 4 credits. Limited to 15 students. Not offered 2005–2006. J. Parmenter.]

HIST 239(2390) Seminar in Iroquois History (also AM ST 238(2390), AIS 239(2390)) # (III) (HA)

Fall. 4 credits. Limited to 15 students. J. Parmenter. Explores the history and culture of Iroquois people from ancient times, through their initial contacts with European settlers, to their present-day struggles and achievements under colonial circumstances in North America. Adopting an interdisciplinary perspective, students are exposed to a

variety of methodologies and approaches to reconstructing the Iroquois past. Readings and discussions are drawn from a range of sources, with special emphasis on historical documents. In addition to these texts, students read traditional narratives, archaeological reports, ethnography, contemporary Iroquois literature, material from the Internet, and [view?] museum exhibits of material culture.

[HIST 240(2400) Seminar: Immigration and Ethnicity in 20th-Century United States (also AM ST/LSP 239[2400]) (III) (HA)

Fall. 4 credits. Limited to 15 students. Prerequisite: permission of instructor. Not offered 2005–2006. M. C. Garcia.]

[HIST 242(2420) Religion and Politics in American History: From J. Winthrop to R. Reed (also AM ST/RELST 242[2420]) (III) (HA)

Spring. 4 credits. Sophomore seminar. Limited to 15 students. Prerequisite: permission of instructor. Not offered 2005–2006. R. L. Moore.]

[HIST 244(2440) The United States in Vietnam (III) (HA)

Fall. 4 credits. Limited to 15 students. Not offered 2005–2006. F. Logevall.]

[HIST 246(2460) New York Women (also FGSS 241[2410]) (III) (HA)

Spring. 4 credits. Limited to 15 students. Not offered 2005–2006. M. Rossiter.]

HIST 251(2510) Race and Popular Culture (III)

Spring. 4 credits. M. Washington.

Genres of minstrelsy, film, radio, and music provided forms of entertainment that were also mediums through which the racial "other" (black in this case), was often ridiculed and denigrated in order to promote and sustain "whiteness." These particular forms of cultural appropriation also became embedded in dominant popular culture, sometimes in black face, and sometimes as genuine appreciation of black culture. This course explores historically the intersection of racial imagery, racial stereotypes, racial borrowing, and cultural diffusion in 20th-century American popular culture.

[HIST 261(2610) Latinos in the United States: 1898 to the Present (also AM ST/LSP 261[2610]) # (III) (HA)

Spring. 4 credits. Not offered 2005–2006. M. C. Garcia.]

[HIST 264(2640) Introduction to Asian American History (also AAS 213[2130], AM ST 213[2610]) (III) (HA)

Spring. 4 credits. Not offered 2005–2006.]

HIST 266(2660) 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. 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. Stresses the ongoing complexity

and change in Native American societies and emphasizes the theme of Native peoples' creative adaptations to historical change.

HIST 272(2720) The Atlantic World from Conquest to Revolution # @ (III) (HA)

Spring. 4 credits. Not offered 2005–2006. R. Weil and M. B. Norton.]

[HIST 273(2730) Women in American Society, Past and Present (also FGSS 273[2730]) # (III) (HA)

Spring. 4 credits. Not offered 2005–2006. M. B. Norton.]

HIST 303(3030) African-American Women in Slavery and Freedom (also FGSS 307[3070], AM ST 303[3030]) # (III) (HA)

Fall. 4 credits. Letter grades only. M. Washington.

Historical exploration of African-American women from a sociopolitical perspective. Topics include women in Africa, slavery and freedom, labor, the family, gender cross-racially that begins with the African background and ends at 1900.

[HIST 304(3040) American Culture in Historical Perspective, 1880 to 1980 (also AM ST 304[3040]) (III) (CA)

Fall. 4 credits. Not offered 2005–2006. M. Kammen.]

[HIST 313(3130) U.S. Foreign Relations, 1750 to 1912 # (III) (HA)

Fall. 4 credits. Not offered 2005–2006. W. LaFeber.]

HIST 314(3140) History of American Foreign Policy, 1912 to the Present (also AM ST 314[3140]) (III) (HA)

Spring. 4 credits. F. Logevall.

Examines the emergence of the United States as a world power in the 20th century. Focuses on the domestic sources of foreign policy and the assumptions of the major policy makers (Wilson through Clinton). Important themes include the American response to a revolutionary world since 1912, the role of American racial views in the making of foreign policy, and the increasingly dominant role of the president in the making of U.S. foreign policy.

HIST 315(3150) Environmental History: The United States and Beyond (III) (HA)

Spring. 4 credits. A. Sachs.

Lecture course serving 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. This course examines 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: history is viewed through the lenses of ecology, literature, art, film, law, anthropology, and geography. The focus is on the United States, but, just as environmental pollutants cross borders, so too does this course, especially

toward the end, when it attempts to put U.S. environmental history into a geopolitical context.

HIST 316(3160) American Political Thought: From Madison to Malcolm X (also AM ST 376[3665], GOVT 366[3665]) # (III) (HA)

Fall. 4 credits. I. Kramnick. For description, see GOVT 366.

[HIST 318(3180) American Constitutional Development (also AM ST 317[3180]) (III) (HA)

Spring. 4 credits. Not open to freshmen. Not offered 2005–2006. R. Polenber.]

[HIST 321(3210) Colonial North America to 1763 # (III) (HA)

Fall. 4 credits. Not offered 2005–2006. M. B. Norton.]

HIST 324(3240) Varieties of American Dissent, 1880 to 1900 (also AM ST 324[3240]) (III) (HA)

Fall. 4 credits. N. Salvatore. For description, see AM ST 324.

[HIST 325(3250) Age of the American Revolution, 1754 to 1815 (also AM ST 322[3250]) # (III) (HA)

Spring. 4 credits. Not offered 2005–2006. M. B. Norton.]

[HIST 327(3270) The Old South # (III) (HA)

Spring. 4 credits. Not offered 2005–2006. E. Baptist.

[HIST 331(3310) Causes of the American Civil War, 1815 to 1860 (also AM ST 331[3310]) # (III) (HA)

Fall. 4 credits. Not offered 2005–2006. E. Baptist.]

[HIST 335(3350) African-American History from Slavery to Freedom # (III) (HA)

Fall. 4 credits. Letter grades only. Not offered 2005–2006. M. Washington.]

[HIST 340(3400) Recent American History, 1925 to 1965 (also AM ST 340[3400]) (III) (HA)

Fall. 4 credits. Not open to freshmen. Not offered 2005–2006. R. Polenber.]

HIST 341(3410) Recent American History, 1965 to the Present (also AM ST 341[3410]) (III) (HA)

Summer and fall. 4 credits. Not open to freshmen. R. Polenber.

Topics include the Supreme Court, civil liberties, the Great Society and the Vietnam War; politics and the presidency from Nixon to Bush; and class, race, and ethnicity in modern America.

HIST 343(3430) American Civil War and Reconstruction, 1860 to 1877 (also AM ST 343[3430]) # (III) (HA)

Spring. 4 credits. E. Baptist.

A survey of the turning point of U.S. history: The Civil War (1861–1865) and its aftermath, Reconstruction (1865–1877). We will look at the causes, the coming, and the conduct, of the war, and the way in which it became a war for freedom. We will then follow the cause of freedom through the greatest slave rebellion in American history, and the attempts by formerly enslaved people to make freedom real in Reconstruction. And we will see how Reconstruction's tragic ending left questions open that are still not answered in U.S. society and politics.

HIST 345(3450) 19th-Century Cultural History (also AM ST 345[3450]) # (III) (HA)

Fall. 4 credits. A. Sachs.

An examination of the development of cultural and intellectual diversity in the United States. Topics covered include: slavery and abolition; landscape and environment; religion; Darwinism; professionalization; literature; and the women's movement.

[HIST 346(3460) The Modernization of the American Mind (also AM ST 346[3460]) (III) (HA)

Spring. 4 credits. Not offered 2005-2006. R. L. Moore.]

[HIST 375(3750) The African American Workers, 1865 to 1910: The Rural and Urban Experience (also ILRCB 385[3850]) # (III)

Fall. 3 credits. Prerequisite: junior or senior standing or permission of instructor. Not offered 2005-2006. N. Salvatore.]

[HIST 376(3760) The African American Social History, 1910 to the Present: Race, Work, and the City (III)

Spring. 3 credits. Not offered 2005-2006. N. Salvatore.]

[HIST 378(3780) Topics in U.S. Women's History (also AM ST/FGSS 378[3780]) (III)

Fall. 4 credits. Prerequisite: HIST/FGSS 273, 303, or 238 or permission of instructor. Not offered 2005-2006. M. B. Norton.]

[HIST 411(4110) 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 2005-2006. E. Baptist.]

HIST 414(4140) Motivations of American Foreign Policy (III) (HA)

Fall. 4 credits. Prerequisite: permission of instructor. W. LaFeber.

Topic for fall 2005: U.S. foreign policy and its historical roots.

HIST 419(4190) Seminar in American Social History (also AM ST 419[4190]) (III) (HA)

Spring. 4 credits. Offered in Cornell in Washington program. S. Blumin.

[HIST 420(4200) Asian American Communities (also AM ST 420[4220], AAS 420[4240]) (III) (HA)

Fall. 4 credits. Limited to 15 students. Not offered 2005-2006. D. Chang.]

[HIST 421(4210) Undergraduate Seminar in Cultural History (also AM ST 421[4120], ART H 421[4021]) (III)

Fall. 4 credits. Limited to 15 students. Prerequisite: permission of instructor. Not offered 2005-2006. M. Kammen.]

HIST 426(4260) The West and Beyond: Frontiers and Borders in American History and Culture (III) (HA)

Spring. 4 credits. Limited to 15 students; priority given to junior and senior majors in history and American studies. Not offered 2005-2006. A. Sachs.]

HIST 428(4261) Commodification in Historical Perspective: Sex, Rugs, Salt, and Coal (also AM ST 427[4261]) @ # (III) (HA)

Spring. 4 credits. Priority given to juniors and seniors majoring in history or American studies. A. Sachs.

Everything is for sale today—but has it always been? This course examines the history of various commodities to explore the changing cultural and environmental impacts of market forces. Why are "oriental" rugs collector's items? How did we come to keep salt shakers on our dinner tables? When did coal start replacing wood as a fuel source? This course crosses multiple boundaries of time and space as it examines both case studies and broader theoretical perspectives, allowing us to draw connections between our culture of consumption and the social forces wrapped up in production. How was the taste for sugar linked to the slave trade? Is prostitution really "the oldest profession?" What goes into your daily cup of coffee besides half and half? And what was Western society like before everything had a price?

[HIST 430(4300) America in the Camera's Eye (also AM ST 430.2, ART H 430[4030]) (III or IV)

Fall. 4 credits. Limited to 15 students. Prerequisite: permission of instructor. Not offered 2005-2006. R. L. Moore.]

HIST 439(4390) Reconstruction and the New South (also AM ST 439[4390]) # (III)

Spring. 4 credits. Limited to 15 students. Limited to juniors and seniors. M. Washington.

This course focuses on the American South in the 19th century as it made the transition from Reconstruction to new forms of social organization and patterns of race relations. Reconstruction will be considered from a sociopolitical perspective, concentrating on the experiences of the freed people. The New South emphasis will include topics on labor relations, economic and political changes, new cultural alliances, the rise of agrarianism, and legalization of Jim Crow.

[HIST 440(4400) Undergraduate Seminar in Recent American History (also AM ST 440[4400]) (III) (HA)

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2005-2006. R. Polenberg.]

[HIST 444(4440) American Men (III) (HA)

Fall. 4 credits. Limited to 15 students. Not offered 2005-2006. E. Baptist.]

[HIST 448(4480) The Rablnor Seminar (also AM ST 430.5[4301], LSP 430.5)

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2005-2006. M. Washington.]

[HIST 455(4550) The Four Seasons Motif in American Culture (also AM ST 430.2) (III) (CA)

Fall. 4 credits. Limited to 15 students. Prerequisite: permission of instructor. Not offered 2005-2006. M. Kammen.]

[HIST 466(4660) Iroquois History (also AM ST 466[4660]) # (III) (HA)

Fall. 4 credits. Not offered 2005-2006. J. Parmenter.]

[HIST 484(4840) Seminar in the History of American Labor: Race, Work, and the City (also ILRCB 304[3040]) (III)

Fall. 4 credits. Prerequisite: for juniors and seniors, permission of instructor. Not offered 2005-2006. N. Salvatore.]

HIST 490(4900) New World Encounters, 1500 to 1800 (also AM ST 490[4990]) (III) (HA)

Spring. 4 credits. Limited to 15 students. J. Parmenter.

The discovery of the Americas, wrote Francisco Lopez de Gomara in 1552, was "the greatest event since the creation of the world, excepting the Incarnation and Death of Him who created." Five centuries have not diminished either the overwhelming importance or the strangeness of the early encounter between Europeans and the indigenous peoples of the Americas. Taking a comparative approach, this course will conceptualize early American history as the product of reciprocal cultural encounters by assessing the various experiences of Spanish, French, and English newcomers in different regions of the Americas. Critical interpretation of primary source material will be emphasized in the course, as will the development of students' ability to reflect critically on these documents, taking into account the perspective of both the colonizers and the colonized.

[HIST 497(4970) Jim Crow and Exclusion-Era America (also AAS 497[4970]) (III) (HA)

Spring. 4 credits. Limited to 15 students. Not offered 2005-2006. D. Chang.]

HIST 500(4997) Undergraduate Research Seminar (also AM ST 500[4997])

Fall and spring. 8 credits each semester. Offered in Cornell in Washington Program. S. Jackson.

Intensive research and writing experience using the extensive resources of Washington, D.C.

[HIST 604(6040) Colloquium in American History

Spring. 4 credits. Requirement for first- and second-year graduate students in U.S. history. M. B. Norton.]

[HIST 610(6101) Afro-American Historiography

Fall. 4 credits. Letter grades only. Not offered 2005-2006. M. Washington.]

HIST 618(6180) Readings in 20th-Century U.S. Political, Intellectual, and Diplomatic History

Spring. 4 credits. Prerequisite: graduate standing. F. Logevall.

This graduate seminar examines selected topics in 20th-century U.S. political, intellectual, and diplomatic history. The emphasis will be on reading and discussion of key works representing a variety of approaches.

[HIST 621(6210) Graduate Seminar in American Cultural History

Fall. 4 credits. Not offered 2005-2006. M. Kammen.]

[HIST 626(6260) Graduate Seminar in the History of American Women (also FGSS 626[6260])

Fall. 4 credits. Not offered 2005-2006. M. B. Norton.]

[HIST 627(6270) Graduate Seminar in Early American History

Spring. 4 credits. Prerequisite: graduate standing; permission of instructor. Not offered 2005–2006. J. Parmenter.]

HIST 628(6280) Graduate Seminar: 19th-Century U.S. History

Fall. 4 credits. E. Baptist.

Introduces students to the historiography of the nineteenth-century United States. Investigates the period both thematically and chronologically. Students read, discuss, and critique works written from a variety of perspectives and using a number of different approaches.

[HIST 683(6830) Seminar in American Labor History (also ILCRB 783[7081])

Fall. 3 credits. Prerequisite: graduate standing. Not offered 2005–2006. N. Salvatore.]

[HIST 697(6970) Jim Crow and Exclusion-Era America (also HIST 497[4970])

Spring. 4 credits. Not offered 2005–2006. D. Chang.]

[HIST 710(7100) Colloquium in American History

Spring. 4 credits. Requirement for first-year graduate students in U.S. history. Not offered 2005–2006. M. B. Norton.]

Asian History**[HIST 190(1900) Introduction to Asian Civilizations @ # (III)**

4 credits. Not offered 2005–2006. Staff.]

HIST 191(1910) Introduction to Modern Asian History (also ASIAN 191[191]) @ (III) (HA)

Fall. 4 credits. S. Cochran and T. Loos.

The history of Asia-Pacific from the 19th century to the present, focusing on relations of China, Japan, and Southeast Asia with each other and with the West.

[HIST 207(2070) Sophomore Seminar: The Occidental Tourist: Travel Writing and Orientalism in Southeast Asia (also ASIAN 206[2660], HIST 507[5070]) @ (III)

Spring. 4 credits. Letter grades only. Prefer (but not required) that students have taken HIST 191 or 396. Not offered 2005–2006. T. Loos.]

HIST 219(2190) Women and Gender in South Asia: State and Society from Pre-colonial to Post-colonial (also ASIAN 219[2219], FGSS 219[2190]) (III) (HA)

Fall. 4 credits. Sophomore seminar. D. Ghosh.

Discussion-based reading seminar on the history of women and the construction of gender in South Asia. The readings consider broad themes that have historically affected the status of South Asian women: discourses about backwardness, domesticity, nationalism, family and property rights, the law, violence, labor, and social activism. Working chronologically from the pre-colonial through the colonial and post-colonial periods, questions are raised about the relative status of South Asian men and women within their communities. A significant theme of the course addresses the importance of gender to the making of South Asian nationalisms, and

the forms of postcolonial governance it gave rise to after independence.

HIST 228(2280) Indian Ocean World (also ASIAN 228[2228]) @ # (III) (HA)

Spring. 4 credits. Limited to 15 students. E. Tagliacozzo.

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 looks 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 (e.g., the Spice Trade). Asks 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(2300) Seminar in History and Memory: The Asia-Pacific War @ (III) (HA)

Fall. 4 credits. Limited to 15 students. Designed for undergraduates but open to all students. Not offered 2005–2006. J. V. Koschmann.]

HIST 231(2310) Crimes Against Humanity and Their Aftermath: 20th-Century East Asia (also ASIAN 236[2236]) (III) (HA)

Spring. 4 credits. Not offered 2005–2006. V. Koschmann and M. Shin.]

HIST 238(2431) Families in China since the 17th Century @ (III) (HA)

Spring. 4 credits. Limited to 15 students. S. Cochran.

It is often said that “traditional familism” has always provided the bedrock of Chinese society and continues to do so today. This course considers how Chinese families have coped with powerful forces for change—social upheavals, military conflicts, political revolutions, and economic transformations. Readings are all in English and include translations of letters, diaries, memoirs, and novels as well as historical interpretations of family life.

HIST 243(2430) Sophomore Seminar: History of Things (III) (HA)

Fall. 4 credits. Sophomore seminar. E. Tagliacozzo.

Examines material culture as an avenue of looking at history in broad and comparative ways. The course is global in shape and unrestricted temporarily; it asks how “things” make up our world, and how they affect our lives historically and help shape the human story. Glass, dyes, opium, salt, coal, sugar, tea and even shrunken heads are all considered.

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. Limited to 15 students. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

[HIST 249(2490) Peddlers, Pirates, and Prostitutes: Subaltern Histories of Southeast Asia, 1800 to 1900 (also HIST 684[6840], ASIAN 249[648][2249/6648]) @ # (III) (HA)

Spring. 4 credits. Not offered 2005–2006. E. Tagliacozzo.]

[HIST 284(2840) Southeast Asia in the World System: Capitalism and Incorporation, 1500 to Present (also HIST 684, ASIAN 284[2284]/684) @ # (III) (HA)

Fall. 4 credits. Graduate students should enroll in HIST 684. Not offered 2005–2006. E. Tagliacozzo.]

HIST 289(2890) The U.S.-Vietnam War (also ASIAN 298[2298]) @ (III) (HA)

Fall. 3 credits. K. Taylor and F. Logevall. This course will survey events in Vietnam, the U.S., and elsewhere related to the U.S. policy of intervention in Vietnam between 1954 and 1975. Readings will include historical narratives, memoirs, and literature. The course will evaluate the standard winner (Hanoi) and loser (U.S.) narratives and how they have silenced southern Vietnamese voices.

[HIST 293(2930) History of China up to Modern Times (also ASIAN 293[2293]) @ # (III) (HA)

Fall. 4 credits. Not offered 2005–2006. C. Peterson.]

[HIST 294(2940) History of China in Modern Times (also ASIAN 294[2294]) @ (III) (HA)

Spring. 4 credits. Not offered 2005–2006. Staff.]

[HIST 319(3190) Introduction to South Asia's Environmental History (also ASIAN 319[3319]) @ (III) (HA)

Spring. 4 credits. Not offered 2005–2006. M. Rangarajan.]

[HIST 328(3280) Construction of Modern Japan @ # (III) (HA)

Spring. 4 credits. Not offered 2005–2006. J. V. Koschmann.]

[HIST 330(3300) Japan from War to Prosperity @ (III) (HA)

Spring. 4 credits. Not offered 2005–2006. J. V. Koschmann.]

HIST 342(3420) History of Modern South Asia, 1700 to 1947: From the Mughals to Midnight (also ASIAN 342[3342]) @ # (III) (HA)

Fall. 4 credits. D. Ghosh.

Broad overview of the history of the South Asian subcontinent from the end of the Mughal empire to its partitioning into India and Pakistan. One of the largest (and longest occupied) postcolonial regions, the Indian subcontinent has been witness to over two centuries of European colonialism. Prominent themes in the course include the shift between Mughal and British forms of governance, the emergence of religious and regional identities, social reform and the “woman question,” deindustrialization, and nationalism. Considers how the history of this region has been written, by whom, and why. Using primary sources and scholarly articles by a varied group of scholars, this course considers whether there is such a thing as one history of South Asia.

HIST 360(3600) Early Warfare, East and West # (III) (HA)

Fall. 4 credits. C. Peterson.

A study of the principal modes of warfare found both in the East and the West from ancient times up to the 18th century. Tactical evolution and the impact of innovations are stressed, but attention is also paid to the general social and cultural background and the role of non-military factors.

HIST 388(3880) History of Vietnam (also HIST 688[6880], ASIAN 385/685[3385/6685]) @ # (III) (HA)

Fall. 3 credits. K. Taylor.

For description, see ASIAN 385/685.

HIST 395(3950) Premodern Southeast Asia (also ASIAN 397[3397] @ # (III) (HA))

Fall. 4 credits. Open to undergraduates, both majors and nonmajors in history, and to graduate students, though with separate requirements. E. Tagliacozzo.

Examines Southeast Asia's history from earliest times up until the mid-18th century. The genesis of traditional kingdoms, the role of monumental architecture (e.g., 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—is 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.

HIST 396(3960) Southeast Asian History from the 18th Century (also HIST 696[6960], ASIAN 396/696[3396/6696]) @ (III) (HA)

Spring. 4 credits. Graduate students must enroll in HIST 696. T. Loos and E. Tagliacozzo.

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 410(4100) Archipelago: Worlds of Indonesia (also HIST 617[6100], ASIAN 409/617[4409/6617]) @ (III) (HA)

Spring. 4 credits. Open to undergraduates and graduate students, though with separate requirements. Limited to 15 students. Not offered 2005–2006. E. Tagliacozzo.

HIST 416(4160) Undergraduate Seminar on Gender and Sexuality in Southeast Asia (also HIST/FGSS 416[6160], ASIAN 416/618[4416/6618]) @ (III) (CA)

Spring. 4 credits. Letter grades only. T. Loos.

Students consider the relationships among colonialism and gender and sexual identity formation in Southeast Asia. Using material from a wide range of fields including anthropology and literature, the course complicates the simplistic East/West and male/female binary.

[HIST 451(4510) Crime and Diaspora in Southeast Asian History, 1750 to 1950 (also HIST 650[6510], ASIAN 450/651[4450/6651]) @ # (III) (HA)

Fall. 4 credits. Not offered 2005–2006. E. Tagliacozzo.]

[HIST 480(4800) Senior Seminar: Gender Adjudicated (also FGSS 480[4800], ASIAN 482[4482]) @ # (III) (HA)

Fall. 4 credits. Limited to 15 students. Letter grades only. Not offered 2005–2006. T. Loos.]

[HIST 484(4840) Subversion as Foreign Policy: The United States in Southeast Asia @ (III) (HA)

Spring. 4 credits. Not offered 2005–2006. T. Loos.]

[HIST 487(4870) Seminar in Thailand (also HIST 687[6870]) @ (III) (HA)

Fall. 4 credits. Limited to 15 students. Not offered 2005–2006. T. Loos.]

[HIST 489(4890) Seminar in Modern Japanese History @ (III) (HA)

Fall. 4 credits. Prerequisites: HIST 330 or 328 or equivalent knowledge of modern Japanese history. Not offered 2005–2006. J. V. Koschmann.]

HIST 492(4920) Undergraduate Seminar in Medieval Chinese History (also ASIAN 492[4492]) @ # (III) (HA)

Fall. 4 credits. Prerequisite: HIST 293 or 360, or permission of instructor. C. Peterson.

Topic for fall 2005: The life of the Chinese literati—social, cultural, and intellectual as seen through literature, art, and other materials.

[HIST 493(4930) Problems in Modern Chinese History (also ASIAN 493/693[4493/6693], HIST 693[6930]) @ (III) (HA)

Fall. 4 credits. Prerequisite: HIST 294 or permission of instructor. Not offered 2005–2006. S. Cochran.]

HIST 494(4940) Theories of Civilization (also ASIAN 425[4425]) # @ (III or IV) (HA)

Spring. 4 credits. K. Taylor.

For description, see ASIAN 425.

[HIST 496(4960) Conservation, Politics, and History: Seminar on Comparative Perspectives on Colonialism (III) (HA)

Spring. 4 credits. Not offered 2005–2006. M. Rangarajan.]

[HIST 499(4990) Problems in Modern Chinese History (also HIST 694[6940], ASIAN 499/694[4499/6694]) @ (III) (HA)

Spring. 4 credits. Prerequisite: HIST 294 or permission of instructor. Not offered 2005–2006. S. Cochran.]

[HIST 507(5070) Graduate Seminar: The Occidental Tourist

Fall. 4 credits. Not offered 2005–2006. T. Loos.]

[HIST 598(5980) Colloquium in Modern Japanese History

Spring. 4 credits. Not offered 2005–2006. J. V. Koschmann.]

HIST 616(6160) Gender and Sexuality in Southeast Asia (also ASIAN 416/618[4418/6618], FGSS/HIST 416[4160/6160]) @

Spring. 4 credits. Limited to 15 students. Intended for graduate students. Letter grades only. T. Loos.

For description, see HIST 416.

[HIST 617(6100) Archipelago: Worlds of Indonesia (also HIST 410[4100], ASIAN 409[4409/617]) @

Spring. 4 credits. Limited to 15 students. Not offered 2005–2006. E. Tagliacozzo.]

[HIST 650(6510) Crime and Diaspora in Southeast Asian History, 1750 to 1950 (also HIST 451[4510]) @

Fall. 4 credits. Not offered 2005–2006. E. Tagliacozzo.]

[HIST 684(6840) Southeast Asia in the World System: Capitalism and Incorporation, 1500 to the Present (also HIST 284[2840], ASIAN 284/684[2284/6684]) @

Fall. 4 credits. Not offered 2005–2006. E. Tagliacozzo.]

[HIST 687(6870) Seminar in Thailand (also HIST 487[4870], ASIAN 601[6601]) @

Fall. 4 credits. Limited to 15 students. Not offered 2005–2006. T. Loos.]

HIST 688(6880) History of Vietnam (also HIST 388[3880], ASIAN 385/685[3385/6685]) @

Fall. 3 credits. K. Taylor.

For description, see ASIAN 385.

[HIST 693(6930) Problems in Modern Chinese History (also ASIAN 493/693[4493/6693], HIST 493[4930]) @

Fall. 4 credits. Prerequisite: HIST 294 or permission of instructor. Not offered 2005–2006. S. Cochran.]

[HIST 694(6940) Problems in Modern Chinese History (also HIST 499[4990], ASIAN 499/694[4499/6694]) @

Spring. 4 credits. Prerequisite: HIST 294 or permission of instructor. Not offered 2005–2006. S. Cochran.]

HIST 696(6960) Modern Southeast Asia: Graduate Proseminar (also HIST 396[3960], ASIAN 396/696[3396/6696]) @

Spring. 4 credits. T. Loos and E. Tagliacozzo.

For description, see HIST 396.

HIST 698(6980) Seminar in Japanese Thought

Spring. 4 credits. Prerequisite: reading knowledge of Japanese. J. V. Koschmann.

Comparative History**[HIST 272(2720) The Atlantic World from Conquest to Revolution (also AM ST 272[2720]) @ # (III) (HA)**

Spring. 4 credits. Not offered 2005–2006. R. Weil and M. B. Norton.]

[HIST 274(2740) Foodways: A Social History of Food and Eating # (III) (HA)

Summer and fall. 4 credits. Not offered 2005–2006. S. L. Kaplan.]

[HIST 309(3090) History and Geographical Imagination @ # (III) (HA)

Fall. 4 credits. Not offered 2005–2006. R. Craib.]

[HIST 409(4090) Seminar on Work in Europe and America # (III) (HA)

Fall. 4 credits. Not offered 2005–2006. S. L. Kaplan.]

[HIST 418(4180) Comparative Agrarian History # (III) (HA)

Fall. 4 credits. Not offered 2005–2006. R. Craib.]

HIST 460(4601) Toward a Prehistory of Terrorism (also S HUM 416)

Spring. 4 credits. O. Falk.
For description, see S HUM 416.

HIST 473(4730) Thinking Through Civilization (also S HUM 415)

Fall. 4 credits. A. Randian.
For description, see S HUM 415.

Ancient European History**HIST 151(1510) Introduction to Western Civilization # (III) (HA)**

Summer and fall. 4 credits. B. Strauss.
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(2320) Sophomore Seminar: Eyewitness to War in the Ancient World (also CLASS 234[2320]) # (III or IV) (HA)

Spring. 4 credits. Not offered 2005–2006. B. Strauss.]

HIST 256(2560) War and Peace in Greece and Rome (also CLASS 256[2560]) # (III or IV)

Spring. 4 credits. B. Strauss.
In ancient Greece and Rome, government did little besides wage war and raise taxes, culture focused on war, warriors gloried in battle, and civilians tried to get out of the way. This course surveys the impact of war and the rarity of peace in the ancient world. Topics include: "why war?"; the face of battle; leadership; strategy, operations, and tactics; women and war; intelligence and information gathering; diplomacy and peacemaking; militarism; war and slavery; the archaeology of warfare. Readings in translation include selections from Homer, Herodotus, Thucydides, Xenophon, Caesar, Livy, Tacitus, Josephus, and Ammianus Marcellinus.

[HIST 265(2650) Ancient Greece from Homer to Alexander the Great (also CLASS 265[2650]) # (III) (HA)

Fall. 4 credits. Open to freshmen. Not offered 2005–2006. B. Strauss.]

[HIST 267(2670) History of Rome I (also CLASS 267[2683]) # (III) (HA)

Fall. 4 credits. Not offered 2005–2006. E. Rebillard.]

[HIST 268(2671) History of Rome II (also CLASS 268[2684]) # (III) (HA)

Spring. 4 credits. HIST 267 is not a prerequisite for HIST 268. Not offered 2005–2006. E. Rebillard.]

HIST 432(4320) Topics in Ancient Greek History (also CLASS 436[4320]) # (III or IV) (HA)

Spring. 4 credits. B. Strauss.
Topic for spring 2006: The Trojan War, Myth and Reality. Study of the historical, archaeological, and epigraphic evidence (or lack thereof) for the Trojan War, with an emphasis on new discoveries, theories, and controversies.

HIST 434(4340) Socrates (also S HUM 424)

Spring. 4 credits. S. Jedrkiewicz.
For description, see S HUM 424.

[HIST 435(4350) Modern Classics in the Historiography of Ancient Greece (also CLASS 445[4685]) (III) (HA)

Spring. 4 credits. Prerequisite: introductory course in ancient Greek history or civilization or permission of instructor. Not offered 2005–2006. B. Strauss.]

[HIST 450(4500) The Peloponnesian War (also HIST 630[6300], CLASS 450[4680]) # (III)

Fall. 4 credits. Prerequisites: HIST 265, CLASS 211 or 217, or permission of instructor. Not offered 2005–2006. B. Strauss.]

[HIST 630(6300) Topics in Ancient History (also CLASS 632[7682])

Spring. 4 credits. Not offered 2005–2006. E. Rebillard.]

Medieval, Renaissance, and Early Modern European History**HIST 151(1510) Introduction to Western Civilization # (III) (HA)**

Fall and summer. 4 credits. B. Strauss.
For description, see "Ancient European History."

HIST 152(1520) Introduction to Western Civilization # (III) (HA)

Summer and spring. 4 credits. H. Case.
For description, see "Modern European History."

[HIST 210(2100) The Government of God # (III) (HA)

Spring. 4 credits. Not offered 2005–2006. O. Falk.]

HIST 226(2260) Religion, Politics, and Society in the Age of the Reformations # (III) (HA)

Fall. 4 credits. Limited to 15 students. R. Weil.
In the 16th century, the Protestant reformations and the Catholic Counter-Reformation alike sought to sweep away traditional religious practice and popular "superstition" and to reconstruct the relationship of humans to God. This course examines the ideas of Protestant and Catholic reformers, the techniques of conversion by which they sought to win the hearts and minds of the masses, and the success or failure of their efforts. Also looks at the effects of religious movements on politics, the relationship of church and state, on family life and on the encounter between Europeans and Native Americans and other non-Europeans.

[HIST 234(2340) Seminar: Gender in Early Modern Europe (also FGSS 234) # (III) (CA)

Fall. 4 credits. Limited to 15 students. Designed for underclassmen but open to all students. Prerequisite: permission of instructor. Not offered 2005–2006. R. Weil.]

[HIST 247(2470) The Age of Charlemagne (III) (HA)

Spring. 4 credits. Not offered 2005–2006. P. Hyams.]

HIST 252(2520) Modern East-Central Europe (III) (HA)

Fall. 4 credits. H. Case.
Covers the key events, political ideologies, social and cultural trends, and definitions of East-Central Europe from 1848 to the present. Themes 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 are asked to reflect on how various primary sources (e.g., documents, fiction, letters, memoirs) help us frame and ultimately try to answer the questions raised by the events of the last century and a half in East-Central Europe.

HIST 259(2590) The Crusades # @ (III)

Spring. 4 credits. T. Billado.
A lecture course examining the Crusading Movement and the States it produced from the 11th century to the fall of the mainland Kingdom of Jerusalem in 1292. The historical themes this generates are almost unlimited. The course treats the Christianity and Chivalry of the Medieval West, the confrontation of this culture with those of the Mediterranean and Islam, and what is perhaps the cradle of Western Colonialism. The very concept of "Crusade" itself is problematic today and will continue to cast its shadow on U.S. dealings with the Middle East. The sometimes spectacular readings allow students to choose from a wide range of paper topics, and enjoy an excellent introduction to every aspect of the long-gone world of the Middle Ages.

HIST 262(2620) The Middle Ages: Introduction and Sampler (also RELST 265[2565]) # (III) (CA)

Summer and fall. 4 credits. T. Billado.
This new course is a single-semester alternative to HIST 263–64. It aims to convey what was significant in that area of the "West" that was to become Europe, between the end of the Roman Empire in the West and the Renaissance, from 395 to 1400. It thus takes a critical look at a formative period of Western civilization. The focus is on the development by stages of European structures and institutions, of its dominant religion Christianity, its distinctive culture and its stances before deviance.

[HIST 269(2770) The Early Middle Ages # (III) (HA)

Spring. 4 credits. Not offered 2005–2006. O. Falk.]

[HIST 272(2720) Atlantic World: From Conquest to Revolution (also AM ST 272[2720]) # @ (III) (HA)

Spring. 4 credits. Prerequisite: sophomore prospective history majors or permission of instructors. Not offered 2005–2006. M. B. Norton and R. Weil.]

[HIST 277(2771) The Later Middle Ages # (III) (HA)

Spring. 4 credits. Not offered 2005–2006. O. Falk.]

HIST 305(3050) Britain, 1660 to 1815 # (III) (HA)

Fall. 4 credits. R. Weil.

The British Isles from the Restoration of Charles II through the Napoleonic wars. We will consider the domestic effects of war and Empire; luxury, commerce and the public sphere; continuing conflicts over religious toleration, popular politics, and the relation of England to Ireland and Scotland. Readings include works by John Locke, Jonathan Swift, Adam Smith, Thomas Paine, Edmund Burke, and Jane Austen.

HIST 320(3200) The Viking Age # (III) (HA)

Spring. 4 credits. Not offered 2005-2006. O. Falk.]

HIST 349(3490) Early Modern England # (III) (HA)

Fall. 4 credits. R. Weil.

Explores the crises of political, religious, and epistemological authority that plagued England in the 16th and 17th centuries. Examines 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. Emphasizes close reading of contemporary sources, from autobiography and drama to political theory.

[HIST 350(3500) The Italian Renaissance (also ITALL 221[2210]) # (III or IV) (HA)

Fall. 4 credits. Not offered 2005-2006. J. Najemy.]

HIST 351(3510) Machiavelli (also ITALL 351[3510]) # (III or IV) (HA)

Spring. 4 credits. Not offered 2005-2006. J. Najemy.]

HIST 364(3640) The Culture of the Renaissance II (also COM L/FRLIT/RELST 362[3620], ENGL 325[3250], MUSIC 390[3242]) # (III or IV) (CA)

Fall. 4 credits. Prerequisite: for freshmen, permission of instructor. K. P. Long and W. Kennedy.

For description, see COM L 362.

[HIST 368(3680) Marriage and Sexuality in Medieval Europe (also RELST/FGSS 368[3680]) # (III) (HA)

Fall. 4 credits. Prerequisites: none. Recommended: some prior knowledge of medieval European history. Not offered 2005-2006. P. Hyams.]

[HIST 369(3690) The History of Florence in the Time of the Republic, 1250 to 1530 (also ITALL 369[3690]) # (III or IV) (HA)

Spring. 4 credits. Not offered 2005-2006. J. Najemy.]

HIST 408(4080) Feudalism and Chivalry: Secular Culture in Medieval France, 1000 to 1300 # (III) (HA)

Fall. 4 credits. Recommended: HIST 262, 263 or 264. T. Billado.

An upper-level seminar on the main currents of noble lay culture in France, which led European fashions in love, warfare, entertainment, and environment through most of the period. There will be heavy emphasis on contemporary sources (in English), including lively and complete readings from epic literature (the Song of Roland), lives, and chronicles.

[HIST 409(4090) Seminar on Work in Europe and America # (III) (HA)

Fall. 4 credits. Not offered 2005-2006. S. Kaplan.]

HIST 436(4360) Conflict Resolution in Medieval Europe # (III) (KCM)

Spring. 4 credits. T. Billado.

This seminar concentrates on a time (late 9th-13th centuries) when much of Europe lacked formal systems of justice, and so handled questions of social control quite largely by extra-legal means. Its subject is in one sense political history upside-down, as viewed by individuals rather than their rulers. We examine ways in which anthropology and some recent approaches to law can assist: the readings will be partly anthropology, partly translated medieval accounts of actual conflicts, with samples of recent interpretation. The topics covered should be of interest to law students and majors in anthropology and other modern social sciences.

[HIST 447(4470) Crusaders and Chroniclers # @ (III) (HA)

Fall. 4 credits. Limited to 15 students. Not offered 2005-2006. P. Hyams.]

[HIST 468(4680) Love and Sex in the Italian Renaissance (also ITALL 468[4680]) # (III or IV) (HA)

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

[HIST 471(4710) Knowledge and Politics in 17th-Century England (also S&TS 473[4731]) # (III) (CA)

Spring. 4 credits. Limited to 15 students. Not offered 2005-2006. P. Dear and R. Weil.]

[HIST 476(4760) History and Story in the North Sagas (also HIST 676[6760]) (III) (HA)

Spring. 4 credits. Not offered 2005-2006. O. Falk and T. Hill.]

[HIST 479(4790) Patronage and the Medici # (III) (HA)

Spring. 4 credits. Not offered 2005-2006. J. Najemy.]

[HIST 491(4910) Approaches to Medieval Violence (also HIST 692[6920]) # (III) (HA)

Fall. 4 credits. Limited to 15 students. Prerequisite: permission of instructor. Not offered 2005-2006. O. Falk.]

HIST 495(4950) Gender Power and Authority in England 1600 to 1800 # (III) (CA)

Spring. 4 credits. R. Weil.

It is a truism that early modern society was a "patriarchal" one in which men had authority—but how did that authority operate and what were its limits? How did the exercise of power between men and women intersect with religious, literary, legal and political institutions? This course approaches these questions chronologically, examining the impact of the Reformation, the English Revolution, the Enlightenment, the rise of middle class and polite culture. Also explores them methodologically and generically, with an eye to how different kinds of evidence and sources can produce different kinds of conclusions. Historians' hypotheses are tested by analysis of primary sources.

[HIST 651(6520) Old English Literature in Its Historical Context (also ENGL 710[7100])

Spring. 4 credits. Not offered 2005-2006. P. Hyams and T. Hill.]

[HIST 653(6530) England—Britain—Europe in the Middle Ages

Spring. 4 credits. Not offered 2005-2006. P. Hyams.]

[HIST 663(6630) Graduate Seminar in Renaissance History

Fall. 4 credits. Not offered 2005-2006. J. Najemy.]

HIST 676(6760) History and Story in the North Sagas (also HIST 476[4760])

Spring. 4 credits. Not offered 2005-2006. O. Falk and T. Hill.]

[HIST 692(6920) Approaches to Medieval Violence (also HIST 491[4910])

Fall. 4 credits. Not offered 2005-2006. O. Falk.]

Modern European History

HIST 140(1400) FWS: Kipling's India: Literature, Culture, History

Fall. 4 credits. Limited to 17 students. Freshmen only. R. Travers.

Uses the novels, stories, and poems of Rudyard Kipling to explore the history of the British Empire in India in the 19th century. Asks what Kipling's fictional works can tell us about the British project of governing India and also considers the broader question of the uses of fiction as a historical source.

HIST 152(1520) Introduction to Western Civilization (1600 to the End of World War II) # (III) (HA)

Spring. 4 credits. H. Case.

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 205(2050) The French Enlightenment: Methods, Ambitions, Contradictions # (III) (HA)

Fall. 4 credits. Limited to 15 students. S. Kaplan.

Seminar devised especially for second-year students. The Enlightenment Project, midwife to modernity, intimately associated with the Age of Revolution in the 18th century that profoundly transformed the European/Atlantic world (and beyond), has come under sharp assault in the past quarter century. This course seeks to scrutinize that heritage and incidentally make sense of this debate. What was the Enlightenment, particularly in its French incarnation? By critically reading some of the most unsettling and significant texts of the period, students scrutinize the methods, the ambitions and the contradictions of the so-called "philosophes," who constitute for certain observers "the party of humanity" and for others the harbingers of horror.

[HIST 218(2180) Seminar on Genocide (III) (HA)

Fall. 4 credits. Limited to 15 students. Not offered 2005-2006. I. Hull.]

[HIST 223(2230) International Law (III) (HA)

Spring. 4 credits. Not offered 2005-2006. I. Hull.]

HIST 226(2270) Religion, Politics, and Society in the Age of the Reformations # (III) (HA)

Fall. 4 credits. Limited to 15 students.
R. Weil.

In the 16th century, the Protestant reformations and the Catholic Counter-Reformation alike sought to sweep away traditional religious practice and popular "superstition" and to reconstruct the relationship of humans to God. This course examines the ideas of Protestant and Catholic reformers, the techniques of conversion by which they sought to win the hearts and minds of the masses, and the success or failure of their efforts. Also looks at the effects of religious movements on politics, the relationship of church and state on family life, and on the encounter between Europeans and Native Americans and other non-Europeans.

[HIST 227(2270) The Russian Empire: The Imperial Perspective, 1700 to 1917 # (III) (HA)

Spring. 4 credits. Seminar for freshmen and sophomores; meets twice each semester. Not offered 2005–2006. P. Holquist.]

[HIST 233(2330) Sophomore Seminar: Soviet Society and Family Life During World War Two: Perspectives from Culture (also RUSSEL 223[2233], JWST 233) (III) (CA)

Fall. 4 credits. Limited to 15 students. Not offered 2005–2006. P. Holquist.]

HIST 235(2350) Antisemitism and the Crisis of Modernity (also JWST 254[2350]) (III) (HA)

Fall. 4 credits. V. Caron.

This course will examine the role of antisemitism in 19th- and 20th-century European ideological, political and socioeconomic developments. Attention will be paid to the way in which antisemitism illuminates the underside of European history, allowing us to see how anti-Jewish intolerance and prejudice becomes embedded in the worldviews of significant sectors of the European populations, culminating in the Holocaust. Topics will include: the Christian roots of antisemitism and the extent to which modern antisemitism marks a break with the medieval past; the politicization of antisemitism by both Left and Right; the role of antisemitism in socioeconomic conflicts linked to the rise of capitalism; Jewish responses to antisemitism; antisemitism in the Nazi and Fascist revolutions; and contemporary interpretations of antisemitism.

[HIST 248(2480) Ghosts and Legacies: The Construction of Public Memory (III) (HA)

Spring. 4 credits. Not offered 2005–2006. J. Weiss.]

HIST 252(2520) Modern East-Central Europe (III) (HA)

Fall. 4 credits. H. Case.

Covers the key events, political ideologies, social and cultural trends, and definitions of Eastern Europe from 1848 to the present. Themes 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 are 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 279(2790) International Humanitarianism

Fall. 4 credits. J. Weiss.

This course studies international humanitarian and human rights activities from their origins to the present. The ideological and social roots of humanitarian thought and action receive attention, as does the often-overlapping, sometimes conflictual relationship between humanitarianism and human rights advocacy. Case studies will include the anti-slavery movement, the activities of faith-based groups, biographical studies of pioneering individuals, and the international response to various genocides.

[HIST 285(2850) From Medievalism to Modernity: The History of Jews in Early Modern Europe, 1492 to 1789 (also NES 245, JWST 253[2850]) # (III) (HA)

Fall. 4 credits. Not offered 2005–2006. V. Caron.]

HIST 290(2900) 20th-Century Russia and the Soviet Union (III) (HA)

Spring. 4 credits. P. Holquist.

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. Explores 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(2910) Modern European Jewish History, 1789 to 1948 (also JWST 252[2920]) (III) (HA)

Fall. 4 credits. V. Caron.

Jewish life in Europe experienced a profound transformation as a result of the process of Jewish emancipation which began at the end of the eighteenth century. While emancipation offered Jews unprecedented social, economic and political opportunities, it also posed serious challenges to traditional Jewish life and values by making available new avenues of integration. This course will examine the ways in which Jewish and non-Jewish society responded to these new developments from the 18th century Enlightenment to the post-World War II era. Topics will include Jewish responses to emancipation, including assimilation and new varieties of religious accommodation; the development of modern antisemitism; the rise of Zionism and the creation of the state of Israel; the modernization of Eastern European Jewry; the impact of mass immigration; and the Nazi era.

[HIST 295(2950) Introduction to the History, Language, and Culture of the Balkans (III) (HA)

Spring. 4 credits. Not offered 2005–2006. J. Weiss.]

HIST 297(2271) Imperial Russia, 1689 to 1905 # (III) (HA)

Fall. 4 credits. P. Holquist.

Overview of the rise of Russia as a European power; of the emergence of its political and social institutions, such as the nobility, autocracy, and serfdom; examines Russia's transformation from "Muscovy" to an imperial polity stretching from Poland to the Pacific. Examines attempts to reform and change this edifice in the face of cultural and geopolitical challenges from the West. Treats extensively the role and place of Russian culture in this story, both through lectures and assigned readings.

[HIST 308(3080) History of Post-War Germany (1945 to Present) (III) (HA)

Fall. 4 credits. Not offered 2005–2006. I. Hull.]

HIST 326(3260) History of the Modern British Empire (III) (HA)

Fall. 4 credits. R. Travers.

Survey of British imperial history from the late 18th century until the period after World War II. Major themes include: the causes of imperial expansion, ideologies of empire, the nature of imperial power, the relationship between imperialism and globalization, and the process of decolonization. Using essays, diaries, newspapers, fiction, and film, students seek to understand both the experiences of particular colonies and the consequences of empire for Britain itself.

[HIST 355(3550) The Old Regime: France in the 17th and 18th Centuries # (III) (HA)

Fall. 4 credits. Not offered 2005–2006. S. Kaplan.]

HIST 356(3560) The Era of the French Revolution and Napoleon # (III) (HA)

Fall. 4 credits. S. Kaplan.

A study of the failure of the traditional system, its dismantling and replacement in France, and the international consequences. Focus will be on the meaning of the revolutionary experience, the tension between the desires to destroy and to create, and the implications of the Revolution for the modern world.

[HIST 358(3580) Survey of German History, 1890 to the Present (III) (HA)

Fall. 4 credits. Prerequisite: for freshmen, permission of instructor. Not offered 2005–2006. I. Hull.]

HIST 370(3700) History of the Holocaust (also JWST 353[3700]) (III) (HA)

Spring. 4 credits. Each student must enroll in a sec. Not offered 2005–2006. V. Caron.

HIST 371(3710) World War II in Europe (III) (HA)

Summer and fall. 4 credits. J. Weiss.

The Second World War remains the single most important set of events shaping the contemporary world. The course deals with both the events of World War II as they shaped European and world history and the way those events were remembered and commemorated in postwar years. Lectures, screenings, and readings will examine: the role of wartime political leaders and military commanders; the experience of war and occupation for soldiers and civilians, including Resistance movements and collaborators; Nazi genocide; intellectual and cultural changes during the war, including the impact on literature and philosophy; strategic questions about the origins and conduct of the war; the concluding phases involving the Nuremberg Trials, the Yalta and Potsdam conferences, and the launching of the Cold War; and the

representation of the war in subsequent films, literature, and political culture.

[HIST 379(3790) The First World War: Causes, Conduct, Consequences (III) (HA)]

Spring. 4 credits. Prerequisite: for freshmen, permission of instructor. Not offered 2005–2006. P. Holquist and I. Hull.]

[HIST 383(3830) Europe, 1900 to 1945 (III) (HA)]

Spring. 4 credits. Not offered 2005–2006; next offered 2006–2007. J. Weiss.]

[HIST 384(3840) Europe, 1945 to 1968 (III) (HA)]

Fall. 4 credits. Not offered 2005–2006. J. Weiss.]

[HIST 385(3850) Europe in the 20th Century: 1968 to 1990 (III)]

Spring. 4 credits. Not offered 2005–2006. J. Weiss.]

[HIST 409(4090) Seminar on Work in Europe and America # (III) (HA)]

Fall. 4 credits. Not offered 2005–2006. S. L. Kaplan.]

[HIST 417(4170) History of Jews in Modern France (also JWST 446[4170], FRLIT 413) (III or IV) (HA)]

Spring. 4 credits. Prerequisite: permission of instructor. V. Caron.

This course will explore the integration of Jews into French society from the French Revolution to the present. Topics will include: the debate over Jewish emancipation during the Enlightenment, the French Revolution, and the Napoleonic era; the processes of religious and social assimilation; the rise of antisemitism and the Dreyfus Affair; Jewish responses to antisemitism; the immigrant challenge and refugee crisis of the 1930s; the Vichy era and Jewish resistance during World War II; and the reconstruction of the French Jewish community since 1945.

[HIST 433(4330) History of Modern German Jewry: From the Enlightenment to the Post-1945 Era (also GERST 433, JWST 453[4330]) (III) (HA)]

Spring. 4 credits. Limited to 15 students. Not offered 2005–2006. V. Caron.]

[HIST 446(4460) Strategy in World War II (III) (HA)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2005–2006. J. Weiss.]

[HIST 452(4520) History of the New Europe (III) (HA)]

Fall. 4 credits. Limited to 15 students. H. Case.

Focuses on European leaders' and intellectuals' attempts to refashion or reinvent Europe through renewal projects initiated since the 19th century. Such projects often combined ideology and geopolitics to justify individual state actions, effect boundary shifts, assure the predominance of a certain strain of European culture, or maintain alliance systems within Europe. Readings are taken from period authors whose works show how different countries and peoples across Europe have perceived their role in the "New Europes" of history, and what continuities/divergences exist between earlier ideas regarding the essence of Europe and those of today.

[HIST 457(4570) Seminar in European Fascism (III) (HA)]

4 credits. Prerequisite: permission of instructor. Not offered 2005–2006. I. Hull.]

[HIST 462(4620) Popular Culture in European History (III) (CA)]

Fall. 4 credits. Not offered 2005–2006. S. Kaplan.]

[HIST 463(4630) War and Society in Eastern Europe (III) (HA)]

Spring. 4 credits. H. Case.]

[HIST 467(4670) Seminar in Modern European Political History (III) (HA)]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2005–2006. J. Weiss.]

[HIST 474(4740) Topics in Modern European Intellectual and Cultural History (also COM L 474[4740]) (III or IV)]

Fall. 4 credits. Limited to 15 students. D. LaCapra.

The course will explore the relations between history and critical theory with special attention to the study and writing of intellectual and cultural history. Specific topics will include gender, "orientalism," racism, terrorism, and Nazism. A focus will be debates among historians and critical theorists on particularly controversial issues, including postmodernism and the so-called linguistic turn.

[HIST 477(4770) Seminar on the Politics of the Enlightenment # (III) (HA)]

Fall. 4 credits. Not offered 2005–2006. S. Kaplan.]

[HIST 488(4880) Seminar in Late 19th-Century European Imperialism (III) (HA)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2005–2006. I. Hull.]

[HIST 601(6010) European History Colloquium]

Fall and spring. 2 credits each semester. Limited to graduate students. Fall, D. LaCapra and H. Case; spring, P. Holquist and H. Case.

Research colloquium designed for European history graduate students. Offers a forum for students to present papers and to discuss the work of visiting scholars.

[HIST 605(6051) Themes and Issues in Modern European History]

Spring. 4 credits. H. Case and P. Holquist. General overview of key texts in the historiography of modern Europe. Students read and discuss one book per week.

[HIST 629(6290) Graduate Seminar]

Spring. 4 credits. Not offered 2005–2006. P. Dear and R. Weil.]

[HIST 661(6610) Graduate Seminar in 20th-Century German History]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2005–2006. I. Hull.]

[HIST 672(6720) Seminar in European Intellectual History]

Fall. 4 credits. D. LaCapra.

[HIST 673(6730) Seminar in European Intellectual History (also HIST 474[4740])]

Fall. 4 credits. Not offered 2005–2006. D. LaCapra.]

[HIST 674(6740) Graduate Seminar in German History, 1770 to 1918]

Spring. 4 credits. Not offered 2005–2006. I. Hull.]

[HIST 678(6780) Seminar in Modern European Social History]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2005–2006. J. Weiss.]

History of Science

[HIST 250(2500) Technology in Society (also ENGRG/ECE 250[2500], S&TS 250[2501]) (III) (HA)]

Fall. 3 credits. Not offered 2005–2006. R. Kline.]

[HIST 281(2810) Science in Western Civilization (also S&TS 281[2811]) # (III) (HA)]

Fall. 4 credits. HIST 281 is *not* a prerequisite to 282. P. Dear.

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 20th 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 19th 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(2820) Science in Western Civilization (also S&TS 282[2821]) # (III) (HA)]

Spring. 4 credits. HIST 281 is *not* a prerequisite to 282. P. Dear.

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 20th 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 19th century after a long period of emergence. Covers the 18th, 19th, and early 20th centuries.

[HIST 287(2870) Evolution (also BIOEE 207[2070], S&TS 287[2871]) (I or III) (PBS)]

Fall or summer. 3 credits. A. MacNeil. For description, see BIOEE 207.

[HIST 292(2920) Inventing an Information Society (also ENGRG/ECE 298[2980], S&TS 292[2921]) (III) (HA)]

Spring. 3 credits. R. Kline. For description, see ENGRG 298.

[HIST 329(3290) Physical Science in the Modern Age (also S&TS 330[3301]) (III) (HA)]

Fall. 4 credits. S. Seth. For description, see S&TS 330.

HIST 357(3570) Engineering in American Culture (also ENGRG 357[3570], S&TS 357[3571])

Fall. 4 credits. R. Kline.
For description, see ENGRG 357.

[HIST 415(4150) Seminar in the History of Biology (also BIOEE 467[4670], B&SOC/S&TS 447[4471]) (I or III) (PBS)]

Summer and fall. Limited to 18 students.
Not offered 2005–2006. 4 credits.
W. Provine.

Specific topic changes each year. For description, see BIOEE 467.]

HIST 464(4640) Historical Issues of Science, Technology, Race and Colonialism (also S&TS 475[4751])

Fall. 4 credits. S. Seth.
For description, see S&TS 475.

[HIST 471(4710) Knowledge and Politics in 17th-Century England (also S&TS 473[4731]) # (III) (CA)]

Spring. 4 credits. Limited to 15 students.
Not offered 2005–2006. P. Dear and R. Weil.]

[HIST 525(5250) Seminar in the History of Technology (also S&TS 525)]

Spring. 4 credits. Not offered 2005–2006.
R. Kline.]

[HIST 620(6200) Intelligibility in Science (also S&TS 620[6201])]

Spring. 4 credits. Graduate seminar. Not offered 2005–2006. P. Dear.]

[HIST 680(6800) Seminar in Historiographical Approaches to Science (also S&TS 680[6801])]

Fall. 4 credits. Not offered 2005–2006.
P. R. Dear.]

HIST 711(7110) Introduction to Science and Technology Studies (also S&TS 711[7111])

Fall. 4 credits. P. Dear.
For description, see S&TS 711.

Latin American History**HIST 195(1950) Colonial Latin America # @ (III) (HA)**

Fall. 4 credits. K. Graubart.
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(1960) Modern Latin America @ (III) (HA)

Spring. 4 credits. R. Craib.
An introductory survey of Latin American history from the early 19th century to the present with particular emphasis on processes of nation-state formation and the development of capitalist economies. Prominent themes include U.S.-Latin American Relations; neocolonialism; and radicalism and revolutionary movements, explored through a variety of primary and secondary sources.

[HIST 206(2060) Modern Mexico @ (III) (HA)]

Fall. 4 credits. Not offered 2005–2006.
R. Craib.]

HIST 216(2160) Gender and Colonization in Latin America @ (III) (HA)

Spring. 4 credits. K. Graubart.
This sophomore seminar examines questions of gender and sexuality in the conquest and colonization of Latin America, 1492–1820. Topics will include: Iberian masculinity, men and women and the conquest; changes in indigenous gender roles as a result of colonization; gender in a society with slavery; honor and sexuality across classes and ethnic groups; nations, nationalism and gender in the 19th century.

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. Limited to 15 students. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

[HIST 224(2240) Art and Politics in 20th-Century Latin History @ (III) (HA)]

Spring. 4 credits. Sophomore seminar.
Limited to 15 students. Not offered 2005–2006. M. Roldan.]

[HIST 225(2250) Sophomore Seminar: The U.S.-Mexico Border—History, Culture, Representation (also LSP 225[2250]) (III) (CA)]

Spring. 4 credits. Limited to 15 students.
Not offered 2005–2006. R. Craib and M. C. Garcia.]

[HIST 240(2400) Seminar: Immigration and Ethnicity in the 20th-Century United States (also LSP 241[2400]) (III) (HA)]

Fall. 4 credits. Limited to 15 students.
Prerequisite: permission of instructor. Not offered 2005–2006. M. C. Garcia.]

HIST 245(2450) Sophomore Seminar: Drugs: People, Policies, Politics @ (III) (HA)

Spring. 4 credits. Recommended: previous course in Latin American history.
M. Roldan.

This seminar uses the narcotics trade to examine a variety of issues in historical perspective: migration, human rights, smuggling, international trade and foreign policy. The temporal focus is the period between the 1920s and the present.

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. Limited to 15 students. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

[HIST 272(2720) Atlantic World: From Conquest to Revolution (also AM ST 272[2720]) @ # (III) (HA)]

Spring. 4 credits. Prerequisite: sophomore prospective history majors or permission of instructors. Not offered 2005–2006.
M. B. Norton and R. Weil.]

HIST 300(3000) Spanish in the Disciplines (also SPANL 302.1[3020])

Fall. 1 credit. Co-requisite: HIST 306. Staff.
For description, see SPANL 302.1.

HIST 301(3010) Perspectives on Latin America (also LAT A/SPANL 320[3200]) @ (III or IV) (CA)

Spring. 4 credits. M. Roldan.
Introductory course recommended for those concentrating in Latin American Studies. Topics vary by semester, but readings always focus on current research in various disciplines and regions of Latin America. The range of issues addressed includes the economic, social, cultural, and political trends and transitions in the area. In the weekly meetings, instructors and guest lecturers facilitate student discussions. Students are required to participate in all class discussions and write one research paper in their chosen focus area.

HIST 303(3031) Andean History and Ethnohistory @/# (III) (HA)

Spring. 4 credits. K. Graubart.
The Andean region of South America—comprising the modern nations of Peru, Ecuador, and Bolivia—has a rich documentary history going back thousands of years, from major pre-Hispanic civilizations (most famously the Incas) to its role as an important center in the Spanish colonial empire to modern revolutions and movements for indigenous rights. Through critical readings of historical texts as well as archaeological artifacts, students examine key junctures in Andean history, especially from the perspectives of indigenous peoples.

HIST 306[3060] Modern Mexico: From Independence to the Zapatistas @ (III) (HA)

Fall. 4 credits. R. Craib.
A survey of Mexico's history from the early 19th century to the present. The course covers social, cultural and economic trends and their relationship to political movements. Special emphasis will be given to the ways in which "common people" participated in and influenced politics; to the important regional, class, ethnic, and gender differences that have figured prominently in Mexico's history; and to the politics of history-making.

[HIST 309(3090) History and Geographical Imagination # @ (III) (HA)]

Fall. 4 credits. Not offered 2005–2006.
R. Craib.]

HIST 404(4041) Ethnicity, Race, and Indigeneity in Latin America @ (III) (HA)

Fall. 4 credits. Limited to 15 students.
Prerequisite: previous course in Latin American history. K. Graubart.
This seminar examines the historical production of "race" and ethnicity in the Latin American context, beginning with the invention of the category of "Indians" by European colonists and the introduction of African slaves into these already complex societies. We will examine in depth the theories of race that emerged in the 18th and 19th centuries in Europe and the Americas. The second half of the course will address contemporary issues that stem from these colonial concerns: nationalism, the romantic invocation of the indigenous past, cultural practices, land rights, political representation and enduring racism.

[HIST 418(4180) Comparative Agrarian History # (III) (HA)

Fall. 4 credits. Not offered 2005-2006.
R. Craib.]

[HIST 423(4230) Chronicles of the Conquest of Latin America @ (III) (HA)

Spring. 4 credits. Not offered 2005-2006.
K. Graubart.]

[HIST 424(4240) Art and Politics in 20th-Century Latin America @ (III) (CA)

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2005-2006.
M. Roldan.]

[HIST 429(4290) Cervantes and the Mediterranean World (also SPANL 448/658[4480/6580], HIST 658[6580])

Fall. 4 credits. SPANL 316, 318, and 319, or permission of instructor. Conducted in Spanish. M. Garces.

For description, see SPANL 448.

[HIST 431(4310) Farmworkers (also HIST 631[6310], LSP 431/631[4310/6310], CRP 395.72/679.72, ILRCB 402)

Spring. 4 credits. Not offered 2005-2006.
Staff.]

[HIST 438(4380) History's Margins: Frontiers and Borders in Comparative Perspective @ # (III) (HA)

Spring. 4 credits. Not offered 2005-2006.
R. Craib.]

[HIST 445(4450) Prostitutes and Patriots: Urban Culture and the Construction of Citizenship in Latin America, 1880 to 1950 (also HIST 645[6450]) @ (III) (HA)

Fall. 4 credits. Limited to 15 students.
Prerequisites: HIST 295 and/or 296 suggested; permission of instructor. Not offered 2005-2006. M. Roldan.]

[HIST 459(4590) Radicals and Revolutionaries in Modern Latin America (also HIST 659[6590]) @ (III) (HA)

Fall. 4 credits. Limited to 15 students.
Prerequisite: HIST 296 or permission of instructor. Not offered 2005-2006.
R. Craib.]

[HIST 607(6041) Race and Ethnicity in Latin America (also HIST 404[4041])

Fall. 4 credits. K. Graubart.
For description, see HIST 404.

[HIST 631(6310) Farmworkers (also HIST 431[4310], LSP 431/631[4310/6310], CRP 395.72/679.72, ILRCB 402)

Spring. 4 credits. Not offered 2005-2006.
Staff.]

[HIST 648(6480) Historiography of Latin America

Fall. 4 credits. R. Craib.
Readings and research on the historiography of colonial and modern Latin America.

[HIST 649(6481) Seminar in Latin American History

Fall. 4 credits. Not offered 2005-2006.
M. Roldan.]

[HIST 658(6580) Cervantes and the Mediterranean World (also SPANL 448/658[4480/6580], HIST 429[4290])

Fall. 4 credits. M. Garces.
For description, see SPANL 448.

[HIST 659(6590) Radicals and Revolutionaries in Modern Latin America (also HIST 459[4590])

Fall. 4 credits. Limited to 15 students.
Prerequisite: HIST 296 or permission of instructor. Not offered 2005-2006.
R. Craib.]

Near Eastern History**[HIST 217(2170) Gender, Sexuality, and Empire: The View from the Modern Middle East (also NES 217[2617], FGSS 217[2170])**

Spring. 4 credits. W. Jacob.

This course examines gender and sexuality as historical categories within the contexts of colonial and postcolonial modernity, using the specific case of Middle Eastern societies. It seeks to understand these categories as products of the complex histories of colonialism and nationalism in the region. At the same time, gender and sexuality will be used as analytical tools with which to make sense of the latter. Using a variety of primary and secondary materials—ranging from current media to nineteenth-century travel literature and religious treatises—the students will learn to historicize and critically compare present and past images of Middle Eastern men and women. The political implications of gendered and sexualized images of the Other will be a primary concern. The course will traverse numerous social and cultural boundaries, from Britain, France, and the U.S. to North Africa, Egypt, and the Levant; in addition, it will envelop a significant period of time—from the late 18th century to the present. Consequently, some prior exposure to Middle Eastern (or European) history is highly recommended.

[HIST 222(2220) Law, Society, and Culture in the Middle East (also NES 265[2655])

Fall. 3 credits. Sophomore seminar. Limited to 15 students. S-U or letter grades.
D. Powers.

For description, see NES 265.

[HIST 253(2530) Introduction to Islamic Civilization I (also NES/RELST 255[2655]) @ # (III or IV) (HA)

Summer and spring. 3 credits. D. Powers.
For description, see NES 255.

[HIST 276(2760) History of the Modern Middle East: 19th and 20th Centuries (also NES/JWST 274[2764]) #/@ (III or IV) (HA)

Spring. 4 credits. M. Campos.
For description, see NES 274.

[HIST 296(2960) Jesus in History, Tradition, and Cultural Imagination (also NES 296[2596]) @ # (III or IV) (CA)

Spring. 4 credits. Not offered 2005-2006.
K. Haines-Eitzen.
For description, see NES 296.]

[HIST 299(2695) Introduction to Christian History (also NES/JWST 295[2695], RELST 295[2695]) # (III or IV) (HA)

Spring. 3 credits. Not offered 2005-2006.
K. Haines-Eitzen.]

[HIST 372(3651) Law, Society, and Culture in the Middle East, 1200 to 1500 (also HIST 652[6651], NES 351/651, RELST 350) @ # (III) (HA)

Spring. 4 credits. Limited to 25 students.
Not offered 2005-2006. D. Powers.]

[HIST 453(4530) Formation of Islamic Law (also NES 457[4657])

Fall. 4 credits. D. Powers.
For description, see NES 457.

[HIST 461(4610) Seminar in Islamic History 600 to 750 (also HIST 671[6710], NES 418/650[4618], RELST 451) @ # (III)

Spring. 4 credits. Limited to 25 students.
Not offered 2005-2006. D. Powers.]

[HIST 652(6651) Introduction to Islamic Law (also HIST 372[3651], NES 351/651, RELST 350)

Spring. 4 credits. Limited to 25 students.
Not offered 2005-2006. D. Powers.]

[HIST 671(6710) Seminar in Islamic History (also HIST 461[4610], NES 418/650[4618], RELST 451[4618])

Spring. 4 credits. Not offered 2005-2006.
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 permission of a particular instructor to work with them.

[HIST 201(2001) Supervised Reading

Fall or spring. 2 credits. Prerequisite: junior or senior standing; permission of instructor. Staff.

[HIST 302(3002) Supervised Research

Fall or spring. 3 or 4 credits. Prerequisite: upperclass standing; permission of instructor. Staff.

[HIST 400(4000) Honors Proseminar

Fall and spring. 4 credits. Limited to 15 students. For prospective honors candidates in history. Prerequisite: permission of member of Honors Committee. Fall, F. Logevall; spring, R. Craib.

Explores 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(4001) Honors Guidance

Fall. 4 credits. Prerequisites: HIST 400 and permission of instructor. J. V. Koschmann.

[HIST 402(4002) Honors Research

Spring. 4 credits. Prerequisites: HIST 400 and permission of instructor.
J. V. Koschmann.

[HIST 709(7090) Introduction to the Graduate Study of History

Fall. 4 credits. Requirement for first-year graduate students. P. Holquist and T. Loos. Designed to introduce entering graduate students to crucial issues and problems in historical methodology that cut across various areas of specialization.

HIST 804-807(8004-8007) Supervised Reading

4 credits each semester. Prerequisite: graduate student standing; permission of instructor. Staff.

HISTORY OF ART

S. Hassan, chair; J. E. Bernstock, M. I. Dadi, M. Fernandez, C. Finley, 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 languages 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 semester of the junior year. Students are advised to enroll in ART H 497 Honors Research 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 or 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 first-year 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 professional level.

600-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 not be used to satisfy the distribution requirement or the major.

Courses**ART H 202(2100) 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 209(2190) Sophomore Seminar: The Immigrant Imagination (also AAS 209[2090]) (III) (HA)

Spring. 4 credits. Limited to 15 students. T. Tu.

Explores how contemporary immigrant experiences are expressed through visual culture. Examines a variety of expressive forms—including visual and material arts, video/performance art, and film—produced by recent immigrants, and considers the ways that they function as a type of "migration narrative." By doing so, connections are made between visual representations and other modes of narration, including literary and musical. Asks: how do the visual arts operate within immigrant communities as a mode of story-telling or history-making? How have immigrants employed visual culture to narrate their cross-cultural movements, community-building efforts, political struggles, and cultural memories? Is there such a thing as "immigrant art?" If so, what are its characteristics and how does it help to reshape our understanding of contemporary artistic productions?

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. Limited to 15 students. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

[ART H 219(2019) Thinking Surrealisms (also COM L 220[2200]) (IV)

4 credits. Not offered 2005–2006. B. Maxwell.]

[ART H 220(2200) Introduction to Art History: The Classical World (also CLASS 220[2700]) # (IV) (HA)

4 credits. Each student must enroll in a sec. Not offered 2005–2006. A. Ramage.]

[ART H 221(2226) Minoan-Mycenaean Art and Archaeology (also CLASS/ARKEO 221[2726]) # (IV) (CA)

3 credits. Not offered 2005–2006. J. Coleman.]

[ART H 222(2225) Greek Art and Archaeology # (IV) (CA)

3 credits. Not offered 2005–2006. J. Coleman.]

ART H 245(2400) Introduction to Art History: Renaissance and Baroque Art (also VISST 245[2645]) # (IV) (HA)

Fall. 4 credits. Each student must enroll in a sec. C. Lazzaro.

Surveys major works of European painting, sculpture, prints, and architecture from 1400 to 1750. Emphasizes the social, religious, and political contexts in which artists worked and the role of patrons in the creative process. Also introduces the art historical approaches through which we interpret these works. Weekly section meetings are required.

ART H 250(2350) Introduction to Art History: Islamic Art and Culture (also NES 247[2747]) @ # (IV) (HA)

Fall. 4 credits. C. Robinson.

Spanning the years between the advent of Islam as one of the world's great religions in the early 7th century AD and the end of the 14th century AD, this course places significant emphasis on, in addition to religious architecture and mobilier, the secular world, its built environments and its material culture (palaces, gardens, places of the imagination, Arts of the Book). Lectures and readings attempt to situate these structures and objects in a framework or context that enriches students' understanding of them and of the cultures that produced them. Two weekly slide lectures and occasional section meetings. Readings include a textbook and limited selection of articles on e-reserve; assignments include two in-class and two take-home exams plus two shorter writing assignments.

ART H 255(2355) Introduction to Art History: Medieval Art and Culture (also NES 253[2553])

Spring. 4 credits. C. Robinson.

Survey lecture course covering the creation, encoding, and reception of Medieval (roughly AD 500–1500) European architecture, ornament, manuscripts, liturgical and luxury objects. The approach is thematic but chronologically grounded; attention is also given to cultural interaction in the Mediterranean basin.

ART H 260(2600) 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 sec. J. Bemstock.

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(2601) Introduction to Art History: Modern Art (IV) (CA)

Summer. 3 credits. D. Royce-Roll. 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(2700) Mapping America (also AM ST 270[2700]) # (IV) (CA)

4 credits. Each student must enroll in a sec. Not offered 2005-2006. L. Meixner.]

[ART H 280(2800) Introduction to Art History: Approaches to Asian Art @ # (IV) (CA)

3 credits. Not offered 2005-2006. K. McGowan.]

ART H 306(3600) Introduction to Art History: Contemporary Art: 1960 to Present

Spring. 4 credits. Prerequisite: ART H 260 or equivalent. I. Dadi.

Discusses new art practices since the 1960s. Although numerous artistic experiments took place during the first half of the 20th century, it was with the declining importance of modernist painting and sculpture by the 1960s that newer modes of artistic practice became established. This course explores the rise of Fluxus, Minimalism, Conceptualism, Land Art, Video and Performance, Postmodernism, and Postcolonialism. These practices are located in relation to intellectual and social movements, such as the 1960s counterculture, feminism, race, ecology, institutional critique, and globalization. This course focuses primarily on European and American art but also incorporates selected global developments.

ART H 309(3250) Dendrochronology of the Aegean (also CLASS 330[3750], ARKEO 309[3090]) # (IV) (HA)

Fall and spring. 4 credits. Limited to 10 students. Prerequisite: permission of instructor. P. I. Kuniholm.

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

ART H 321(3226) Mycenae and Homer (also CLASS/ARKEO 321[3721]) # (IV) (HA)

Fall. 4 credits. 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.

ART H 322(3202) Arts of the Roman Empire (also CLASS 350[3740])

Fall. 4 credits. Prerequisite: permission of instructor. A. Ramage.

The visual arts in the service of the first world state. Starts with the architecture, painting, and sculpture of the Etruscan and Republican period but concentrates on monuments of the Imperial era in Italy and the provinces until the time of Constantine. Art made for private patrons is considered, along with the official presentations of the emperors.

[ART H 325(3205) Greek Vase Painting (also CLASS 325[3725]) # (IV) (LA)

4 credits. Not offered 2005-2006. A. Ramage.

ART H 327(3207) Greek and Roman Coins (also CLASS 327[3727]) # (IV) (LA)

Spring. 4 credits. A. Ramage.

Examines the varied issues of Greek cities and the Roman state. Considers coins as art objects as well as economic and historical documents. Studies the changes in design, value, and metals from the origins of coinage to the late Roman period. Includes lectures, student presentations, and work with the actual examples.

[ART H 343(3443) Art and Society in Early Renaissance Italy # (IV) (HA)

4 credits. Not offered 2005-2006. C. Lazzaro.]

[ART H 344(3440) Leonardo, Michelangelo, and Raphael # (IV) (HA)

4 credits. Not offered 2005-2006. C. Lazzaro.]

ART H 345(3445) Rome, Florence, and Venice in the 16th Century # (IV) (HA)

Spring. 4 credits. C. Lazzaro.

Examines the distinctive cultural identities of Rome, Florence, and Venice and how art, architecture, and urban planning served to create the myths and self-images of these cities, their rulers, and society. Rome (a secular state with the pope at his head), Florence (a duchy ruled by the Medici dynasty), and Venice (an oligarchic republic), all had in common a "civil society," a social and intellectual elite of both rulers and patricians joined by a shared classical culture. This course examines the images and symbols of each state, among them the centers of power in each city, government-sponsored propagandistic works of sculpture, wall painting, architecture, and the role of private art collections and patronage in establishing cultural identity. Works of major artists of the 16th century, including Michelangelo, Raphael, Bronzino, and Titian, are discussed, but the focus is on topics and issues rather than artists.

ART H 349(3149) Artistic Identity through Time: From Anonymous to Magnanimous (IV) (HA)

Fall. 4 credits. P. Morin.

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 are 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(3100) History of Photography (IV) (LA)

Winter. 4 credits. I. Dadi.

Provides a survey of the history of photography over a course of two centuries. Starting with its invention in the 1830s, this course covers the subject both topically and chronologically. During the 19th century, it focuses 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 20th 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 351(3420) Culture of the Renaissance II (also COM L/FRLIT 362[3620], ENGL 325[3250], HIST 364[3640], MUSIC 390[3242]) # (IV) (LA)

Fall. 4 credits. F sec required.

W. J. Kennedy and K. Long. Members of various departments lecture on Luther, Marguerite of Navarre, Michelangelo, Paré, Shakespeare, and Monteverdi. Guest lecturers include Rachel Weil, History; Medina Lasansky, History of Architecture; Andrew Weislogel, Johnson Museum of Art; and Neal Zaslaw, Music. Lectures and discussions introduce different methods of interpretation and of historical analysis.

[ART H 355(3300) Romanesque and Early Gothic Art and Architecture: Europe and the Mediterranean, 900 to 1150 AD (also NES 359) # (IV) (LA)

4 credits. Prerequisite: for freshmen, permission of instructor. Not offered 2005-2006. C. Robinson.]

[ART H 356(3301) Gothic and the Medieval World # (IV) (LA)

4 credits. Not offered 2005-2006. C. Robinson.]

ART H 360(3740) Painting 19th-Century America (also AM ST 360[3740]) # (IV) (CA)

Spring. 4 credits. Recommended: ART H 245. L. L. Meixner.

Interdisciplinary view of art and life in 19th-century America from the colonial era through the Gilded Age. Considers 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, students look at print culture including daguerreotypes, postcards, political prints, photographs, and advertisements.

ART H 362(3760) Impressionism in Society (also VISST 362, FGSS 361[3610]) # (IV) (CA)

Fall. 4 credits. Not open to freshmen.

Recommended: ART H 245. L. L. Meixner. Discusses French Impressionist art as products of 19th-century public life. By relating Impressionism to state culture, including Universal Expositions, the course traces subversive themes such as criminality, café and brothel societies, clandestine prostitution, and class-regulated leisure. Students 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 Bohème* 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(3605) U.S. Art from FDR to Reagan (also AM ST 355[3605]) (IV) (LA)

Fall. 4 credits. Each student must enroll in a sec. J. E. Bernstock.

Considers the contextual features of American art from the 1930s through the late 1980s. Examines art in relation to contemporary politics, society and literature. A few of the developments on which the course focuses are: Abstract Expressionism, Pop Art, Earth Art, and Feminist Art. Examines various critical approaches.

[ART H 366(3650) Digital Art (IV) (CA)

4 credits. Not offered 2005–2006. M. Fernandez.]

[ART H 368(3550) Modern and Contemporary Latin American Art (also LSP 368[3551]) (IV) (HA)

4 credits. Not offered 2005–2006. M. Fernandez.]

ART H 371(3171) Architectural History of Washington, D.C. # (IV) (HA)

Fall or spring. 4 credits. Prerequisite: students in Cornell in Washington program; nonarchitects. P. Scott.

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(3500) African American Art (also AS&RC 304[3500]) (IV) (LA)

Spring. 3 credits. S. Hassan.

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. 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 18th and 19th centuries and continuing through the early 20th-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(3510) Introduction to African Art (also AS&RC 310[3501]) @ (IV) (LA)

Fall. 3 credits. S. Hassan.

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(3800) Introduction to the Arts of China (also ARKEO 380[3880], ASIAN 383[3383]) @ # (IV) (LA)

4 credits. Not offered 2005–2006. A. Pan.]

[ART H 384(3820) Introduction to the Arts of Japan (also ASIAN 381[3381], VISST 384) @ # (IV) (LA)

4 credits. Not offered 2005–2006. A. Pan.]

[ART H 385(3805) Representation and Meaning in Chinese Painting (also ASIAN 384[3384]) @ # (IV) (CA)

4 credits. Not offered 2005–2006. A. Pan.]

[ART H 390(3520) African American Cinema (also AS&RC 390, AM ST 386) (IV) (LA)

4 credits. Not offered 2005–2006. Faculty.]

ART H 395(3855) The House and the World: Architecture of Asia (also ASIAN 394[3394]) @ # (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(3850) The Arts of Southeast Asia @ # (IV) (CA)

4 credits. Not offered 2005–2006. K. McGowan.]

Seminars

Courses at the 400 to 600 level are open to juniors and seniors, majors, and graduate students unless otherwise stated. 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(4100) Proseminar (also VISST 400[4200]) (IV) (HA)

Fall. 4 credits. Limited enrollment.

Prerequisite: history of art majors. 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 to 6:30 P.M.

ART H 401(4991) Independent Study

Fall or spring. 2–4 credits; may be repeated for credit. Prerequisite: permission of 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(4992) Independent Study

Fall or spring. 2–4 credits; may be repeated for credit. Prerequisite: permission of 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(4107) The Museum and the Object (also VISST 407[4607]) (IV) (CA)

Fall. 4 credits. Prerequisite: history of art majors; freshmen and sophomores by permission of instructor. All classes meet in Johnson Art Museum study gallery.

K. McGowan.

Gives advanced students the opportunity to work directly with original objects from the collection in the Herbert F. Johnson Museum. Focuses on art and connoisseurship by questioning the ways quality is determined in works of art. Topics include methods of attribution, fakes and forgeries, technique and media, restoration and conservation, art education and theories of perception. Session leaders include the curatorial staff of the art museum.

ART H 410(4310) Methods in Medieval (also NES 419[4710])

Spring. 4 credits. Prerequisite: permission of instructor; interested undergraduates must obtain permission of instructor to enroll. C. Robinson.

Seminar including critical reading and discussion of the "Medieval Masters," i.e., those who have constructed, repaired, and reconstructed the field of Medieval art history. Readings from other areas of Medieval studies are incorporated as they affect or influence the direction of art historical discourse. There are weekly readings, discussions and response papers, as well as a semester research project and presentation.

[ART H 411(4311) The Multicultural Alhambra (also S HUM/SPANL 411, NES 451)

4 credits. Not offered 2005-2006. C. Robinson.]

[ART H 412(4312) The Late Medieval Art of Devotion # (IV) (HA)

4 credits. Not offered 2005-2006. C. Robinson.]

ART H 413(4113) Race, Technology and Visuality (also AAS 413[4130], AM ST 412[4113]) (IV) (CA)

Fall. 4 credits. T. Tu.

Examines how new information and communication technologies have altered the ways we visualize and perform racial identities. Questions 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(4114) Popular Culture and Visual Practice in Asian America (also AAS 414[4140]) (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. Asks the following questions: 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(4021) Undergraduate Seminar in Cultural History (also HIST/AM ST 421[4210])

4 credits. Not offered 2005-2006. M. Kammen.]

ART H 422(4322) The Late Medieval Devotional Image in Iberia (also NES 422[4722], SPANL 422[4220]) # (IV) (CA)

Fall. 4 credits. Prerequisites: permission of instructor; comfortable reading knowledge of Spanish. C. Robinson.

Examines, through the contextually based study of the introduction of the retablo (altarpiece) into Iberian churches, chapels, and palaces (these contexts, of course, included a significant consciousness, and often presence, of Jews, Muslims, or recent converts to Christianity from those latter two religions) in the early 15th century, both the problems enumerated above and the problematic culture of the religious image in Iberia. Designed to accompany the planning stages of an exhibition centered on two panels of a 15th-century retablo produced in Catalonia in the collection of Cornell's Herbert F. Johnson Museum of Art; research undertaken by students contributes toward the production of the exhibition's accompanying catalogue. Because of the nature of extant scholarly literature surrounding late medieval Iberian retablos, a comfortable level of reading in Spanish is a prerequisite.

ART H 423(4231) Ceramics (also CLASS 431[4731], ARKEO 423[4231]) # (IV) (CA)

Fall. 4 credits. A. Ramage.

Bronze Age, Greek, and Roman pottery specimens from Near-Eastern and Mediterranean sites are studied to provide direct experience of one of the basic prerequisites of archaeological excavation—the identification and dating of pottery types. Reports, delivered in class, concern ancient ceramic materials or particular types and periods of ceramics. Practical experience in making and decorating pottery is encouraged.

ART H 427(4207) Seminar on Roman Art and Archaeology (also CLASS 435[4735], ARKEO 435[4207]) # (IV) (CA)

Spring. 4 credits. Prerequisite: for freshmen or sophomores, permission of instructor. A. Ramage.

Topic for spring 2006 TBA.

[ART H 430(4030) America in the Camera's Eye (also HIST/RELST 430[4300], AM ST 430.2) (III or IV)

4 credits. Not offered 2005-2006. R. L. Moore.]

ART H 434(4254) The Rise of Classical Greece (also ARKEO/CLASS 434[4734]) # (IV) (HA)

Spring. 4 credits. Recommended: CLASS/ART H 220, 221, or permission of instructor. P. I. Kuniholm.

Covers the art and archaeology of the Greek dark ages. Topics include: site reports, pottery, metalworking, the introduction of the alphabet, the beginnings of coinage, and links with Anatolia and the Near East.

ART H 447(4047) Aesthetic Theory: The End of Art (also GERST/COM L 656[6560]) (IV)

4 credits. Prerequisite: permission of instructor. Not offered 2005-2006. P. Gilgen.]

[ART H 448(4440) Constructing the Self in the 16th Century # (IV) (HA)

4 credits. Not offered 2005-2006. C. Lazzaro.]

ART H 450(4450) Women in Italian Renaissance Art (also FGSS 451[4510]) # (IV) (HA)

4 credits. Prerequisite: permission of instructor. Not offered 2005-2006. C. Lazzaro.]

ART H 451(4451) Prints and Visual Culture in Early Modern Europe # (IV) (HA)

Fall. 4 credits. Prerequisite: for freshmen and sophomores, permission of instructor. C. Lazzaro.

Seminar introducing students to prints and to the major printmakers of the period, including Marcantonio Raimondi, Drer, and Rembrandt, while giving them first-hand experience with original prints in the Herbert F. Johnson Museum. Weekly readings consider the uses, appreciation, handling, and collecting of prints, as well as the social, cultural, and political issues raised in their subject matter and through their unique visual language. Among these issues are the social hierarchies of class and gender (including witches), moral concerns and religious devotion, the construction and transmission of notions of antiquity and classicism, and the representation of the urban and rural environment.

ART H 461(4761) Art and Social Histories (also AM ST 463[4761]) (IV) (CA)

Fall and spring. 4 credits. Prerequisite: permission of instructor. L. Meixner.

Topic for fall 2005: Landscape as Ideology Seminar considering images of land as cosmos, empire, fantasy, memory, maps, and marvel. Approaches the focal issue—land and capital—via Old and New World encounters, the political picturesque, rural enclosure, the Grand Tour and the tourist sublime, the feminization of nature, and ecocriticism. Discusses landscape and the marketplace, 19th-century pastorals and panoramas (Europe and England), French realism and ecology, landscape photography, the symbolic frontier (U.S.A.), earthart, national parks, the Land of Oz, and EuroDisney.

Topic for spring 2006: American Art and the Machine Age. Seminar examining early modernism in America, between World Wars I and II, with a particular emphasis on the machine and mechanical reproduction. Defines "machine" in the broadest sense to mean the artist, the city, the camera and its consumer by-products including pictorial monthlies such as *Life*, advertisements, comics, and popular entertainments such as vaudeville. Also considers film, with views toward urban surveillance and the mechanized laboring body. Themes include images of women as they shifted from flapper to New Woman, and the emergence of artists representing the Left in painting and theatre. Key artists include the Urban Realists, political cartoonists at *The Masses*, Stieglitz, Steichen, Riis, Hine, the Precisionists, FSA photographers, Evans, and Lange. Considers these alongside the films of Chaplin, Hitchcock, and Capra.

[ART H 462(4762) Topics in Early Modernism (also VISST 462) (IV)

4 credits. Not open to freshmen or sophomores. Prerequisite: permission of instructor. No auditors. Not offered 2005-2006. L. L. Meixner.]

[ART H 463(4663) Studies in Modern Art (IV) (LA)]

4 credits. Prerequisite: freshmen or sophomores by permission of instructor. No auditors. Not offered 2005–2006. J. E. Bernstock.]

[ART H 464(4600) Studies in Modern Art (IV) (LA)]

Spring. 4 credits. Prerequisite: permission of instructor. No auditors. J. E. Bernstock. Topic for spring 2006: Problems in Abstract Expressionism.

Abstract expressionism, which would establish the United States as the leader of avant-garde art internationally from the late 1940s until the 1970s, was a self-consciously hermetic form of art. As such it has lent itself to numerous theories and conflicting interpretations (e.g., Marxist, feminist, psychoanalytical) that are the subject of this course.

[ART H 466(4610) Women Artists (also FGSS 404(4040)) (IV) (LA)]

Fall. 4 credits. Prerequisite: permission of instructor. J. E. Bernstock.

Seminar examining both feminist art criticism and the work of women artists from antiquity to the present. Consider the works of the most prominent women artists from each period in relation to the changing roles of women in society. Artists covered include Jennifer Barlett, Artemisa Gentileschi, Elizabeth Vigée-Lebrun, Mary Cassatt, Kathe Kollwitz, Georgia O'Keefe, Louise Nevelson, Joan Mitchell, Judy Chicago, and Barbara Kruger.

[ART H 476(4776) Seminar in American Art (IV) (CA)]

4 credits. Not offered 2005–2006. L. L. Meixner.]

[ART H 478(4578) African Cinema (also AS&RC 435) @ (IV) (LA)]

Fall. 4 credits. Not offered 2005–2006. S. Hassan.]

[ART H 481(4811) Art of the Tang Dynasty (618 to 907) (also ASIAN 479) @ # (IV)]

4 credits. Prerequisite: ART H 383 or course in Chinese history or literature and permission of instructor. Not offered 2005–2006. A. Pan.]

[ART H 482(4840) The Era of Contention: Contemporary Taiwanese Art Since 1987 (also ASIAN/VISST 482(4482)) @ (IV) (HA)]

4 credits. Prerequisite: history of art majors, freshmen or sophomores by permission of instructor. Not offered 2005–2006. A. Pan.]

[ART H 483(4813) Arts of the Song Dynasty, with Focus on Tea Cultures in East Asia # @ (IV) (LA)]

4 credits. Prerequisite: permission of instructor. Not offered 2005–2006. A. Pan.]

[ART H 490(4850) Art and Collecting: East and West (also ASIAN 491(4491)) @ # (IV) (CA)]

4 credits. Not offered 2005–2006. K. McGowan.]

[ART H 491(4690) Comparative Modernities @ (IV) (CA)]

4 credits. Not offered 2005–2006. I. Dadi.]

[ART H 497(4997) Honors Research]

Fall or spring. 2 credits. Staff.

The prospective honors student does rigorous independent readings supervised by a selected thesis adviser. By the end of the semester, an

annotated bibliography and detailed outline of the thesis should be completed.

[ART H 498(4998) 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 selection of an appropriate thesis topic.

[ART H 499(4999) Honors Work II]

Fall or spring. 4 credits. Prerequisite: ART H 498.

The student under faculty direction prepares a senior thesis.

[ART H 506(5505) Contemporary African Diaspora Art (also AS&RC 506(6500))]

Spring. 4 credits. C. Finley.

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. Focuses on artists working after 1960 but also study the roots of the 20th century and in earlier periods.

[ART H 520(5200) Seminar in Classical Archaeology (also CLASS 630(7750), ARKEO 520(5200))]

4 credits. Prerequisite: permission of instructor. Not offered 2005–2006. A. Ramage.]

[ART H 540(5440) Nature, Cultural Landscape, and Gardens in Early Modern Europe]

Fall. 4 credits. Prerequisite: permission of instructor. C. Lazzaro.

Seminar examining cultural understandings of nature in early modern Europe, especially Italy. Considers concepts of nature as well as "second nature," "cultural landscape," and "pastoral" and the forming of national identity through gardens and alteration to the land. Also examines the cultural significance of plants, animals, and collections of natural objects, Italian gardens of the 16th and 17th centuries, and some French gardens, especially the Versailles of King Louis XIV.

[ART H 549(5449) Problems in Interpretation in Italian Renaissance Art]

4 credits. Prerequisite: permission of instructor. Not offered 2005–2006. C. Lazzaro.]

[ART H 570(4150) Introduction to Critical Theory]

4 credits. Not offered 2005–2006. M. Fernandez.]

[ART H 571(5571) African Aesthetics]

4 credits. Not offered 2005–2006. S. Hassan.]

[ART H 572(4152) Mimesis]

4 credits. Prerequisite: graduate standing. Not offered 2005–2006. M. Fernandez.]

[ART H 674(4154) Cyberfeminism]

4 credits. Limited to 15 students. Not offered 2005–2006. M. Fernandez.]

[ART H 575(5075) Digital Bodies, Virtual Identities (also ENGL 696, COM L 692(6920))]

4 credits. Not offered 2005–2006. T. Murray.]

[ART H 580(5850) Dancing the Stone: Body, Memory, and Architecture (also VISST 580(5580), ASIAN 580(5580), THEAT 580(5800))]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2005–2006. K. McGowan.]

[ART H 585(5855) Threads of Consequence: Textiles in South and Southeast Asia]

Spring. 4 credits. K. McGowan.

From boldly patterned cotton mantles to simple working garments, sumptuous silks to embroidered story cloths encircling shrines—textiles play a salient role in the ceremonial and ritual life of many Asian societies. This seminar explores how patterned cloths serve as a symbolic medium, functioning on multiple levels of understanding and communication. As spun, dyed, and woven threads of consequence, textiles can be seen to enter into all phases of social, economic, political, religious, and performance processes, often assuming unusual properties and attributes. As bearers of talismanic messages, signifiers of rank, and as the recipients of influences from maritime trade and touristic demand, textiles are read between the folds of complex exchange mechanisms in South and Southeast Asia.

[ART H 591-592(5991-5992) Supervised Reading]

591, fall; 592, spring. 4 credits; may be repeated for credit. Prerequisite: graduate standing.

[ART H 593-594(5993-5994) Supervised Study]

591, fall; 594, spring. 4 credit; may be repeated for credit. Prerequisite: graduate standing.

[ART H 651(6051) Contemporary Aesthetic Theory and Its Discontents (also GERST 651(6510))]

Spring. 4 credits. P. Gilgen.

After having been reduced to a mere ideological formation of bourgeois origin, aesthetics has recently made a strong comeback in the field of theory. This course probes the reasons for this historical change. From the arguments of the critics are derived a catalogue of criteria for a viable aesthetics to examine how contemporary aesthetic theory relates to cognitive theories, the historicity of art and taste, and the emancipatory potentials of ethics and politics. Readings may include Adorno, Berger, de Bolla, Bourdieu, Noël Carroll, Cavell, Danto, Derrida, Dickie, Eagleton, Goodman, Guillory, Luhmann, Lyotard, de Man, Walter Benn Michaels, Ohmann, Scarry, Shusterman, Barbara Herrnstein Smith, and Williams.

[ART H 659(6059) Systems Theory and the Function of Art (also GERST 659(6590))]

Fall. 4 credits. P. Gilgen.

In addition to providing a general introduction into Niklas Luhmann's systems theory, this course examines the role Luhmann ascribes to art within the social system. Students read *The Art of Society* in its entirety as well as substantial excerpts from *Social Systems and Ecological Communication*; a number

of Luhmann's essays on the problems of aesthetics; important contributors to, and forerunners of, Luhmannian systems theory, such as von Förster, Bateson, and Spencer Brown; and contributions by Luhmann's detractors and defenders, such as Habermas, Baecker, Rasch, and Werber.

[ART H 660(6060) Visual Ideology (also GERST 660[6660])

4 credits. Not offered 2005-2006. G. Waite.]

HUMAN BIOLOGY PROGRAM

J. Haas, nutritional sciences, director (220 Savage Hall, 255-2665); 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 and colleges with a program for selecting elective courses that deal with the biology of the human species. Students after their freshman year may develop a program of study in human biology while majoring in any one of 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 biological 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 G 101-103 plus

102-104 or 105-106 or BIO G 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 G 280, 281, or 282); one course in biochemistry (BIO G 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 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

AN SC 410(4100) Nutritional Physiology and Metabolism
Fall. 3 credits.

BIOAP 214(2140) Biological Basis of Sex Differences (also B&SOC 214[2141], FGSS 214[2140])
Spring. 3 credits.

BIOAP 311(3110) Introductory Animal Physiology, Lectures (also VETPH 346[3460])
Fall. 3 credits.

BIOAP 319(3190) Animal Physiology Experimentation
Fall. 4 credits.

BIOAP 427(4270) Fundamentals of Endocrinology
Fall. 3 credits.

BIOAP 458(4580) Mammalian Physiology
Spring. 3 credits.

BIOBM 434(4340) Applications of Molecular Biology to Medicine, Agriculture, and Industry
Fall. 3 credits.

BIOBM 439(4390) Molecular Basis of Human Disease (also BIOGD 439[4390])
Fall. 3 credits.

BIOEE 274(2740) The Vertebrates: Structure, Function, and Evolution
Spring. 4 credits.

BIOGD 487(4870) Human Genomics
Fall. 3 credits.

BIOMI 417(4170) Medical Parasitology (also VETMI 431[4310])
Fall. 2 credits.

NS 115(1150) Nutrition, Health, and Society
Fall. 3 credits.

NS 222(2220) Maternal and Child Nutrition
Fall. 3 credits.

NS 315(3150) Obesity and the Regulation of Body Weight (also PSYCH 613[3150])
Spring. 3 credits.

NS 331(3310) Physiological and Biochemical Bases of Human Nutrition
Spring. 4 credits.

NS 341(3410) Human Anatomy and Physiology
Spring. 4 credits.

NS 361(3610) Biology of Normal and Abnormal Behavior (also PSYCH 361[3610])
Fall. 3 credits.

NS 421(4210) Nutrition and Exercise
Spring. 3 credits.

NS 431(4310) Mineral Nutrition and Chronic Disease
Fall. 3 credits.

NS 441(4410) Nutrition and Disease
Fall. 4 credits.

NS 475(4750) Mechanisms Underlying Mammalian Developmental Defects (also BIOAP 475[4750])
Spring. 3 credits.

NS 614(6140) Topics in Maternal and Child Nutrition
Fall. 3 credits.

PSYCH 322(3220) Hormones and Behavior (also BIONB 322[3220])
Fall. 3 or 4 credits.

PSYCH 425(4250) Cognitive Neuroscience
Fall. 4 credits.

PSYCH 460(4600) Human Neuroanatomy
Spring. 3 credits.

Human Behavior

ANTHR 208(3308) Anthropology of Human Mating

ANTHR 390(3390) Primate Behavior and Ecology
Spring. 4 credits.

ANTHR 490(4930) Topics in Biological Anthropology
Spring. 4 credits.

BIONB 327(3270) Evolutionary Perspectives on Human Behavior
Fall. 3 credits.

BIONB 392(3920) Drugs and the Brain
Fall. 4 credits.

BIONB 421(4210) Effects of Aging on Sensory and Perceptual Systems (also PSYCH 431/631[4310/6310])
Fall. 3 or 4 credits.

BIONB 422(4220) Modeling Behavioral Evolution
Spring. 4 credits.

BIONB 424(4240) Neuroethology (also PSYCH 424[4240])
Spring. 3 credits.

BIONB 426(4260) Clinical Neurobiology
Fall. 3 credits.

BIONB 427(4270) Animal Social Behavior
Fall. 4 credits.

BIOPL 247(2470) Ethnobiology
Fall. 3 credits.

BIOPL 348(3480) The Healing Forest
Spring. 2 credits.

BIOPL 442(4420) Current Topics in Ethnobiology
Fall. 3 credits.

DEA 325(3250) Human Factors: Ergonomics—Anthropometrics
Fall. 3 credits.

DEA 350(3500) Human Factors: The Ambient Environment
Spring. 3 credits.

HD 220(2200) The Human Brain and Mind (also COGST 220[2200])
Fall. 3 credits.

HD 266(2660) Emotional Functions of the Brain
Spring. 3 credits.

HD 320(3200) Human Developmental Neurosciences
Spring. 3 credits.

HD 344(3440) Infant Behavior and Development
Fall. 3 credits.

HD 366(3660) Psychobiology of Temperament and Personality
Fall. 3 credits.

HD 433(4330) Developmental Cognitive Neurosciences (also COGST 433[4330])
Spring. 3 credits.

NS 245(2450) Social Science Perspectives on Food and Nutrition
Fall. 3 credits.

NS 347(3470) Human Growth and Development: Biological and Behavioral Interactions (also HD/B&SOC 347[3470])
Spring. 3 credits.

NS 361(3610) Biopsychology of Normal and Abnormal Behavior (also PSYCH 361[3610])
Fall. 3 credits.

PAM 380(3800) Human Sexuality
Spring. 4 credits.

PSYCH 223(2230) Introduction to Biopsychology
Fall. 3 credits.

PSYCH 332(3320) Biopsychology of Learning and Memory (also BIONB 328[3280])
Spring. 3 credits.

PSYCH 326(3260) Evolution of Human Behavior
Spring. 4 credits.

PSYCH 422(4220) Developmental Biopsychology
Fall. 4 credits.

PSYCH 425(4250) Cognitive Neuroscience (also BIONB 423[4230])
Fall. 4 credits.

PSYCH 427(4270) Evolution of Language (also COGST 427[4270])
Fall. 3 credits.

PSYCH 440(4400) The Brain and Sleep
Fall. 4 credits.

Human Evolution and Ecology

ANTHR 101(1300) Introduction to Anthropology: Biological Perspectives on the Evolution of Humankind
Fall. 3 credits.

ANTHR 203(2200) Early People: The Archaeological and Fossil Record (also ARKEO 203[2200])
Spring. 3 credits.

ANTHR 375(3375) Evolutionary Theory and Human Behavior
Spring. 4 credits.

ANTHR 390(3390) Primate Behavior and Ecology
Spring. 4 credits.

ANTHR 490(4390) Topics in Biological Anthropology
Spring. 4 credits.

BIOEE 261(2610) Ecology and the Environment
Fall or summer. 4 credits.

BIOEE 275(2750) Human Biology and Evolution (also NS 275[2750])
Fall. 3 credits.

BIOEE 278(2780) Evolutionary Biology
Fall or spring. 3 or 4 credits.

BIOEE 371(3710) Human Paleontology
Fall. 4 credits.

BIOEE 464(4640) Macroevolution
Spring. 4 credits.

BIOEE 469(4690) Food, Agriculture, and Society
Spring. 3 credits.

BIOEE 671(6710) Paleoanthropology of South Asia (also ANTHR 671[6671], ASIAN 671[6731])

BIOEE 673(6730) Human Evolution: Concepts, History, and Theory (also ANTHR 673[6373])
Spring. 3 credits.

BIOGD 481(4810) Population Genetics
Fall. 4 credits.

BIOGD 482(4820) Human Genetics and Society
Fall. 4 credits.

B&SOC 447(4471) Seminar in the History of Biology (also HIST 415[4150], S&TS 447[4471])
Summer. 4 credits.

D SOC 201(2010) Population Dynamics (also SOC 202[2202])
Spring. 3 credits.

D SOC 410(4100) Health and Survival Inequalities (also SOC 410[4100])
Fall. 4 credits.

NS 306(3060) Nutritional Problems of Developing Nations
Spring. 3 credits.

NS 450(4500) Public Health Nutrition
Spring. 3 credits.

NS 451(4510) Epidemiology and Health of Human Communities
Fall. 3 credits.

NS 452(4520) Molecular Epidemiology and Dietary Markers of Chronic Disease
Spring. 3 credits.

NS 457(4570) Economics of Hunger and Malnutrition (also ECON 474[4740])
Spring. 3 credits.

PAM 303(3030) Ecology and Epidemiology of Health
Fall. 3 credits.

PSYCH 326(3260) Evolution of Human Behavior
Spring. 4 credits.

PSYCH 427(4270) Evolution of Language (also COGST 427[4270])
Fall. 3 credits.

VETMI 431(4310) Medical Parasitology (also BIOMI 417[4170])
Fall. 2 credits.

VTPMD 664(6640) Introduction to Epidemiology
Fall. 3 credits.

HUNGARIAN

See "Department of Linguistics" and "Russian."

INDEPENDENT MAJOR PROGRAM

J. Finlay, director, 55 Goldwin Smith Hall, 255-5004.

The Independent Major Program is described in the introductory section of "College of Arts and Sciences."

IM 351(3510) Independent Study

Fall or spring. 1-4 credits. Prerequisite: permission of program office.

IM 499(4990) Honors Research

Fall or spring. 1-8 credits; max. of 8 credits may be earned for honors research. Prerequisite: permission of program director. Each participant must submit brief proposal approved by Honors Committee.

INDONESIAN

See "Department of Asian Studies."

INEQUALITY CONCENTRATION

363 Uris Hall
www.inequality.cornell.edu
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:

1. 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 /GOVT/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)

2. Controversies About Inequality

(PHIL 195, SOC/PAM/ILROB/D SOC/GOVT 222)

This 3-credit course introduces students to current controversies in the study of inequality while facilitating interdisciplinary dialogue between concentrators and faculty members at Cornell University. Students are exposed to research on inequality under way at Cornell presented by guest lecturers and also participate in debates on pressing inequality-relevant issues (e.g., welfare reform, school vouchers, immigration policy, affirmative action).

3. Electives

In addition to the overview course and core course, students must select four electives from the list of qualified courses. This list can be viewed on the web site for the Center for the Study of Inequality, 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).

4. 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 e-mail 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 "Academic Training"). For students considering the concentration, it may be useful to schedule

a meeting with the assistant to the director (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, 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").

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 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.

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.

1. *Overview Course (choose any one)*
2. *Controversies About Inequality* (PHIL 195, SOC/PAM/ECON/ILRLE/GOVT 222)
3. *Possible Electives:*
 - Economics of Hunger and Malnutrition (ECON 474, 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.

1. *Overview Course (choose any one)*
2. *Controversies About Inequality* (PHIL 195, SOC/PAM/ECON/ILRLE/GOVT 222)
3. *Possible Electives (choose any four):*
 - International Development (D SOC 205, 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 431/631)
 - Global Perspectives on Gender (AS&RC 362)
 - Sex and Gender in Cross-Cultural Perspective (ANTHR 321/621, FGSS 321/631)
 - Human Migration: Internal and International (D SOC 430)
 - Gender and International Development (FGSS/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.

1. *Overview Course (choose any one)*
2. *Controversies About Inequality* (PHIL 195, SOC/PAM/ILROB/GOVT 222)
3. *Possible Electives (choose any four):*
 - Organizations and Social Inequality (SOC 322, ILROB 626)
 - The Sociology of Markets (SOC 217)
 - Sociology of Markets (ILROB/SOC 622)
 - Economic Security (ILRLE 340, ECON 451)
 - Employment Discrimination and the Law (ILRCB 684)
 - Human Resource Economics and Public Policy (ILRHR 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 326/526)
 - Social Policy (PAM 473)

- Social Policy and Social Welfare (CRP 448/548)
- Policy Analysis: Welfare Theory, Agriculture, and Trade (ECON 430, AEM 630)
- Economic Analysis of the Welfare State (ILRLE 642, ECON 460)
- Families and Social Policy (HD 456)
- Health and Social Behavior (HD/SOC 457)
- Public Policy and the African-American Urban Community (AS&RC 420)
- Seminar: Beliefs, Attitudes, and Ideologies (PSYCH 489, 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 judgments about inequality.

1. *Overview Course: Inequality, Diversity, and Justice* (PHIL 193, SOC/CRP/GOVT 293)
2. *Controversies About Inequality* (PHIL 195, SOC/PAM/ILROB/GOVT 222)
3. *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, GOVT 294)
- Modern Political Philosophy (PHIL 346, GOVT 462)
- Contemporary Political Philosophy (PHIL 447, GOVT 465)
- International Justice (PHIL 448, GOVT 492)
- Feminism and Philosophy (PHIL/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).

Poverty and Economic Development

Over the past 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.

1. *Overview Course (choose any one)*
2. *Controversies About Inequality* (PHIL 195, SOC/PAM/ILROB/GOVT 222)
3. *Possible Electives (choose any four):*
 - Economic Development (ECON 371)
 - Population and Development (D SOC 438, SOC 437)
 - International Justice (PHIL 448, GOVT 492)
 - Economics of Development (ECON 466, AEM 666)
 - Land Reform Old and New (D SOC 643)
 - Issues in African Development (CRP 477/677)
 - 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/CRP 614)
 - Politics of Transnationalism (GOVT 681)
 - Economics of Malnutrition and Hunger (NS 457, 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.

1. *Overview Course (choose any one)*
2. *Controversies About Inequality* (PHIL 195, SOC/PAM/ILROB/GOVT 222)
3. *Possible Electives (choose any four):*
 - Utopia in Theory and Practice (SOC 115)
 - Social Movements (D SOC 311)
 - Social Movements in American Politics (GOVT/AM ST 302)
 - Poor People's Movements (GOVT 456)
 - Group Conflict and the Nation-State (SOC 531)
 - Social Movements (SOC/GOVT 660)
 - Politics of Transnationalism (GOVT 681)
 - Feminism Movements and the State (GOVT/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/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.

1. *Overview Course (choose any one)*
2. *Controversies About Inequality* (PHIL 195, SOC/PAM/ILROB/GOVT 222)
3. *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/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.

1. *Overview Course (choose any one)*
2. *Controversies About Inequality* (PHIL 195, SOC/PAM/ILROB/GOVT 222)
3. *Possible Electives (choose any four):*

A. General Courses

Introduction to American Studies: New Approaches to Understanding American Diversity, the 20th Century (AM ST/LSP 110)

Race and Ethnic Relations (SOC 204)

Race, Power, and Privilege in the United States (AS&RC 280)

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

Sociology of Health and Ethnic Minorities (LSP/D SOC 220)

Prisons (GOVT 314)

Minority Politics in the United States (GOVT/LSP 319)

Concepts of Race and Racism (GOVT 377)

Comparative Ethnic Stratification: Demographic Perspectives (D SOC 431/631)

Race, Gender, and Organization (GOVT/FGSS 415)

Employee Relations and Diversity (ILRHR 463)

Ethnicity and Identity Politics: An Anthropological Perspective (ANTHR 479)

Political Identity: Race, Ethnicity, and Nationalism (GOVT/LSP 610)

B. Immigration and Ethnicity

Comparative Migration to the Americas (LSP 203, HIST 202, AM ST 204)

Strangers and Citizens: Immigration and Labor in U.S. History (ILRCB 302)

Immigration and Ethnic Identity (SOC/AAS 438)

Human Migration: Internal and International (D SOC 430)

The Immigrant City: 1900 to 2000 (LSP/S HUM/AM ST 406, HIST 412)

Immigration and the American Labor Force (ILRHR 469)

Immigration and Ethnicity in 20th-Century United States (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 20th Century (HIST/AM ST/FGSS 212)

African-American History from Slavery to Freedom (HIST 335)

The African-American Workers, 1865 to 1910: The Rural and Urban Experience (HIST 375, ILRCB 385)

The African-American Workers, 1910 to The Present: Race, Work, and the City (HIST 376, ILRCB 386)

African-American Women in Slavery and Freedom (HIST/AM ST 303, FGSS 307)

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/D SOC 265, and LSP 201)

Introduction to U.S. Latino History, Part I (LSP/HIST 260, AM ST 259)

Introduction to U.S. Latino History, Part II (LSP/HIST/AM ST 261)

Latina Activism Feminist Theory (LSP 300)

Latino Politics in the United States (LSP/GOVT 306)

Introduction to Asian American Studies (AAS 110)

Asian American History (AAS/HIST 213)

Asians in the Americas: A Comparative Perspective (AAS/ANTHR 303)

Introduction to American Indian Studies (AIS/D SOC 100)

Indian America in the 20th Century (AIS/D SOC 175)

Indians, Settlers, and Slaves in the Early South (AIS/HIST 329)

Antisemitism and the Crisis of Modernity: From the Enlightenment to the Holocaust (HIST/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, conversely, 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.

1. *Overview Course (choose any one)*
2. *Controversies About Inequality* (PHIL 195, SOC/PAM/ILROB/GOVT 222)
3. *Possible Electives (choose any four):*
 - Work and Family (SOC/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/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

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The Major

Information Science (IS) is an interdisciplinary field that explores the design and use of information systems in a social context: the field studies 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. Moreover, Information Science examines 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 11 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 (11 courses)

1. Introductory (one course):
INFO 130 Introductory Design and Programming for the Web
2. Math and Statistics (four courses):
MATH 111 Calculus I
either MATH 231 Linear Algebra
or MATH 221 Linear Algebra and
Differential Equations
INFO 295 Mathematical Methods for
Information Science

One of the following:

- MATH 171 Statistical Theory and Application
in the Real World
H ADM 201 Hospitality Quantitative Analysis
AEM 210 Introductory Statistics
PAM 210 Introduction to Statistics
ENGRD 270 Basic Engineering Probability and
Statistics (or equivalent)
BTRY 301 Statistical Methods I
SOC 301 Evaluating Statistical Evidence
CEE 304 Uncertainty Analysis in Engineering
ILRST 312 Applied Regression Methods
ECON 319 Introduction to Statistics and
Probability
PSYCH 350 Statistics and Research Design
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
one of the following: INFO 292 Inventing
an Information Society, INFO 355
Computers: From the 17 C. to the Dot.
com Boom, or INFO 356 Computing
Cultures

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).

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 445 Seminar in Computer-Mediated Communication

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
COM S 419 Computer Networks
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
COM S 501 Software Engineering
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 the 17 C. to the Dot.com Boom
INFO 356 Computing Cultures
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

COMM 494 Special Topics in Communication: Copyright in the Digital Age

INFO 515 Culture, Law, and Politics of the Internet

H ADM 574 Strategic Information Systems*

*Only one of OR&IE 435 and ECON 368 may be taken for IS credit. Only one of AEM 322 and H ADM 574 may 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, CALS, AAP (Architecture and Planning students only), Engineering, Human Ecology, Hotel, and ILR. 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(1300) Introductory Design and Programming for the Web (also COM S 130[1300])

Fall. 3 credits.

[INFO 214(2140) Cognitive Psychology (also COGST 214[2140], PSYCH 214[2140])

Fall. 3 credits. Limited to 175 students. Prerequisite: sophomore standing. Graduate students, see COGST 501, INFO/PSYCH 614. Not offered 2005-2006. For description, see PSYCH 214.]

INFO 230(2300) Intermediate Design and Programming for the Web (also COM S 230[2300])

Spring. 3 credits. Prerequisite: COM S/INFO 130 or equivalent.

INFO 245(2450) Psychology of Social Computing (also COMM 245[2450])

Fall. 3 credits. For description, see COMM 245.

INFO 292(2921) Inventing an Information Society (also ECE/ENGRG 298[2980], AM ST 292[2980], HIST 292[2920], S&TS 292[2921])

Spring. 3 credits; may not be taken for credit after ECE/ENGRG 198. For description, see ENGRG 298.

INFO 295(2950) Mathematical Methods for Information Science

Fall. 4 credits. Corequisite: MATH 231 or equivalent.

INFO 330(3300) Applied Database Systems (also COM S 330[3300])

Fall. 3 credits. Prerequisite: COM S/ENGRD 211.

INFO 345(3450) Human-Computer Interaction Design (also COMM 345[3450])

Spring. 3 credits.

INFO 349(3491) Media Technologies (also COMM 349[3490], S&TS 349)

Spring. 3 credits. For description, see COMM 349.

INFO 355(3551) Computers: From the 17 C. to the Dot.com Boom (also S&TS 355[3551])

Fall. 4 credits. For description, see S&TS 355.

INFO 356(3561) Computing Cultures (also S&TS 356[3561])

Spring. 4 credits. Prerequisites: none. For description, see S&TS 356.

[INFO 387(3871) The Automatic Lifestyle: Consumer Culture and Technology (also S&TS 387[3871])

Spring. 4 credits. Not offered 2005-2006. For description, see S&TS 387.

INFO 430(4300) Information Retrieval (also COM S 430[4300])

Fall. 3 credits. Prerequisite: COM S/ENGRD 211 or equivalent.

INFO 431(4302) Web Information Systems (also COM S 431[4302])

Spring. 3 credits. Prerequisites: COM S 211 and some familiarity with web site technology.

INFO 435(4390) Seminar on Applications of Information Science (also INFO 635[6390])

Spring. 3 credits. Prerequisites: background in computing, data structures, and programming at level of COM S 211 or equivalent, and experience in using information systems.

INFO 440(4400) Advanced Human-Computer Interaction Design (also COMM 440[4400])

Fall. 3 credits. Prerequisites: COMM 345 or permission of instructor. For description, see COMM 440.

INFO 445(4450) Seminar in Computer-Mediated Communication

Fall. 3 credits. Prerequisites: COMM/INFO 245. For description, see COMM 445.

INFO 447(4470) Social and Economic Data (also ILRLE 447[4470])

Spring. 4 credits. Prerequisites: one semester of calculus, IS statistics requirement, at least one upper-level social science course, or permission of instructor.

INFO 450(4500) Language and Technology (also COMM 450[4500])

Spring. 3 credits. For description, see COMM 450.

INFO 490(4999) Independent Reading and Research

Fall, spring. 1-4 credits.

INFO 491(4910) Teaching in Information Science, Systems, and Technology

Fall, spring. Variable credit.

INFO 515(5150) Culture, Law, and Politics of the Internet

Fall. 4 credits.

INFO 530(5300) The Architecture of Large-Scale Information Systems (also COM S 530[5300])

Spring. 4 credits. Prerequisite: COM S/INFO 330 or COM S 432.

[INFO 614(6140) Cognitive Psychology (also PSYCH 614[6140])

Fall. 5 credits. Not offered 2005-2006. Consists of two components: PSYCH 214 (3 credits) and COGST 501 (2 credits). Intended for graduate students; undergraduates opting for 5 credits should enroll simultaneously in PSYCH 214 and COGST 501.

For description, see PSYCH 614.]

INFO 630(6300) Representing and Accessing Digital Information (also COM S 630[6300])

Spring. 4 credits. Prerequisite: basic knowledge of linear algebra and probability theory and basic programming skills.

[INFO 634(6341) Information Technology in Sociocultural Context (also S&TS 634[6341])

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2005-2006. For description, see S&TS 634.]

INFO 635(6390) Seminar on Applications of Information Science (also INFO 435[4390])

Spring. 3 credits. Prerequisites: background in computing, data structures, and programming at level of COM S 211 or equivalent, and experience using information systems. Undergraduates and master's students should register for INFO 435; Ph.D. students should register for INFO 635.

INFO 640(6400) Human-Computer Interaction Design (also COMM 640[6400])

Fall. 3 credits. Prerequisite: graduate standing or permission of instructor. For description, see COMM 640.

INFO 645(6450) Seminar in Computer-Mediated Communication (also COMM 645[6450])

Spring. 3 credits. Prerequisite: COMM/INFO 245. For description, see COMM 645.

[INFO 648(6648) Speech Synthesis By Rule (also LING 648[6648])

Spring. 4 credits. Prerequisite: LING 401, 419, or permission of instructor. Offered alternate years. Not offered 2005–2006.]

INFO 685(6850) The Structure of Information Networks (also COM S 685[6850])

Fall or spring. 4 credits. Prerequisite: COM S 482.

[INFO 694(6940) The Internet as a Social Phenomenon (also COMM 694[6940])

Fall. 3 credits. Prerequisite: graduate standing; seniors by permission of instructor. Not offered 2005–2006. For description, see COMM 694.]

INFO 747(7400) Social and Economic Data (also ILRLE 740[7400])

Spring. 4 credits. Prerequisites: open to Ph.D. and research master's students only.

[INFO 751(7002) Media Research and Critical Design

Fall or spring. 4 credits. Prerequisites: graduate-level training in science and technology studies, philosophy, critical theory, communication, artificial intelligence, human-computer interaction, or equivalent, or permission of instructor. Not offered every year.]

INFO 790(7900) Independent Research

Fall, spring. Variable credit. Prerequisite: permission of an information science faculty member. Independent research for M.Eng. students and pre-A exam Ph.D. students.

INFO 990(9900) Thesis Research

Fall, spring. Variable credit. Prerequisite: permission of an information science faculty member. Thesis research for post-A exam Ph.D. students.

INTERNATIONAL RELATIONS CONCENTRATION

Office: 152 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 (Development Sociology); J. Reppy (S&TS); B. Strauss (History); K. Grace (Associate Director, Cornell Abroad)

Objective

The International Relations (IR) Concentration is an interdisciplinary program for undergraduate students enrolled in any of the seven Cornell undergraduate colleges. The IR 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 IR 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

Before 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.

Note: These lists are not necessarily complete. Other courses throughout the university qualify for the IR 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 before 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 IR 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, 152 Uris Hall, 254-5004.

Course List for 2005-2006

Course options are listed below. Most courses are offered one semester only. Because offerings may change, see the administrative coordinator, course roster, and IR web site for further details.

Group 1: International Economics and Development

Core:

ECON/AEM 230 International Trade and Finance

ECON 263/AEM 430 International Trade Policy

ECON 361 International Trade Theory

ECON 362 International Monetary Theory and Policy

Electives:

AEM 432 Business and Governments in Global Marketplace

AEM 433/CRP 412 Development, Privatization, and New Public Management

ECON 324 American Economic History

ECON 371 Economic Development

ECON/ILRLE 444 Evolution of Social Policy in Britain and America

ECON/AEM 450 Resource Economics

ECON/AEM 464 Economics of Agricultural Development

CRP 327 Regional Economic Impact Analysis

CRP 371 Cuba: The Search for Development Alternatives

CRP 417 Economic Development: Firms, Industries, and Regions

GOVT 330/ILRIC 333 Politics of the Global North

GOVT 354 Capitalism, Competition, and Conflict

ANTHR 384 Africa in the Global Economy

Group 2: World Politics and Foreign Policy

Core:

GOVT 181 Introduction to International Relations

Electives:

GOVT 302 Social Movements in American Politics

GOVT 332 Modern European Politics

GOVT 400 Democracy in Latin America

GOVT 424 Contemporary American Politics

GOVT 482 Unifying While Integrating: China and the World

AS&RC 311 Government and Politics in Africa

AS&RC 451 Political and Social Change in Caribbean

HIST/AM ST 214 American Foreign Policy

HIST 252 Modern Eastern Europe

HIST 289/ASIAN 298 The U.S.-Vietnam War

HIST/LAT A 306 Modern Mexico: From Independence to the Zapatistas

HIST 371 World War II in Europe

HIST 414 Motivations of U.S. Foreign Policy

Group 3: Transnational Processes and Policies

Core:

GOVT/PHIL 294 Global Thinking

GOVT 393 Introduction to Peace Studies

Electives:

AEM 432 Business and Governments in Global Marketplace

ECON/AEM 464 Economics of Agricultural Development

CRP 384 Green Cities

CRP 453 Environmental Aspect of International Planning

HD 483 Early Care and Education in Global Perspective

D SOC 275 Immigration and a Changing America

ILRCB 304 Seminar in American Labor and Social History

ILRHR 469 Immigration and the American Labor Force

IARD 300 Perspectives in International Agricultural and Rural Development

IARD/FD SC 402 Agriculture in the Developing Nations I

IARD 494 Special Topics in International Agriculture

NTRES 332 Ethics and the Environment

NTRES 494 History of the Environment Sciences

Group 4: Cultural Studies

Core:

ANTHR 200 Cultural Diversity and Contemporary Issues

ANTHR 102 Introduction to Anthropology: The Comparison of Cultures

Electives:

ANTHR/AIS 230 Cultures of Native North America

ANTHR/AAS 303 Asians in the Americas

ANTHR 316 Power, Society, Culture in Southeast Asia

ANTHR/FGSS 321 Sex and Gender in Cross-Cultural Perspective

ANTHR 335 Situation of China's Minorities

ANTHR/AM ST 353 Anthropology of Colonialism

ANTHR/LSP/AM ST 377 The United States

ART H 245 Renaissance and Baroque

ART H 250/NES 247 Introduction to Art History: Islamic Art and Culture

ART H 322/CLASS 350 Arts of the Roman Empire

ART H 365/AM ST 355 U.S. Art from FDR to Reagan

ART H 378/AS&RC 310 Art in African Culture and Society

AS&RC/ENGL 255 African Literature

AS&RC 310/ART H 378 Introduction of African Art

AS&RC 455 Caribbean Literature

AS&RC/EDUC 459 Education in Africa Diaspora

AS&RC 478 Family and Society in Africa

ASIAN 191 Introduction to Modern Asian History

ASIAN 208 Introduction to Southeast Asia

ASIAN 211 Introduction to Japan

ASIAN/MUSIC 245 Gamelan in Indo Culture

COM L 386 Literature and Film of South Asia

COM L 387/AS&RC 332 20th Black Culture Movement

COM L 489/ENGL 483/THETR 483 Comparative 20th-Century Anglophone Drama

COM L/ITALL 495 Fascist Culture

ENGL 274 Scottish Literature and Culture

ENGL 333 The 18th-Century Novel

ENGL 340 The English Romantic Period

FGSS/SPANL 246 Contemporary Narratives by Latina Writers

FILM 293/NES 293/JWST 291 Sophomore Seminar: Middle Eastern Cinema

FILM/GERST 396 German Film

FRLIT 221 Modern French Literature

FRLIT 224/HIST 270 The French Experience

FRLIT 321 Readings in Modern French Literature and Culture

FRLIT 323 Reading Francophone Literature and Culture

FRLIT 370 The French Enlightenment

HIST 151/AM ST 103 Introduction to Western Civilization

HIST 153 Introduction to American History

HIST/ASIAN 191 Introduction to Modern Asian History

HIST 195 Colonial Latin America

HIST 211/AM ST 251 Black Religious Traditions

HIST/FGSS/ASIAN 219 Women in South Asia

HIST 252 Modern Eastern Europe

HIST 291/JWST 252 Modern European Jewish History 1789 to 1948

HIST 305 Britain, 1660 to 1815

HIST 326 History of the British Empire

HIST/AM ST 345 19th-Century American Cultural History

HIST/ENGRG 357 Engineering in American Culture

HIST 360 Early Warfare, East and West

HIST 364/COM L 362/ENGL 325 Culture of the Renaissance II

HIST 388/ASIAN 385 Vietnamese Histories

HIST 395/ASIAN 397 Premodern Southeast Asia

HIST/LAT A 404 Race and Ethnicity in Latin America

HIST 429/SPANL 448 Cervantes-Mediterranean World

HIST 452 History of the New Europe

HIST 453/NES 457/RELST 457 Formation of Islamic Law

HIST 483/CLASS 475/RELST 475 Christianization/Roman World

HIST/ASIAN 492 Medieval Chinese History

ILRCB/AM ST 306 Recent History of American Workers

ITAL 290 Perspectives in Italian Culture

ITAL 297 Introduction to Italian Literature

ITAL 300 Italian Practicum

KRLIT 405 Readings in Korean Literature

NES 254 Introduction to Near Eastern Civilizations

NES/JWST/RELST 275 Religions of Ancient Israel

NES 366/JWST 366 011-229/ The History and Archaeology of the Ancient Near East

NES 447 Middle Eastern Music Ensemble

RUSSL 369 Dostoevsky

RUSSL 499 The Avant-Garde in Russian Literature and the Arts

SOC/NES 332 Martyrdom in Contemporary Society

SOC 478 Family and Society in Africa

SPANL 218 Introduction to Hispanic Literature

SPANL 301 Hispanic Theater Production

SPANL 319 Renaissance Hispanism

SPANL 323 Reading Latin American Civilization

THETR 242 Introduction to World Theatre III

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), 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), T. Grigor (Mellon fellow), K. Haines-Eitzen (Early Judaism and Early Christianity), M. Hnaraki (Modern Greek Language), P. Hohendahl (German Literature), R. Hoffmann (Holocaust Studies), P. Hyams (Medieval Jewish History), D. LaCapra (Holocaust Studies), M. Migiel (Italian Literature), R. Polenber (American-Jewish History), D. Powers (Islamic History and Law), E. Rebillard (Jews in the Roman Empire), S. Sanders (Biblical Studies), N. Scharf (Hebrew Language), 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), S. M. Toorawa (Arabic Literature and Islamic Studies), J. Zorn (Biblical Archaeology). Emeritus: N. Furman, J. Porte, E. Rosenberg, Y. Szekely.

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 Judaica 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.

For more information, please visit www.arts.cornell.edu/jwst/index.html.

Courses Offered

JWST 101-102(1101-1102) Elementary Modern Hebrew I and II (also NES 101-102[1101-1102])

101, fall; 102, spring. 4 credits. Letter grades only. S. Shoer.

For description, see NES 101-102.

JWST 103(1103) Elementary Modern Hebrew III (also NES 103[1103])

Fall. 4 credits. N. Scharf.

For description, see NES 103.

[JWST 123-124(1111-1112) Introduction to Biblical Hebrew I and II (also NES/RELST 123-124[1111-1112])

123, fall; 124, spring. 3 credits each semester. *JWST 124 provides language qualification.* Limited to 17 students. Not offered 2005-2006. Staff.

For description, see NES 123-124.]

JWST 200(2100) Intermediate Modern Hebrew (also NES 200[2100])

Spring. 4 credits. N. Scharf.

For description, see NES 200.

JWST 223(2623) Introduction to the Hebrew Bible (also NES/RELST 223[2623])

Fall. 3 credits. S. Sanders.

For description, see NES 223.

[JWST 227(2727) The Bible and Ancient Near Eastern Civilization (also NES/RELST 227[2727])

Spring. 3 credits. Not offered 2005-2006. J. Zorn.

For description, see NES 227.]

JWST 229(2629) Introduction to the New Testament (also CLASS 215[2629], RELST/NES 229[2629])

Fall. 3 credits. K. Haines-Eitzen.

For description, see NES 229.

[JWST 234(2634) Muslims and Jews in Confluence and Conflict (also NES/RELST 234[2634])

Fall. 3 credits. Not offered 2005-2006. R. Brann.

For description, see NES 234.]

JWST 235(2635) Jews and Arabs in Contact and Conflict: The Modern Period (also COM L 245[2450], NES 235[2635])

Spring. 3 credits. D. Starr.

For description, see NES 235.

[JWST 251(2651) Judaism, Christianity, and Islam (also NES/RELST 251[2651])

Spring. 3 credits. Not offered 2005-2006. K. Haines-Eitzen and R. Brann.

For description, see NES 251.]

JWST 252(2920) Modern European Jewish History, 1789 to 1948 (also HIST 291[2910])

Fall. 4 credits. V. Caron.

For description, see HIST 292.

[JWST 253(2850) From Medievalism to Modernity: The History of Jews in Eastern Modern Europe, 1492-1789 (also NES 245, HIST 285[2850])

Fall. 4 credits. Not offered 2005-2006. V. Caron.

For description, see HIST 285.]

JWST 254(2350) Anti-Semitism and the Crisis of Modernity: From the Enlightenment to the Holocaust (also HIST 235[2350])

Fall. 4 credits. V. Caron.

For description, see HIST 235.]

[JWST 256(2556) Introduction to the Quran (also NES 256/656[2556/6556], RELST/COM L 256[2556])

Spring. 3 credits. Not offered 2005-2006. S. M. Toorawa.

For description, see NES 256.]

[JWST 257(2570) Ethics of Imagining the Holocaust (also GERST/ENGL 221)

Fall. 4 credits. Not offered 2005-2006. D. Schwartz.

For description, see ENGL 221.]

[JWST 262(2662) Daily Life in the Biblical World (also ARKEO 260[2662], NES 262[2662], RELST 261[2662])

Spring. 3 credits. Not offered 2005-2006. J. Zorn.

For description, see NES 262.]

JWST 263(2663) Introduction to Biblical History and Archaeology (also RELST/ARKEO/NES 263[2663])

Spring. 3 credits. J. Zorn.

For description, see NES 263.

[JWST 266(2666) Jerusalem Through the Ages (also RELST/NES/ARKEO 266[2666])

Fall. 3 credits. Not offered 2005-2006. J. Zorn.

For description, see NES 266.]

[JWST 268(2668) Ancient Egyptian Civilization (also ARKEO/NES 268[2668])

Fall. 3 credits. Not offered 2005-2006. G. Kadish.

For description, see NES 268.]

[JWST 271(2271) Yiddish Linguistics (also LING 241[2241])

Fall. Variable to 3 credits. Not offered 2005-2006. M. Diesing.

For description, see LING 241.]

[JWST 273(2673) History of the Middle East: 13th through 18th Centuries (also HIST 275[2731], NES 273[2673])

Fall. 3 credits. Not offered 2005-2006. M. Campos.

For description, see NES 273.]

- JWST 274(2674) History of the Modern Middle East: 19th and 20th Centuries (also HIST 276[2760], GOVT 274[2747], NES 274[2674])**
Spring. 3 credits. M. Campos.
For description, see NES 274.
- JWST 275(2675) Religions of Ancient Israel (also RELST/NES 275[2675], ARKEO 276[2675])**
Fall. 3 credits. J. Zorn.
For description, see NES 275.
- [JWST 290(2670) History of Zionism and the Birth of Israel (also NES 290, HIST 267)**
Spring. 4 credits. Not offered 2005-2006.
V. Caron.
For description, see HIST 267.]
- JWST 291(2793) Middle Eastern Cinema (also NES 293[2793], FILM 293[2930], COM L 293, VISST 293[2193])**
Fall. 4 credits. D. Starr.
For description, see NES 293.
- [JWST 295(2695) Introduction to Christian History (also RELST/NES 295[2695], HIST 299[2695])**
Spring. 3 credits. Not offered 2005-2006.
K. Haines-Eitzen.
For description, see NES 295.]
- JWST 301(3101) Advanced Intermediate Modern Hebrew (also NES 301[3101])**
Fall. 4 credits. N. Scharf.
For description, see NES 301.
- JWST 305(3105) Conversational Hebrew (also NES 305[3105])**
Spring. 2 credits. Limited to 15 students.
Prerequisite: NES 301, 400, or permission of instructor; non-native speakers only.
N. Scharf.
For description, see NES 305.
- JWST 320(3620) Women in the Hebrew Bible (also RELST 320[3270], NES 320[3720], FGSS 322[3220])**
Fall. 4 credits. S. Sanders.
For description, see NES 320.
- JWST 329(3629) Introduction to New Testament—Seminar (also RELST/ NES 329[3629], CLASS 305[3629])**
Fall. 1 credit. K. Haines-Eitzen.
For description, see NES 329.
- JWST 332(3832) Martyrdom in Contemporary Societies (also NES 332[3832], SOC 332[3320])**
Fall. 4 credits. T. Sorek.
For description, see SOC 332.
- [JWST 339(3539) Islamic Spain: Culture and Society (also JWST 639[6939], RELST/COM L 334/639[3359/6539], SPANL 339/639[3539/6939], NES 339[3539])**
Spring. 4 credits. Not offered 2005-2006.
R. Brann.
For description, see NES 339.]
- JWST 353(3700) History of the Holocaust (also HIST 370[3700])**
Spring. 4 credits. V. Caron.
For description, see HIST 370.
- [JWST 361(3661) Sumerian Language and Culture I (also NES 361/661[3761/6761], ARKEO 361/661[3661/6661])**
Fall. 4 credits. Not offered 2005-2006.
D. I. Owen.
For description, see NES 361.]
- JWST 362(3762) Sumerian Language and Culture II (also NES 362/662[3762/6762])**
Spring. 4 credits. D. I. Owen.
For description, see NES 362.
- [JWST 363(3763) Sumerian Language and Culture III (also NES/ARKEO 363/663[3673/6673])**
Spring. 4 credits. Prerequisite: NES 362.
Not offered 2005-2006. D. I. Owen.
For description, see NES 363.]
- [JWST 364(3664) Ancient Iraq I: Origins of Mesopotamian Civilization (also NES/ARKEO 334/664[3764/6764])**
Fall. 4 credits. Not offered 2005-2006.
D. I. Owen.
For description, see NES 360.]
- [JWST 365(3665) Ancient Iraq II: From the Beginning of the Second Millennium to the Conquest of Alexander the Great (also ARKEO 365/665[3665/6665], NES 365/665[3765/6765])**
Spring. 4 credits. Not offered 2005-2006.
D. I. Owen.
For description, see NES 365.]
- JWST 366(3666) History and Archaeology of the Ancient Near East (NES/ARKEO 366[3666])**
Fall. 4 credits. D. I. Owen.
For description, see NES 366.
- JWST 369/669 Sumerian Language and Culture IV (also NES 369/669, ARKEO 368/668)**
Fall. 4 credits. D. I. Owen.
For description, see NES 369.
- JWST 370(3870) The Middle East in Europe (NES 370[3870], SOC 387)**
Spring. 4 credits. T. Sorek.
For description, see NES 370.
- JWST 373/673 Sumerian Language and Culture V (also NES 373/676, ARKEO 361[3661])**
Spring. 4 credits. D. I. Owen.
For description, see NES 373.
- JWST 385(3685) Middle Eastern Cities: History, Society, and Culture (also HIST 382[3820], NES 385[3685])**
Fall. 4 credits. Not offered 2005-2006.
M. Campos.
For description, see NES 385.]
- [JWST 388(3788) The Jews In and Out of Egypt (also NES 388[3788], COM L 388[3880])**
Spring. 4 credits. Not offered 2005-2006.
D. Starr.
For description, see NES 388.]
- [JWST 393(3693) History of Jews and Christians in the Modern Middle East (also NES 393[3693])**
Fall. 4 credits. Not offered 2005-2006.
M. Campos.
For description, see NES 393.]
- JWST 395(3895) Israeli Society (also NES 395[3695], SOC 390[3900])**
Spring. 4 credits. T. Sorek.
For description, see NES 395.
- [JWST 397(3697) History of the Israeli-Palestinian Conflict (also NES 397[3697], GOVT 397[3997])**
Fall. 4 credits. Not offered 2005-2006.
T. Sorek.
For description, see NES 397.]
- JWST 400(4100) Seminar in Advanced Modern Hebrew (also NES 400)**
Fall. 4 credits. Limited to 15 students.
N. Scharf.
For description, see NES 400.
- JWST 401(4101) Topics in Modern Hebrew Literature (also NES 401)**
Spring. 4 credits. D. Starr.
For description, see NES 401.
- JWST 420(4102) Readings in Biblical Hebrew Prose (also NES/RELST 420[4102])**
Spring. 4 credits. S. Sanders.
For description, see NES 420.
- JWST 428(4628) Gnosticism and Early Christianity (NES/RELST 428[4628])**
Fall. 4 credits. K. Haines-Eitzen.
For description, see NES 428.
- JWST 446(4170) History of Jews: Modern France (also HIST 417[4170], FRLIT 413)**
Spring. 4 credits. V. Caron.
For description, see HIST 417.
- [JWST 453(4330) History of Modern German Jewry: From the Enlightenment to the Post-1945 Era (also HIST 433[4330], GERST 433)**
Spring. 4 credits. Not offered 2005-2006.
V. Caron.
For description, see HIST 433.]
- JWST 467(4567) Cultivating Modernities: The Aesthetics of Uneven Development in the Middle East (also NES 467[4567])**
Fall. 4 credits. T. Grigor.
For description, see NES 467.
- JWST 468(4568) Of Orientalism and (Post)Colonial Space (also NES 468[4568])**
Spring. 4 credits. T. Grigor.
For description, see NES 468.
- JWST 474(4740) Topics in Modern Europe: Intellectual and Cultural History (also JWST 674[6740], HIST 474/673[4740/6740], COM L 474/672[4740/6720])**
Fall. 4 credits. D. LaCapra.
For description, see HIST 474.
- JWST 491-492(4991-4992) Independent Study—Undergraduate**
Fall and spring. Variable credit. Staff.

Courses not offered 2005-2006

- JWST 236 Israel: Literature and Society (also NES 236)
- JWST 248 Introduction to Classical Jewish History (also RELST/NES 248)
- JWST 255 Women and the Holocaust (also ENGL/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/RELST/COM L 299)
- JWST 323 Reinventing Biblical Narrative Apocrypha and Pseudepigrapha (also NES/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, RELST 325)
- JWST 371 A Mediterranean Society and Its Culture: The Jews under Classical Islam (also NES/RELST/COM L 371)
- JWST 435 Aramaic (also NES 435)
- JWST 449 Rescreening the Holocaust (also GERST 449, COM L 453, THETR 450)
- 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/COM L 334, SPAN L 339/699)
- 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. 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), 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 six to nine 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 semester's First-Year Writing Seminars are described on the web at <http://fws.arts.cornell.edu>.

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 for the fall semester and in November for the spring semester. 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 5 on the Princeton Advanced Placement Examination in English receive 3 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 3 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 3 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 (e.g., it is not sufficient to write 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

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 "War, Peace, Terror, and the Law," "Making the News," "The Reflective Essay," "Hollywood Babylon," and "Rights, Democracy, and the Courts." 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. Limited to 15 students per seminar. 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. Seminars may also be used, with permission, to satisfy remaining First-Year Writing Seminar requirements for transfer students, sophomores, juniors, and seniors. The institute projects a roster of 22 Sophomore Seminars by academic year 2005-2006. By the end of the present academic year, the Knight Institute already will have sponsored the following 57 seminars from 32 disciplines:

**Knight Institute Sophomore Seminars
2001-2006**

- | | | | |
|------------|--|------------|--|
| AAS 210* | South Asian Diasporic Locations | HIST 211* | Black Religious Traditions: Sacred and Secular |
| AAS 211* | Race and the American City: Reading New York and San Francisco | HIST 225* | U.S.-Mexico Border: History, Culture, and Representation |
| AEM 200* | Contemporary Controversies in the Global Economy | HIST 232* | Eyewitness to War in the Ancient World |
| AN SC 204 | Domestic Animal Issues | HIST 241* | Riot and Revolution in 19th-Century Africa |
| ANTHR 211* | Nature and Culture | HIST 243 | The History of Things |
| ART 372 | Contemporary Art: Making and Looking | HORT 215 | Nonfiction Adventure Writing: Reclaiming the Scientist's Voice |
| ART H 209 | The Immigrant Imagination | ITALL 250* | The Uses of Learning |
| ASIAN 201 | Buddhist Felicities | LA 215 | Engaging Places |
| ASTRO 233 | From Planets to Galaxies: The Origin of Cosmic Structures | LING 212* | Language and Culture |
| BIOEE 467* | Why Is Evolutionary Biology So Controversial? | MUSIC 270* | Music in American Cultures |
| CLASS 244* | Psyche, Ego, and Self | MUSIC 300* | Proseminar in Musicology |
| COM L 215* | Comparative American Literatures | NES 237 | Ninth-Century Baghdad and Its "Bad" Boys (and Girls) |
| COM L 225* | Poetry and Poetics of Difference | NES 265 | Law, Society, and Culture in the Middle East |
| COM L 227* | Multilingualism | NES 293* | Middle Eastern Cinema |
| CRP 385 | Separate Societies: Poverty and Inequality in U.S. Cities | NES 296* | Jesus in History, Tradition, and the Cultural Imagination |
| CSS 200 | Soils and Civilizations | PHIL 216* | Self, Ego, Psyche |
| DANCE 204* | Movement in Time and Space | PSYCH 231* | Topics in Cognitive Science: Mind and Reality in Science Fiction |
| ENGL 204* | Introduction to American Literatures: Narrating the Nation | RELST 253 | Black Religious Traditions: Sacred and Secular |
| ENGL 209* | Introduction to Cultural Studies | S&TS 212* | Sound Studies |
| ENGL 220* | The Idea of the Pet in Literature | SOC 221 | Race/Class/Gender: Research in Progress |
| ENGL 221* | Imagining the Holocaust | SOC 357 | Schooling, Racial Inequality, and Public Policy in America |
| ENGL 244* | Studies in Irish Culture | SPANL 230 | Viewing Modern Barcelona |
| ENGL 252* | Late 20th-Century Women Writers and Visual Culture | SPANL 255 | Maladies of the Soul: <i>Don Quixote</i> |
| ENGL 297 | Sustainable Literature | THETR 202* | Film Style and Cinema Experience: Fritz Lang and Martin Scorsese |
| FD SC 230 | Functional Foods: Where Food Science and Nutrition Meet | THETR 203* | Shakespeare in (Con)text |
| GOVT 202 | Honor and Obligation in Conflict | | *Not offered 2005-2006. |
| GOVT 215* | Gender, Nationalism, and War | | |
| GOVT 226* | Empires | | |
| GOVT 227 | The Atomic Age | | |
| GOVT 261 | Feminist Theory/State Theory | | |
| HD 201 | Fatherhood and Family Policy | | |
| HIST 207* | The Occidental Tourist: Travel Writing and Orientalism in Southeast Asia | | |

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 online 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 18 years have involved collaboration with 150 faculty members and more than 250 graduate

teaching assistants to enrich learning in 75 upper-level courses offered in 24 departments.

WRIT 701(7101) Writing in the Majors Seminar

Fall and spring. 1 credit. S-U grades 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(7100) Teaching Writing

Summer and fall. 1 credit. S-U grades only. 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 Writing Walk-In Service

Through the Writing Walk-In Service, the Writing Workshop offers tutoring assistance in writing to any student who needs help with a writing project. The Writing Walk-In Service has tutors available during the academic year in 174 Rockefeller Hall 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(1137-1138, 1134) An Introduction to Writing in the University

137, fall; 138, spring; 134, summer. 3 credits each semester. Limited to 12 students per sec in fall and spring, 6 in summer. Prerequisite: permission of instructor. S-U grades only.

Writing seminar designed for students who need more focused attention to master the expectations of academic writing. 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(1139) Special Topics in Writing

Fall and spring. 3 credits. Cannot fulfill writing or distribution requirements.

Prerequisite: undergraduate standing; permission of instructor. S-U grades only.

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(7102) Graduate Writing Workshop

Fall and spring. 3 credits. Limited to 10 students per sec. Prerequisites: graduate standing; permission of instructor. S-U grades only.

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 go to 174 Rockefeller Hall for further information.

WRIT 703(7103) Work in Progress

Fall and spring. 3 credits. Limited to 10 students per sec. Prerequisite: graduate standing and permission of instructor. S-U grades only.

Writing seminar for graduate students who have substantial work in progress, such as professional articles, theses, or dissertations. In the first two weeks students discuss rhetorical and stylistic features of scholarly writing and methods of composing and revising, with relevant readings. Remaining weeks 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 PROGRAM

190 Uris Hall

John S. Henderson, Anthropology, Director, Latin American Studies Program; Vilma Santiago-Irizarry, Anthropology, IASP director of graduate studies; Lourdes Benería, City and Regional Planning; Robert Blake, Animal Science; David Block, Ibero-American Bibliographer, Bruno Bosteels, Romance Studies; Debra Ann Castillo, Romance Studies, director of undergraduate studies; María Lorena Cook, School of Industrial and Labor Relations; Raymond Craib, History; David Cruz de Jesus, Romance Studies; Eleanor Dozier, Romance Studies; María Fernandez, History of Art; Gary Fields, International Labor Relations and Economics; María Antonia Garcés, Romance Studies; María Cristina García, History; William W. Goldsmith, City and Regional Planning; Karen Graubart, History; Jere D. Haas, Anthropology, Nutritional Science; Jean-Pierre Habicht, Nutritional Science; Zulma Iguina, Romance Studies; Steven Jackson, Government; Teresa Jordan, Geological Science; Steven Kyle, Agricultural Economics; David R. Lee, Applied Economics and Management; Barbara Lynch, City and Regional Planning; Luis Morató, Romance Studies; Ben Olguín, English; Jura Oliveira, Romance Studies; Kathleen O'Neill, Government; Edmundo Paz Soldán, Romance Studies; Gretel Peltó, Nutritional Sciences; José Piedra, Romance Studies; Simone Pinet, Romance Studies; Alison Power, Department of Ecology and Evolutionary Biology; Eloy Rodríguez, Plant Biology; Jeannine Routier-Pucci, Romance Studies; Elvira Sánchez-Blake, Romance Studies; Roberto Sierra, Music; Jose M. Rodriguez-Garcia, Romance Studies; María Stycos, Romance Studies; Margarita Suñer, Linguistics; Terence Turner, Anthropology; Hector Vélez, Sociology. Emeritus: Thomas Davis, Economics; Matthew Drosdoff, Agronomy; Donald Freebairn, Agricultural Economics; Billie-Jean Isbell, Anthropology; John Murra, Anthropology; Thomas Poleman, Agricultural Economics; Don Sola, Romance Studies; Joseph M. Stycos, Development Sociology; David Thurston, Plant Pathology; Arnold Van Wambeke, Agronomy; Lawrence Williams, School of Industrial and Labor Relations; Frank Young, Developmental Sociology.

Cornell's Latin American Studies Program (IASP) was founded in 1961 and continues to be one of the nation's premier Latin American centers. Today, the Latin American Studies Program, part of the Mario Einaudi Center for International Studies, provides a focus for all activities oriented toward Latin America on the Cornell campus. The program's mission includes stimulating teaching and research by establishing contacts with Latin American universities and institutions, supporting research through grants to faculty members and graduate students, and sponsoring visiting scholars from Latin America. Faculty in all of Cornell's colleges and schools are active in Latin America, with diverse strengths including languages and literatures, agricultural sciences, city and regional planning, anthropology, history, economics, and the other social sciences. IASP offers a concentration in Latin American studies for undergraduate students and a graduate minor for graduate students.

Undergraduate Concentration

To complete an undergraduate concentration in Latin American studies, students must earn a minimum of 15 credits in Latin American studies. Latin American content courses not on the list at <https://www.einaudi.cornell.edu/latinamerica/courses/index.asp> may be approved by petition only. To satisfy the requirements of the concentration, undergraduates must select courses from at least three fields and must include at least one course at the advanced level. Language instruction below the 300 level may not be counted toward the credit requirement. However, language facility in Spanish, Portuguese, or Quechua must be demonstrated by successfully completing SPANL 219, PORT 219, QUECH 219, or the equivalent.

Courses

LAT A 105(1050) Writing about Literature: Women and Nature (also ENGL FWS 105[1050])

Fall. E. DeLoughrey.

Examines how global women writers represent the relationship between humans and the natural environment. Explores novels and films from Africa, the Caribbean, Asia, and the Pacific Islands (including New Zealand) that offer insights into issues of global development and sustainability. Examines topics such as the cultural construction of nature and the poetics of place. Considers what role literature might have in shaping the language of global environmentalist movements.

LAT A 195(1950) Colonial Latin America (also HIST 195[1950])

Fall. K. Graubart.

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.

LAT A 144(1441) FWS: Latin American Women (also ANTHR 144[1441])

Spring. Staff.

Explores the varied experiences of women in Latin American countries from colonial times to the present. Examines the ways that different experiences of race, ethnicity, and class affect women's involvement in economic, religious, political and revolutionary struggles. Uses a variety of textual sources such as autobiography, fiction, poetry, ethnography, and historical accounts to focus on how gender and sexuality are constructed in various contexts—questioning what difference being a woman makes. The final paper compares autobiography and life history to ethnographic and historical texts to determine what is lost or gained in privileging the micro versus macro level of analysis.

LAT A 196(1961) Modern Latin America (also HIST 196[1960])

Spring. R. Craib.

Introductory survey of Latin American history from the early 19th century to the present with particular emphasis on processes of nation-state formation and the development of capitalist economies. Prominent themes include neocolonialism; revolutionary movements and radicalism; ethnic, gender,

and class relations; and United States–Latin American relations.

LAT A 216(2161) Gender and Colonization in Latin America (also HIST 216[2160])

Spring. K. Graubart.

Seminar examining colonization as a gendered process. Looks at men's and women's lives in terms of sexuality, marriage, labor roles, ethnicity, and spirituality. Other important topics could include witchcraft, honor, law, and masculinity.

LAT A 218(2180) Introduction to Hispanic Literature (also SPANL 218[2180])

Fall.

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. Emphasizes the development of fluency in reading and of critical and analytical abilities. Considers the cultural, sociological, and aesthetic implications of texts by authors such as Borges, Cortázar, Fuentes, García Márquez, García Lorca, and Cela.

LAT A 245(2451) Drugs: People, Politics, Policies (also HIST 245[2450])

Spring. M. Roldan.

Seminar using the narcotics trade to examine a variety of issues in historical perspective: migration, human rights, smuggling, international trade, and foreign policy. The temporal focus is the period between the 1920s and the present.

LAT A 266(2660) Latin American Vanguards (also SPANL 266[2660])

Spring. B. Bosteels.

LAT A 300(3011) The Cultural History of Latin America (also HIST 301[3010])

Spring. M. Roldan.

Seminar examining 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 20th 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.

LAT A 301(3010) Hispanic Theater Production (also SPANL 301[3010])

Fall. M. L. Sullivan.

Students develop a specific dramatic text for full-scale production. This course involves selection of an appropriate text, close analysis of the literary aspects of the play, and group evaluation of its representational value and effectiveness. All students in 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 50 hours of work is required for 1 credit; a maximum of 2 credits is awarded for 100 hours or more of work.

LAT A 302(3020) Spanish in the Disciplines (also SPANR 302.01[3020], HIST 300[3000])

Fall and spring. Staff.

1-credit Language Across the Curriculum. Designed for further course content discussion

in Spanish. Credit attached to LAT A 320 in spring 2006 and fall 2005 TBA.

LAT A 303(3031) Andean History and Ethnohistory (also HIST 303[3031])

Spring. K. Graubart.

The Andean region of South America—comprising the modern nations of Peru, Ecuador, and Bolivia—has a rich documentary history going back thousands of years, from major prehispanic civilizations (most famously the Incas) to its role as an important center in the Spanish colonial empire to modern revolutions and movements for indigenous rights. Through critical readings of historical texts as well as archaeological artifacts, this course examines key junctures in Andean history, especially from the perspectives of indigenous peoples.

LAT A 306(3060) Modern Mexico: Independence to Zapatistas (also HIST 306[3060])

Fall. R. Craib.

Survey of Mexico's history from the early 19th century to the present. Covers social, cultural, and economic trends and their relationship to political movements. Gives special emphasis to the ways in which "common people" participated in and influenced politics; to the important regional, class, ethnic, and gender differences that have figured prominently in Mexico's history; and to the politics of history-making.

LAT A 315(3150) Renaissance Hispanism (also SPANL 319[3190])

Fall. Staff.

In the study of Hispanic culture, 1492 works not only as the date of a watershed event but as a cipher of the main discourses that came into conflict as the new continent was put on the map. This course addresses the Golden Age from both sides of the Atlantic, setting out tendencies and continuities, conflicts and ruptures. Readings may include texts by Columbus, Garcilaso, Cabeza de Vaca, Cervantes, Inca Garcilaso, Lope de Vega, Sor Juana, Calderón, and others.

LAT A 316(3160) Readings in Modern Spanish Literature (also SPANL 316[3160])

Fall and spring.

From realism to punk, this course spans 20th-century Spanish literature from Pérez Galdós to Ray Loriga. Includes close, analytical readings of Spanish novels, poems, short stories and theater with a focus on questions of national identity and history. Authors may include Carmen Martín Gaité, García Lorca, Carmen Riera and Miguel de Unamuno, as well as visual stimuli from film and photographs.

LAT A 318(3180) Readings in Spanish American Literature (also SPANL 318[3180])

Fall and spring.

Readings and discussion of representative texts of the 19th and 20th centuries from various regions of Spanish America. Among the authors considered are Sarmiento, Hernández, Martí, Darío, Agustini, Borges Cortázar, García Márquez, Poniatowska, and Valenzuela.

LAT A 319(3190) Readings in Modern Spanish-American Literature (also SPANL 318[3180])

Spring.

Readings and discussion of representative texts of the 19th and 20th centuries from

various regions of Spanish America. Among the authors considered are Sarmiento, Hernández, Martí, Darío, Agustini, Borges Cortázar, García Márquez, Poniatowska, and Valenzuela.

LAT A 320(3200) Perspectives on Latin America (also HIST 301[3010], SPANL 320[3200])

Spring. Highly recommended for Latin American studies concentrators.

J. Henderson and M. Roldan.

Interdisciplinary, co-taught course offered every spring through the Latin American Program. Topics vary by semester, but readings always focus on current research in various disciplines and regions of Latin America. 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.

LAT A 346(3460) Hispanic Caribbean Culture and Literature (also SPANL 346[3460])

Fall. Staff.

Introduction to the history, culture, and literature of the Hispanic Caribbean, with major emphasis on Cuba, Puerto Rico, and the Dominican Republic. Analysis of the cultural and social peculiarities of the Caribbean area. Includes discourses of national identity and the emergence of alternative subjectivities in the literatures of the region. Topics include: racial, generic and sexual otherness, hybridity and translocality in the context of contemporary globalization; and postmodernity in the region. Authors such as Martí, Hostos, Ortiz, Guillén, Palés Matos, Carpentier, Lezama Lima, Piétra, Arenas, Sánchez, Ferré, Valdés, Estévez, Vergés, Veloz Maggiolo, Hernández, Díaz, Ramos Otero, Rodríguez Juliá, Vega, García Ramis, and Santos-Febres are included. Supplemental theoretical readings include such authors as Ortiz, Cornejo Polar, Benítez Rojo, García Canclini, Ramos, Sommer, Bhadha, Butler.

LAT A 355(3551) Archaeology of Mexico and Central America

Spring. J. Henderson.

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

LAT A 385(3850) Separate Societies: Poverty and Inequality in U.S. Cities (also CRP 385[3850])

Fall. W. W. Goldsmith.

Many problems in U.S. cities and their metropolitan areas result from trends in the global economy, but they also cause the trends. In the first view, global changes affect industrial structure, labor markets, and public budgets. Women, people of color, and immigrants suffer disproportionate penalties of joblessness, low pay, and poor public services. These penalties are imposed in good part via territorial exclusion. While many suburbs and city neighborhoods have

good schools, safe, clean streets, and plenty of services, others do not. In the second view, the same exclusionary structure that denies full citizenship to those who live in deprived neighborhoods also abets damaging global trends. A segregated territory frustrates any effective politics. When business elites, political leaders, and residents of privileged places construct an exclusionary metropolis, the problems they create are not just local, but global. In their writing, students examine the evidence and the logic of both arguments.

LAT A 392(3920) Latin American Theater (also SPANL 392[3920])

Fall. M. L. Sullivan.

Deals with the genesis of contemporary Latin American theater as it alternately reflected and individuated from European movements. The shift in technique from absurdist to Brechtian tendencies is viewed as a necessary expression on political realities inherent in the Latin American experience. Students engage in close textual analysis of scripts from the following playwrights: Cubans, Virgilio Piñera and José Triana; Puerto Ricans, René Marqués and Luis Rafael Sánchez; Argentinian, Griselda Gambaro; Colombian, Enrique Buenaventura; and Mexicans, Emilio Carballido and Rosario Castellanos among others. Format: In keeping with the course focus on the direction of performance theorists, such as Augusto Boal, students should be prepared for extensive oral participation in addition to written exams.

LAT A 404(4040) Race and Ethnicity in Latin America (also HIST 404[4041])

Fall. Prerequisite: basic knowledge of Latin American history. K. Graubart.

Seminar examining the invention of ethnicity in the colonial period, the development of a theory of race within Latin American as well as European societies, and the politics of "indignity" in the 20th century.

LAT A 438(4380) Population and Development (D SOC 438[4380])

Fall. D. Gurak.

Examines major historical and recent demographic transitions in mortality, fertility, age structure, and composition, and explores the relationships between these transitions and the social, or economic, and cultural changes being experienced by diverse societies before, during, and following the onset and conclusions of the demographic shifts. Uses case studies from diverse historical periods and geographic locations. Graduate students also meet with the instructor every other week to discuss graduate readings and topics relevant to their papers.

LAT A 474(4740) Urban Transformations in the Global South (also CRP 474[4740])

Spring. W. W. Goldsmith.

LAT A 519(5190) Urban Theory and Spatial Development (also CRP 519[5190])

Spring. W. W. Goldsmith.

Surveys theories on the existence, size, location, and functioning of cities and their metropolitan areas in rich and poor regions of the world. Considers orthodox/conservative treatments as well as critical/left-wing perspectives of planners, geographers, economists, sociologists, and political economists. These theories are indispensable for understanding the origins of cities, the persistence of urban and regional spatial patterns, and the distinctive nature of urban problems.

LAT A 607(6070) Race and Ethnicity in Latin America (also HIST 607[6041])

Fall. Prerequisite: basic knowledge of Latin American history.

Seminar examining the invention of ethnicity in the colonial period, the development of a theory of race within Latin American as well as European societies, and the politics of "indignity" in the 20th century.

LAT A 638(6380) Population and Development (also D SOC 638[6380])

Fall. D. Gurak.

Examines major historical and recent demographic transitions in mortality, fertility, age structure, and composition, and explores the relationships between these transitions and the social, or economic, and cultural changes being experienced by diverse societies before, during, and following the onset and conclusions of the demographic shifts. Uses case studies from diverse historical periods and geographic locations. Graduate students also meet with the instructor every other week to discuss graduate readings and topics relevant to their papers.

LAT A 648(6480) Historiography of Latin America (also HIST 648[6480])

Fall. Prerequisite: graduate standing. Recommended: knowledge of Spanish and/or Portuguese. R. Craib.

Readings and research on the major themes and trends in the historiography of Latin American over the past half-century, from dependency theory to the so-called cultural turn. Readings cover both colonial and modern periods. Requirements include short essays and a final paper.

LAT A 649.01(6490) Andean Modernities (also SPANL 648[6480])

Spring. E. Paz-Soldan.

LAT A 674(6740) Transformations in the Global South (also CRP 674[6740])

Spring. W. W. Goldsmith.

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 also cross-lists 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 first-year 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 225 The United States-Mexico Border: History, Culture, Representation (also AM ST/HIST 225)
- LSP 240 Survey in U.S. Latina/o Literature (also AM ST/ENGL 240)
- LSP 246 Contemporary Narratives by Latina Writers (also FGSS/SPANL 246)
- LSP 248 Poetry of the Latina/o Experience (also SPANL 248)
- LSP 260 Latinos in the United States: Colonial Period to 1898 (also AM ST 259, HIST 260)
- LSP 261 Latinos in the United States: 1898 to the Present (also AM ST/HIST 261)
- LSP 303 American Dreams (also SPANL 303)
- LSP 366 Spanish in the United States (also LING/SPANR 366)
- LSP 398 Latina/o Cultural Practices (also AM ST 396, ENGL 398)
- 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/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/ANTHR 221)
- LSP 355 Latinos, Law, and Identity (also AM ST 357, D SOC 355)
- LSP 375 Comparative U.S. Racial and Ethnic Relations (also AM ST/D SOC 375)
- LSP 431/631 Farmworkers (also HIST 431/631)
- LSP 486 Dominican Identity Formations (also AM ST/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, 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 Research Strategies in Latino Studies
- LSP 111 Introduction to American Studies: New Approaches to Understanding American Diversity, the 20th Century (also AM ST 110, HIST 111)
- LSP 202 Spanish for English-Spanish Bilinguals (also SPANR 200)
- LSP 241 Immigration and Ethnicity in 20th-Century United States (also HIST 240)
- LSP 311 Social Movements (also AIS/D SOC 311)
- LSP 319 Minority Politics in the United States (also GOVT 319, AM ST 313)

- LSP 368 Modern and Contemporary Latin American Art (also ART H 368)
- LSP 377 The United States (also ANTHR/AM ST 377)
- LSP 386 Cinema and Social Change (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(1301) Introduction to World Music: Africa and the Americas (also MUSIC 103(1301))]**
3 credits. 1-hour disc. Not offered 2005–2006. S. Pond.
Explores folk, popular, and traditional genres of the Western Hemisphere, particularly the African diaspora. 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(1101) Research Strategies]**
Spring. 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 introduces 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 provide equal time for lecture and hands-on learning. Topics include government documents, statistics, subject-specific online databases,

social sciences, the humanities, and electronic citation management.

- [LSP 111(1110) Introduction to American Studies: New Approaches to Understanding American Diversity: The 20th Century (also AM ST 110(1110), HIST 161(1610))]**
4 credits. Not offered 2005–2006.
M. C. Garcia.

Examines American national life in the 20th century and asks questions about the changing meaning of national identity. What does it mean to be an American in the 20th 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(2010) Latinos in the United States (also SOC/D SOC 265(2650))]**

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(2020) Spanish for English-Spanish Bilinguals (also SPANR 200(2000))]**

Fall and spring. 3 credits. Staff.
Designed to expand bilingual students' knowledge of Spanish providing them with ample opportunities to develop and improve each of the basic language skills.

- [LSP 220(2200) Sociology of Health and Ethnic Minorities (also D SOC 220(2200))]**

Fall. 3 credits. P. Parra.
Discusses the health status of minorities in the United States. Specifically explores 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(2721) Anthropological Representation: Ethnographies on Latino Culture (also AM ST/ANTHR 221(2721))]**

3 credits. Not offered 2005–2006.
V. Santiago-Irizarry.
Representation is basic to anthropology. In translating cultures, anthropologists produce authoritative representations of and about other people's lives. This course examines, 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(2250) The U.S.-Mexico Border: History, Culture, Representation (also HIST 225(2250))]**

4 credits. Not offered 2005–2006. R. Craib and M. C. Garcia.
Writing-intensive, interdisciplinary sophomore seminar on the United States-Mexico border. The study of borders, and specifically of the United States-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 230(2300) Latino Communities (also D SOC/AM ST 230(2300))]**

Fall. 3 credits. R. Mize.
A major focus of this course is the predominance of Puerto Ricans and Dominicans in New York, Cubans in South Florida, and Mexicans in the Southwest. The last portion addresses the increasing "Latinization" of new receiving areas and the formation of transnational communities that transcend spatially defined communities. The course is designed to introduce students to the literature on Latino rural and urban communities. Students are introduced to the core concepts of community sociology while attempting to account for the predominance of Puerto Ricans and Dominicans in New York, Cubans and Central Americans in Miami, and Mexicans in the Southwest. Additional geographic areas of investigation include the U.S.-Mexico border region and the rural agricultural counties that are dependent upon migrant labor. Final topics of interest include the "Latinization" of the rural Midwest, South, and Northeast, the subsequent dispersion of Latino communities throughout the United States and a re-envisioning of "community" as not entirely space dependent. The experiences of transnational community formation are highlighted.

- [LSP 240(2640) Survey in U.S. Latino Literature (also ENGL 240(2400), AM ST 240(2461))]**

4 credits. Not offered 2005–2006.
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 Garcia, Oscar

Hijuelos, Julia Alvarez, Rubén Martínez, and several others.]

[LSP 241(2400) Immigration and Ethnicity in 20th-Century United States (also HIST 240[2400], AM ST 239[2400])

4 credits. Not offered 2005–2006.
M. C. Garcia.

Seminar examining immigration to the United States in the 20th century, highlighting the experiences of several groups as case studies. Analyzes 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 is given to current issues, such as immigration reform, bilingual education, and the multiculturalism debate.]

LSP 246(2460) Contemporary Narratives by Latina Writers (also SPANL/FGSS 246[2460])

Fall. 3 credits. L. Carrillo.

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. Investigates 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. Also investigates these works as artistic attempts to deal with such issues as culture, language and bilingualism, family, gender, sexuality, and domesticity. Regional distinctions and contributions are accounted for. 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, Cherrie Moraga, Archy Obejas, Esmeralda Santiago, Ana Lydia Vega, and Helena María Viramontes.

LSP 248(2480) Poetry of the Latina/o Experience (also SPANL 248[2480])

Spring. 3 credits. L. Carrillo.

Survey of the central importance of poetry in the modern and contemporary Latina/o experience. Readings 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(2600) Latinos in the United States: Colonial to 1898

4 credits. Not offered 2005–2006.
M. C. Garcia.]

[LSP 261(2610) Latinos in the United States: 1898 to the Present (also HIST/AM ST 261[2610])

4 credits. Not offered 2005–2006.
M. C. Garcia.

Examines the history of various Latino populations in the United States since 1898. Topics include: immigration as the product of U.S. hemispheric policies; the civil rights struggles of the 20th 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(3030) American Dreams (also SPANL 303[3030])

4 credits. Not offered 2005–2006.
D. Castillo.

Beginning with a close reading of Michael Jones-Correa’s seminal study of Latinos in New York, *Between Two Nations*, class discussions focus 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 *Jardin de Eden*; 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(3110) Social Movements (also D SOC/AIS 311[3110])

Fall. 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 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(3191) Racial and Ethnic Politics in the United States (also GOVT 319[3191], AM ST 313[3191])

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. 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(3350) Latinos, Law, and Identity (also AM ST 357[3550], D SOC 355[3550])

3 credits. Not offered 2005–2006. R. Mize.

Critical exploration of the critical legal-justice movement and its relationship to Latina/o identities. Though the course emphasizes 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 are highlighted. Students receive a thorough introduction to specific theoretical contributions of law and society, critical race theory, LatCrit, and outsider jurisprudence perspectives that are applied to historical precedent as well as current attempts at marginalizing/empowering Latina/o communities. The relationship between the legal sphere and social movements is 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 look at immigrant rights, challenges to colonialism, legal support for cross-border unionization, and redress for historical wrongs such as the United States–Mexico Bracero Program (1942–1964).]

[LSP 366(3366) Spanish in the United States (also LING/SPANR 366[3660])

4 credits. Prerequisite: some knowledge of Spanish. Not offered 2005–2006. M. Suner.

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(3551) Modern and Contemporary Latino/Latin American Art (also ART H 368[3550])

4 credits. Not offered 2005–2006.
M. Fernandez.

Designed as a thematic survey of Latin American Latino art from the early 20th 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(3750) Comparative U.S. Racial and Ethnic Relations (also AM ST 375[3750], D SOC 375[3750])

Spring. 3 credits. R. Mize.

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, course materials examine structures of racism as they influence Latina/o, African American, Native American, and Asian American experiences. 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 are the

main source for comparative analysis. In addition, the course includes a survey of the sociological theories of race and ethnicity as well as a critical interrogation of whiteness and ethnic identities. Maps 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. Highlights contemporary theories of race and racism, especially the U.S. racialization of Latina/os and African Americans. The heterogeneity of Latina/o lived experiences in the United States is compared/contrasted with Afro-Caribbean and African immigrant lived experiences within the category of "being Black in America." The course focuses 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(3777) The United States (also ANTHR/AM ST 377[3777])

Fall. 4 credits. 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. Looks 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(3860) Cinema and Social Change (also FILM 386[3860])]

4 credits. Recommended: previous course in film history or analysis. Not offered 2005-2006. A. Villarejo.

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(3980) Latino/a Cultural Practices (also ENGL 398[3980], AM ST 396[3981])]

4 credits. Highly recommended: previous U.S. Latino/a history course. Not offered 2005-2006. M. P. Brady.]

LSP 413(4130) Classics of Latina/o Literature (also SPANL 413[4130])

Spring. 4 credits. D. Castillo.

What makes a book a "classic"? When does it become a must-read? What do we mean when we talk about a Latino/a literary canon? This course looks at foundational texts of U.S. latinidad, in Spanish and in English, from colonial times to the present, in all the major literary genres (novel, short story, drama, film, essay, poetry). Readings are likely to range from Cabeza de Vaca's chronicles, to José Martí's newspaper articles on late 19th-century New York, to the mid-20th century "Chicano Big Three" (Rivera, Anaya, Hinojosa), to contemporary poetry (Cervantes, Cisneros), to Pulitzer Prize-winners like Cruz and Hijuelos.

LSP 420-421(4200-4210) Undergraduate Independent Study

Fall and spring. 2-4 credits. Prerequisite: permission of instructor. Guided independent study.

LSP 431/631 Farmworkers (also CRP 395.72/679.72, HIST 431/631[4310/6310], ILRCB 402)

Spring. 4 credits. Team taught. Faculty supervisor: R. Craib. Interdisciplinary, team-taught course on the world of rural migrant labor. Weekly sessions taught by faculty members from across campus 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 are arranged in conjunction with the instructors.

[LSP 462(4620) Senior Seminar in Latina/o Literature: Chicana Feminism in a Globalizing World (also ENGL 462[4620], AM ST 452[4620])]

4 credits. Not offered 2005-2006.

M. P. Brady.

Examines the efforts of Mexican and Mexican American women to articulate and theorize the effects of nation-building, language production, and border formations. Also examines 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 from early 20th-century organizing through current transnational initiatives. Pays 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. Also looks at the significant role postcolonial feminist work has played in recent Chicana feminist discussions of globalization and transnational feminist practices.]

LSP 610(6101) Political Identity: Race, Ethnicity, and Nationalism (also GOVT 610[6101])

Fall. 4 credits. 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(6200-6210) Graduate Independent Study

Fall, spring. 2-4 credits. Prerequisite: permission of instructor. Guided independent study.

[LSP 624(6424) Ethnoracial Identity in Anthropology, Language, and Law (also ANTHR 624[6424], LAW 723)

4 credits. Not offered 2005-2006.

V. Santiago-Irizarry.

Examines the role that both law and language, as mutually constitutive mediating systems, occupy in constructing ethnoracial identity in the United States. Approaches 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 draws on anthropological, linguistic, and critical race theory as well as ethnographic and legal material to guide and document the analyses.]

[LSP 660(6460) Latino Languages, Ideology, and Practice (also ANTHR 660[6640])]

4 credits. Not offered 2005-2006.

V. Santiago-Irizarry.

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[6930] Gender, Globalization and Latino/a Literature (also ENGL 693)]

4 credits. Not offered 2005-2006.

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, ril5@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-Irizarry (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 is 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 résumé 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 adviser 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 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. Cross-listed courses may be counted in any of the departments listed. 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 before 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, epi@cornell.edu, or 255-8515.

Approved Law and Society Courses

Arts and Sciences

AM ST/ENGL 268 Politics and Culture in the 1960s

AM ST/GOVT 302 Social Movements in American Politics

AM ST 310/GOVT 327 Civil Liberties in the United States

AM ST/HIST 312 Structure of American Political History

AM ST 313/GOVT 319/LSP 319 Racial and Ethnic Politics

AM ST/HIST 324 Varieties of American Dissent, 1880 to 1990

AM ST/HIST 336 Capitalism and Society in Developing America, 1607 to 1877

AM ST 344/HIST 355 African American History from Slavery to Freedom

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/LSP 624 Ethnoracial Identity in Anthropology, Language, and Law

ASIAN/HIST/FGSS 476 Comparative Colonial Law and Society

AS&RC 204 History and Politics of Racialization: A Comparative Study

AS&RC 231 African-American Social Political Thought

AS&RC/PAM 280 Race, Power, and Privilege in the United States

AS&RC 420 Public Policy and African-American Urban Community

B&SOC/S&TS 205 Ethical Issues in Health and Medicine

B&SOC/S&TS/NTRES 331 Environmental Governance

B&SOC/S&TS 406 Biotechnology and the Law

B&SOC/S&TS 407 Law, Science, and Public Values

B&SOC/S&TS 427 The Politics of Environmental Protection in America

B&SOC/S&TS 446 Biomedical Ethics

CIS 515 Law and Politics of the Internet

COM L/RELST 326 Christianity and Judaism

COM L/RELST 328 Literature of the Old Testament

COM L 370 Literature and Ethics

COM L 428/RELST 427 Biblical Seminar

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/AM ST 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/D SOC 206 Gender and Society

FGSS/HIST 273 Women in American Society, Past and Present

FGSS/NES 281 Gender and Society in the Muslim Middle East

FGSS/SOC 316 Gender Inequality

FGSS/RELST/HIST 368 Marriage and Sexuality in Medieval Europe

FGSS/GOVT 415 Race, Gender, and Organization

FGSS/HIST/ASIAN 476 Comparative Colonial Law and Society

GOVT 111 Introduction to American Government and Politics

GOVT 210/ILRID 251/CRP 395.04/PHIL 196 Race in the United States and at Cornell

GOVT 260/PHIL 242 Social and Political Philosophy

GOVT 293/CRP 293/SOC 293/PHIL 193 Inequality, Diversity, and Justice

GOVT 294/PHIL 194 Global Thinking

GOVT/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/AM ST 313 Racial and Ethnic 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/SOC 341 Modern European Society and Politics
- GOVT 362/PHIL 346 Modern Political Philosophy
- GOVT 363/SOC 248 Politics and Culture
- GOVT 364 The Selfish Individual in the Modern World
- GOVT 389 International Law
- GOVT 393 Introduction to Peace Studies
- GOVT 400.9 Science and Technology Policy
- GOVT 403 International Environmental Politics and the Law
- GOVT 404 American Political Development in the 20th Century
- GOVT 407 First Amendment Theory
- GOVT 412 Voting and Political Participation
- GOVT/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 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/FGSS 273 Women in American Society, Past and Present
- HIST/AM ST 312 Structure of American Political History
- HIST 318 American Constitutional Development
- HIST/AM ST 324 Varieties of American Dissent, 1880-1990
- HIST 335/AM ST 344 African American History from Slavery to Freedom
- HIST/AM ST 336 Capitalism and Society in Developing America, 1607 to 1877
- HIST/RELST/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 to 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/ASIAN 476 Comparative Colonial Law and Society
- JWST/NES/RELST 223 Introduction to the Bible I
- JWST/NES/RELST 224 Introduction to the Bible II
- JWST/NES 363 Society and Law in the Ancient Near East
- LSP 319/GOVT 319/AM ST 313 Racial and Ethnic Politics
- LSP 430/AM ST 430.4/GOVT 427 Immigrants, Membership and Citizenship
- LSP/ANTHR 624 Ethnoracial Identity in Anthropology, Language and Law
- NES/JWST/RELST 223 Introduction to the Bible I
- NES/JWST/RELST 224 Introduction to the Bible II
- NES/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 to 1500
- NES 357/RELST 356 Islamic Law and Society
- NES/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/GOVT 194 Global Thinking
- PHIL 196/GOVT 210/ILRID 251/CRP 395.04 Race in America and at Cornell
- 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 362 Modern Political Philosophy
- PHIL 446/GOVT 474 Community, Nation, and Morality
- PHIL 448/GOVT 492 International Justice
- PSYCH 265 Psychology and Law
- RELST/NES/JWST 223 Introduction to the Bible I
- RELST/NES/JWST 224 Introduction to the Bible II
- RELST/COM L 326 Christianity and Judaism
- RELST/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 to 1500
- RELST 356/NES 357 Islamic Law and Society
- RELST/HIST/FGSS 368 Marriage and Sexuality in Medieval Europe
- RELST 427/COM L 428 Biblical Seminar
- S&TS/B&SOC 205 Ethical Issues In Health and Medicine
- S&TS 206/PHIL 246 Ethics and the Environment
- S&TS/B&SOC/NTRES 331 Environmental Governance
- S&TS 354/SOC 352 The Sociology of Contemporary Culture
- S&TS 360 Ethical Issues in Engineering
- S&TS/B&SOC 406 Biotechnology and the Law
- S&TS/B&SOC 407 Law, Science, and Public Values
- S&TS 411 Knowledge, Technology, and Property
- S&TS/B&SOC 427 The Politics of Environmental Protection in America
- S&TS/B&SOC 446 Biomedical Ethics
- SOC/D SOC 200 Social Problems
- SOC/D SOC 207 Problems in Contemporary Society
- SOC 208 Social Inequality
- SOC 246 Drugs and Society
- SOC 248/GOVT 363 Politics and Culture
- SOC 293/GOVT 293/CRP 293/PHIL 193 Inequality, Diversity, and Justice
- SOC/FGSS 316 Gender Inequality
- SOC 326 Social Policy
- SOC 340 Health, Behavior, and Health Policy
- SOC/GOVT 341 Modern European Society and Politics
- SOC 352/S&TS 354 The Sociology of Contemporary Culture
- SOC 356/556 Law and Society
- SOC 357 Schooling and Society
- SOC 371/D SOC 370 Comparative Issues in Social Stratification
- SOC 375/D SOC 301 Theories of Society

College of Art, Architecture, and Planning

- CRP 293/GOVT 293/SOC 293/PHIL 193 Inequality, Diversity, and Justice
- CRP 380 Environmental Politics
- CRP 395.04/GOVT 210/ILRID 251/PHIL 196 Race in America and at Cornell
- CRP 444/544/NTRES 444 Resource Management and Environmental Law
- CRP 448/548 Social Policy and Social Welfare
- CRP 451 Environmental Law
- CRP 474 Third World Urbanization

College of Human Ecology

- HD 233 Children and the Law
- HD 456 Families and Social Policy
- PAM 204 Applied Public Finance
- PAM 230 Introduction to Policy Analysis
- PAM/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/D SOC 311 Social Movements
 AIS/D SOC 367 American Indian Politics and Policy
 COMM 428 Communication Law
 D SOC/SOC 200 Social Problems
 D SOC/FGSS 206 Gender and Society
 D SOC/SOC 207 Problems of Contemporary Society
 D SOC 301/SOC 375 Theories of Society
 D SOC/AIS 311 Social Movements
 D SOC/AIS 367 American Indian Politics and Policy
 D SOC 370/SOC 371 Comparative Issues in Social Stratification
 EDUC 271/471 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/S&TS/B&SOC 331 Environmental Governance
 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 681 International Labor Law
 ILRCB 684 Employment Discrimination and the Law
 ILRCB 689 Constitutional Aspects of Labor Law
 ILRID 251/GOVT 210/CRP 395.04 Race in America and at Cornell

Law

- LAW 405 The Death Penalty in America
 LAW 410 Limits on Protection of Creative Expression—Copyright Law and Its Close Neighbors

LESBIAN, BISEXUAL, AND GAY STUDIES

D. Bem, S. Bem, A. Berger, B. Correll, J. Culler, I. DeVault, J. Frank, J. E. Gainor, E. Hanson, C. Howie, I. V. Hull, M. Katzenstein, T. Loos, K. March, C. A. Martin, D. Mao, S. McConnell-Ginet, K. McCullough, T. Murray, M. B. Norton, J. Peraino, M. Raskolnikov, R. Savin-Williams, A. M. Smith, A. Villarejo, R. Weil

The field of lesbian, bisexual, and gay (LBG) 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 (FGSS) 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(1420) Cultural Diversity and Contemporary Issues]**
 Fall. 3 credits. A. Willford.
 For description, see ANTHR 200.
- [ANTHR 321/621(3421/6241) Sex and Gender in Cross-Cultural Perspective (also FGSS 321/631[3210/6210])]**
 Fall. 4 credits. K. March.
 For description, see ANTHR 321/621.
- [ENGL 276(2760) Desire (also FGSS/COM L 276[2760])]**
 Spring. 4 credits. E. Hanson.
 For description, see ENGL 276.
- [ENGL 278(2780) Queer Fiction (also FGSS 279[2790])]**
 Not offered 2005–2006. E. Hanson.]
- [ENGL 355[3550] Decadence (also FGSS 355[3550])]**
 Not offered 2005–2006. E. Hanson.]
- [ENGL 395(3950) Video: Art, Theory, and Politics (also THETR 395[3950])]**
 Not offered 2005–2006. T. Murray.]
- [ENGL 424(4240) Studies in Renaissance Lyric]**
 Not offered 2005–2006. B. Correll.]

[ENGL 478(4780) Intersections in Lesbian Fiction (also FGSS 477[4770], AM ST 478[4780])]
 4 credits. Not offered 2005–2006.
 K. McCullough.]

[ENGL 651(6510) The Sexual Child (also FGSS 651[6510])]
 Not offered 2005–2006. E. Hanson.]

[ENGL 654(6540) Queer Theory (also FGSS/COM L 654[6540])]
 Spring. 4 credits. E. Hanson.
 For description, see ENGL 654.

[ENGL 655(6550) Aestheticism (also FGSS 656[6560], COM L 655[6560])]
 Not offered 2005–2006. E. Hanson.]

[ENGL 660(6660) Cinematic Desire (also AM ST 662[6620], FGSS 661[6610])]
 Not offered 2005–2006. E. Hanson.]

[ENGL 703(7030) Theorizing Film: Race, Nation, and Psychoanalysis (also FRLIT 695[6950])]
 Not offered 2005–2006. T. Murray.]

[FGSS 201(2010) Introduction to Feminist, Gender, and Sexuality Studies]
 Fall. 4 credits. S. Martin.
 For description, see FGSS 201.

[FGSS 400(4000) Senior Seminar in Feminist, Gender, and Sexuality Studies]
 Fall. 4 credits. Staff.
 For description, see FGSS 400.

[FGSS 405/605(4050/6050) Domestic Television]
 Not offered 2005–2006. A. Villarejo.]

[FGSS 610(6100) Sexuality and the Politics of Representation (also FILM 610[6100])]
 Spring. 4 credits. A. Villarejo.
 For description, see FGSS 610.

[FRLIT 442/642(4420/6420) Sex in French (also FGSS 432/632[4320/6320])]
 Not offered 2005–2006. C. Howie.]

[GERST 413(4130) The Women around Freud]
 Not offered 2005–2006. B. Martin.]

[GERST 614(6140) Gender at the Fin-de-siècle]
 Not offered 2005–2006. B. Martin.]

[GOVT 467(4675) Radical Democratic Feminisms (also FGSS 468[4680])]
 Not offered 2005–2006. A. M. Smith.]

[GOVT 762(7620) Sexuality and the Law (also FGSS 762[7620])]
 Spring. 4 credits. A. M. Smith.
 For description, see GOVT 762.

[HD 284(2840) Gender and Sexual Minorities (also FGSS 285[2850])]
 Fall. 3 credits. K. Cohen.
 For description, see HD 284.

[HD 464(4640) Sexual Minorities and Human Development (also FGSS 467[4670])]
 Not offered 2005–2006. R. Savin-Williams.]

[HIST 209(2090) Seminar in Early America (also FGSS 209[2090])]
 Not offered 2005–2006. M. B. Norton.]

[HIST 273(2730) Women in American Society, Past and Present (also FGSS 273[2730])
Not offered 2005–2006. M. B. Norton.]

[HIST 368(3860) Marriage and Sexuality in Medieval Europe (also FGSS/RELST 368[3680])
Not offered 2005–2006. P. Hyams.]

HIST 416(4160) Gender and Sex in Southeast Asia (also FGSS 416[4160])
Spring. 4 credits. T. Loos.
For description, see HIST 416.

[HIST 626(6260) American Women's History (also FGSS 626[6260])
Not offered 2005–2006. M. B. Norton.]

LING 244(2444) Language and Gender (also FGSS 244[2440])
Spring. 4 credits. S. McConnell-Ginet.
For description, see LING 244.

[MUSIC 492(4231) Music and Queer Identity (also FGSS 492[4920])
4 credits. Not offered 2005–2006.
J. Peraino.]

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 (210 Morrill Hall); D. Abusch, W. Browne, A. Cohn, M. Diesing, S. Hertz, S. McConnell-Ginet, A. Miller-Ockhuizen, A. Nussbaum, M. Rooth, C. Rosen, M. Wagner, M. Weiss, J. Whitman. Visiting: W. Ham, A. Pereltsvaig.

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, contact Professor Wayne Harbert (210 Morrill Hall, 255-8441, weh2@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. Three additional courses in linguistics at the 300 or 400 level, of which two must be general linguistics.
4. A course at or beyond the 300 level in the structure of a language, or LING 400 Language Typology or LING 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 semester 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 exam in defense of it. The thesis is usually written during the senior year but may be started in the second semester of the junior year when the student's program so warrants. The oral exam 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(1101) Introduction to Linguistics (III) (KCM)

Fall or spring. 4 credits each semester. Fall, A. Miller-Ockhuizen; spring, M. Diesing.

Overview of the science of language, especially its theoretical underpinnings, methods, and major findings. Areas covered include: 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(1109) English Words: Histories and Mysteries (also CLASS 171[1609]) # (III or IV) (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 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(1111) 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(1112) American Sign Language II

Summer only. 4 credits. Prerequisite: 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(1131-1132) Elementary Sanskrit (also CLASS 191-192[1331-1332], SANSK 131-132[1131-1132])

For description, see SANSK 131-132.

LING 170(1170) Introduction to Cognitive Science (also COGST 101[1101], COM S 101[1710], PHIL 191[1910], PSYCH 102[1200]) (III) (KCM)

For description, see COGST 101.

[LING 212(2212) Sophomore Seminar: Language and Culture (III) (KCM)

Spring. 4 credits. Not offered 2005-2006. J. Whitman.]

LING 215/715(2215/7715) Psychology of Language (also PSYCH/COGST 215[2150]) (III) (KCM)

For description, see PSYCH 215.

LING 217(2217) History of the English Language to 1300 (also ENGL 217[2170]) # (III or IV) (HA)

Fall. 4 credits. W. Harbert.

Explores the development of the English language from its Indo-European beginnings through the period of Early Middle English. Topics 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(2218) History of the English Language since 1300 (also ENGL 218[2180]) (III or IV) (HA)

Spring. 4 credits. W. Harbert.

Explores the development of the English language from the time of Chaucer to the present. Topics 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 are invited to discuss Middle and Modern English literature. This course forms a sequence with LING 217, but it may be taken independently.

[LING 236(2236) Introduction to Gaelic

Spring. 3 credits. Not offered 2005-2006. W. Harbert.

Introduction to the Scottish Gaelic language, with some discussion of its history, structure, and current status.]

[LING 237(2237) The Germanic Languages (also GERST 237) (III) (KCM)

Fall. 4 credits. Not offered 2005-2006. W. Harbert and M. Diesing.]

[LING 238(2238) Introduction to Welsh

Fall. 3 credits. Not offered 2005-2006. W. Harbert.

Introduction to the Welsh language, with discussion of its history, structure, and current status, and a brief introduction to Welsh literature.]

[LING 239/539(2239/5539) The Celtic Languages (III) (CA)

Fall. 4 credits. Graduate students register under LING 539. Not offered 2005-2006. W. Harbert.

Surveys the history, structure, and political and social situation of the Celtic languages (Welsh, Scottish Gaelic, Irish Gaelic, Breton, Cornish, and Manx). Includes a few days of introductory instruction in some of these languages.]

[LING 241(2241) Yiddish Linguistics (also JWST 271[2271]) (III) (SBA)

Fall. 3 credits. No previous knowledge of Yiddish required. Not offered 2005-2006; next offered 2006-2007. M. Diesing.

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.]

[LING 242(2242) Diversity in American English (III) (SBA)

Spring. 3 credits. Not offered 2005-2006. Staff.]

LING 244(2244) Language and Gender (also FGSS 244[2440]) (III) (SBA)

Fall. 4 credits. For nonmajors or majors. S. McConnell-Ginet.

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(2246/5546) Minority Languages and Linguistics (III) (SBA)

Fall. 4 credits. Graduate students register under LING 546. W. Harbert.

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(2251-2252) Intermediate Sanskrit (also CLASS 291-292[2351-2352], SANSK 251-252[2251-2252]) @ # (IV)

Provides language proficiency and satisfies Option 1. Not offered 2005-2006.

For description, see SANSK 251-252.]

LING 285/585(2285/5585) Linguistic Theory and Poetic Structure (also ENGL 296[2960]/585) (III or IV) (LA)

Spring. 4 credits. Graduate students register under LING 585. 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(3301) Introduction to Phonetics (III) (KCM)

Fall. 4 credits. Prerequisite: LING 101 or permission of instructor. W. Ham.

Introduction to the study of the physical properties of human speech sounds, including production, acoustics, and perception of speech. Provides in-depth exposure to the breadth of sounds found across human languages. Students 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(3302) Introduction to Phonology (III) (KCM)

Spring. 4 credits. Prerequisite: LING 101 or permission of instructor. D. Zec.

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(3303) Introduction to Syntax (III) (KCM)

Fall. 4 credits. Prerequisite: LING 101 or permission of instructor. M. Diesing.

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. Topics 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(3304) Introduction to Semantics and Pragmatics (III) (KCM)

Spring. 4 credits. Prerequisite: LING 303 or permission of instructor. M. Diesing. Examines the two major components of sentence meaning: (1) how sentences mean what they mean and (2) how they can be used to communicate more than what they (literally) mean. Investigates precise ways of describing the possible interpretations of a sentence and the relationship between meaning and syntactic structure. Topics include the representation of lexical meaning, the meaning of quantifier phrases and analyses of scope ambiguities, and classic puzzles of reference. Also examines 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(3305) Foundations of Linguistics (also COGST 305[3050]) (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 2005-2006. Staff.]

LING 308(3308) Readings in Celtic Languages

Fall or spring, depending on demand. 2 credits. Prerequisite: permission of instructor. S-U grades only. W. Harbert. Reading/discussion groups in Welsh or Scottish Gaelic.

[LING 311(3311) The Structure of English: Demystifying English Grammar (also ENGL 313[3130]) (III or IV) (KCM)]

Spring. 4 credits. Not offered 2005-2006. Staff.]

LING 314(3314) Introduction to Historical Linguistics # (III) (HA)

Fall. 4 credits. Prerequisite: LING 301 or permission of instructor. J. Whitman. Survey of the basic mechanisms of linguistic change, with examples from a variety of languages.

LING 315-316(3315-3316) Old Norse

315, fall; 316, spring. 4 credits each semester. A. Angantýsson. 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 13th-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(3321)-[322(3322)] History of the Romance Languages (also ROM S 321[3210]) # (III) (HA)

321, spring; [322]. 4 credits each semester. Prerequisites: LING 101 and qualification in any Romance language. Offered alternate years; 322 not offered 2006. C. Rosen. 321: 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 AD. Analysis of texts. Overview of other languages to the present day. Elements of dialectology.]

[LING 323(3323) Comparative Romance Syntax (also ROM S 323) (III) (KCM)]

Spring. 4 credits. Prerequisites: LING 101 and qualification in any Romance language. Offered alternate years; not offered 2005-2006. 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(3332) Philosophy of Language (also PHIL 332[3320]) (IV)

For description, see PHIL 332.

[LING 333(3333) Problems in Semantics (also PHIL/COGST 333[3330]) (III or IV) (KCM)]

Fall. 4 credits. Prerequisite: logic or semantics course or permission of instructor. Not offered 2005-2006; next offered 2006-2007. D. Abusch. Looks at problems in the semantic analysis of natural languages, critically examining work in linguistics and philosophy on particular topics of current interest. Topics for 2006 are presupposition, aspects and events, tense, modality, negative polarity, and focus.]

[LING 347(3347) Topics in the History of English (III) (HA)]

Spring. 4 credits. Prerequisite: LING 217, 314, course in Old or Middle English, or permission of instructor. Not offered 2005-2006; next offered 2006-2007. W. Harbert. Treats 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 390(3390) Independent Study in Linguistics

Fall or spring. 1-4 credits, variable. Prerequisite: LING 101 and permission of instructor. Staff. Independent study of linguistics topics not covered in regular curriculum for undergrads.

LING 400(4400) Language Typology (III) (KCM)

Spring. 4 credits. Prerequisite: LING 101. C. Rosen. 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 repertory 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(4401-4402) Phonology I, II (III) (KCM)

401, fall; 402, spring. 4 credits each semester. Prerequisites: for LING 401, LING 302 or equivalent; for LING 402, LING 401 or permission of instructor. Fall, D. Zec; spring, M. Wagner. 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(4403-4404) Syntax I, II (III) (KCM)

403, fall; 404, spring. 4 credits each semester. Prerequisites: for LING 403, LING 303; for LING 404, LING 403 or permission of instructor. Fall, J. Bowers; spring, A. Pereltsvaig. 403 is an advanced introduction to syntactic theory within the principles and parameters/minimalist frameworks. Topics 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(4405) Sociolinguistics (III) (CA)]

Fall. 4 credits. Prerequisite: LING 101 or permission of instructor. Not offered 2005-2006. S. McConnell-Ginet.]

[LING 409(4409) Structure of Italian (III) (KCM)]

Fall. 4 credits. Prerequisites: LING 101 and qualification in any Romance language. Offered alternate years; not offered 2005-2006. C. Rosen.]

[LING 410(4410) 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 2005-2006; next offered 2006-2007. 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(4411) History of the Japanese Language (also ASIAN 411[4411], JAPAN 410[4410]) # @ (III) (HA)]

Fall. 4 credits. Prerequisite: permission of instructor; reading knowledge of Japanese. Offered alternate years; not offered 2005-2006. J. Whitman.

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(4412) Linguistic Structure of Japanese (also ASIAN 412[4412]) (III) (KCM)

Spring. 4 credits. Prerequisites: JAPAN 102 or permission of instructor and LING 101. Offered alternate years; not offered 2005–2006. J. Whitman.

Introduction to the linguistic study of Japanese, with an emphasis on morphology and syntax.]

LING 413(4413) Applied Linguistics and Second Language Learning (III) (KCM)

Spring. 4 credits. Prerequisite: at least one course in applied linguistics, linguistics, psychology, anthropology, communication, cognitive studies, education, or literary analysis; or permission of instructor. Y. Shirai.

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. 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(4414) Second Language Acquisition I (also ASIAN 414[4414]) (III) (KCM)

Fall. 4 credits. Prerequisite: permission of instructor. Y. Shirai.

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(4415) Second Language Acquisition II (also ASIAN 417[4417]) (III) (KCM)

Spring. 4 credits. Prerequisite: permission of instructor. Y. Shirai.

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(4416) Structure of the Arabic Language (also NES 416[4206]) (III) (KCM)

Not offered 2005–2006.

For description, see NES 416.]

LING 417-[418][4417–[4418] History of the Russian Language (also RUSSA 401-[402][4401–[4402]) (III) (HA)

417, spring; [418]. 4 credits each semester. Prerequisites: for LING 417, permission of instructor; for LING 418, LING 417 or equivalent. Offered alternate years; 418 not offered 2005–2006. W. Browne.

Phonological, morphological, and syntactic developments from Old Russian to modern Russian.

LING 419(4419) Phonetics I (III) (KCM)

Spring. 4 credits. Prerequisite: LING 301 or permission of instructor. S. Hertz.

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(4420) Phonetics II (III) (KCM)

Fall. 4 credits. Prerequisite: LING 419. A. Miller-Ockhuizen.

Continuation of Phonetics I, providing 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(4421) Semantics I (III) (KCM)

Fall. 4 credits. Prerequisite: LING 304. D. Abusch.

Introduces methods for theorizing about meaning within generative grammar. These techniques allow the creation of grammars that pair syntactic structures with meanings. Students 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 (e.g., set theory, functions and their types, and the lambda notation for naming linguistic meanings) is included in the course.

LING 422(4422) Semantics II (III) (KCM)

Fall. 4 credits. Prerequisite: LING 421 or permission of instructor. D. Abusch.

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(4423) Morphology (III) (KCM)

Spring. 4 credits. Prerequisite: LING 101 or permission of instructor. Staff.

Addresses the basic issues in the study of words and their structures. 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(4424) Computational Linguistics (also COGST 324[3470], COM S 324[3420]) (II) (MQR)

Fall. 4 credits. Prerequisite: LING 304 or permission of instructor. Recommended: COM S 114. Offered alternate years. 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 context-free grammars; parsing and representation of syntactic analyses; finite state morphology; probabilistic grammars; feature constraint formalisms for syntax; treebank and other markup methodology; and experimental-modeling methodology using large data samples.

[LING 425(4425) Pragmatics (also PHIL 435[4350]) (III or IV) (KCM)

Fall. 4 credits. Prerequisite: LING 304 or PHIL 231, or permission of instructor. Not offered 2005–2006. D. Abusch.

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(4427) Structure of Hungarian (also HUNGR 427[4427]) (III) (KCM)

Fall. 4 credits. Prerequisite: LING 101. Offered alternate years; not offered 2005–2006. W. Browne.]

[LING 428/628(4428/6628) Connectionist Psycholinguistics (also COGST 428, PSYCH 428/628[4280/6280]) (III)

Not offered 2005–2006.

For description, see PSYCH 428.]

[LING 430(4430) Structure of Korean (also ASIAN/KOREA 430[4430]) (III) (KCM)

Spring. 4 credits. Prerequisite: KOREA 102 or linguistics course. No previous knowledge of Korean required. Offered alternate years; not offered 2005–2006. 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.]

[LING 431(4431) Structure of an African Language (III) (KCM)

Spring. 4 credits. Prerequisite: LING 101 or permission of instructor. Not offered 2005–2006. Staff.

Survey of the grammar of an African language in light of current linguistic theory.]

[LING 432(4432) Middle Korean (also KRLIT 432[4432]) @ # (IV) (LA)

Spring. 4 credits. Offered alternate years. Prerequisite: KOREA 202 or equivalent. Not offered 2005–2006. J. Whitman.

Introduction to the premodern Korean language. Focuses on the earliest *hangeul* texts of the 15th century, but also introduces materials written in Korean using Chinese characters before the 15th 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(4433) The Lesser-Known Romance Languages (also ROM S 433[4430]) (III) (KCM)]

Spring. 4 credits. Prerequisites: LING 101 and qualification in any Romance language. Not offered 2005-2006. C. Rosen.

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(4436) Language Development (also COGST/PSYCH 436[4360], HD 337[3370]) (III) (KCM)]

Not offered 2005-2006. For description, see COGST 436.]

[LING 437(4437) Celtic Linguistic Structures (III) (KCM)]

Spring. 4 credits. Prerequisite: LING 403. Not offered 2005-2006. W. Harbert.

Treats selected topics in the syntax and morphosyntax of the modern Celtic languages.]

[LING 441(4441) Introduction to Germanic Linguistics (also GERST 441[4410]) (III) (HA)]

Fall. 4 credits. Prerequisite: LING 101 or permission of instructor. Not offered 2005-2006. W. Harbert.

Survey of major issues in historical Germanic linguistics.]

[LING 443-[444][4443-4444] Linguistic Structure of Russian (also RUSSA 403-404[4403-4404]) (III) (KCM)]

443, fall; [444, spring]. 4 credits each semester. Prerequisites: for LING 443, reading knowledge of Russian; for LING 444, LING 443 or equivalent. 444 not offered 2005-2006. W. Browne.

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(4500) Lab Course: Language Development (also COGST 450, HD 437[4500], PSYCH 437[4370])]

Not offered 2005-2006. For description, see COGST 450.]

[LING 451(4451) Greek Comparative Grammar (also CLASS 421[4451]) (III) (KCM)]

Fall. 4 credits. Prerequisite: thorough familiarity with classical Greek morphology. 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(4452) Latin Comparative Grammar (also CLASS 422[4452]) (III) (KCM)]

Fall. 4 credits. Prerequisite: thorough familiarity with classical Latin morphology. Not offered 2005-2006. 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(4454) Italic Dialects (also CLASS 424) (III) (KCM)]

Fall. 4 credits. Prerequisite: thorough familiarity with classical Latin morphology. Not offered 2005-2006; next offered 2006-2007. 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(4455) Greek Dialects (also CLASS 425[4455]) (III) (KCM)]

Fall. 4 credits. Prerequisite: basic familiarity with classical Greek morphology. Not offered 2005-2006. A. Nussbaum.

Survey of the dialects of ancient Greek through the reading and analysis of representative epigraphical and literary texts.]

[LING 456(4456) Archaic Latin (also CLASS 426[4456]) (III) (LA)]

Spring. 4 credits. Prerequisite: reading knowledge of Latin. Not offered 2005-2006. 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(4457) Homeric Philology (also CLASS 427[4457]) (III) (LA)]

Spring. 4 credits. Prerequisite: ability to read Homeric Greek. A. Nussbaum.

The language of the Homeric epics: dialect background, archaisms, modernizations. The notion of a *Kunstsprache*: its constitution, use, and internal consistency. The phonological and morphological aspects of epic compositional technique.

[LING 459(4459) Mycenaean Greek (also CLASS 429[4459]) (III or IV) (LA)]

Spring. 4 credits. Prerequisite: thorough familiarity with classical Greek morphology. Not offered 2005-2006. A. Nussbaum.

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(4460) Sanskrit Comparative Grammar (also CLASS 490[4490]) (III or IV) (KCM)]

Fall. 4 credits. Prerequisite: reasonable familiarity with classical Sanskrit morphology. A. Nussbaum.

Survey of the historical phonology and morphology of Sanskrit in relation to the Indo-Iranian and Indo-European comparative evidence.

[LING 474(4474) Introduction to Natural Language Processing (also COGST 474, COM S 474[4740]) (III)]

Fall. 4 credits. Prerequisite: COM S 211 or permission of instructor. C. Cardie.

Introduction for students with computer science background. Covers relevant material in linguistics. 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(4483) Intensional Logic (also MATH 483[4830], PHIL 436[4360]) (II) (MQR)]

Not offered 2005-2006.

For description, see PHIL 436.]

[LING 485(4485) Topics in Computational Linguistics (II) (MQR)]

Spring. 4 credits. Prerequisite: LING 424 or LING/COM S 474. Not offered 2005-2006. M. Rooth.

Laboratory course 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(4493) Honors Thesis Research]

Fall. 4 credits. Staff. May be taken before or after LING 494, or may be taken independently.

[LING 494(4494) Honors Thesis Research]

Spring. 4 credits. Staff. May be taken as a continuation of, or before, LING 493.

[LING 501(5501) Cognitive Science (also COGST 501[6150], PHIL/PSYCH 501)]

Not offered 2005-2006. For description, see COGST 501.]

[LING 530(5530) Representation of Structure in Vision and Language (also COGST/PSYCH 530[6300])]

Not offered 2005-2006. For description, see PSYCH 530.]

[LING 531(5531) Topics in Cognitive Studies (also COGST 531, PSYCH 531[6331])]

Not offered 2005-2006. For description, see COGST 531.]

[LING 600(6600) Field Methods]

Spring. 4 credits. Prerequisites: LING 401 and 403 or permission of instructor. Staff. Elicitation, recording, and analysis of data from a native speaker of a non-Western language not generally known to students.

[LING 601(6601) Topics in Phonological Theory]

Spring. 4 credits, variable. Prerequisites: LING 401 and one higher-level phonology course. M. Wagner. Selected topics in current phonological theory.

[LING 602(6602) Topics in Morphology]

Fall. 4 credits. Prerequisites: LING 401 or 403 or permission of instructor. Not offered 2005-2006. Staff. Selected topics in current morphological theory.]

[LING 604(6604) Research Workshop]

Fall. 2 credits. Requirement for third-year linguistics graduate students. S-U grades only. J. Whitman.

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(6606) Historical Syntax]

Fall. 4 credits. Prerequisite: LING 403. Not offered 2005-2006. C. Rosen.]

[LING 609(6609) SLA and the Asian Languages (also ASIAN 610[6610])]

Fall. 4 credits. Prerequisite: LING 414-415 or permission of instructor. Not offered 2005-2006. Y. Shirai.]

[LING 615(6615) Topics in Semantics]

Fall. 4 credits. Prerequisite: LING 421 or permission of instructor. Not offered 2005-2006. D. Abusch. Selected topics in semantic theory, focusing on recent literature.]

LING 616(6616) Topics in Syntactic Theory

Fall. 4 credits, variable. Prerequisite: LING 404 or permission of instructor.

A. Pereltsvaig.

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(6617-6618) Hittite

617, fall; 618, spring. 4 credits each semester. Prerequisites: for LING 617, permission of instructor; for LING 618, LING 617 or permission of instructor. Not offered 2005-2006. M. Weiss.

Introduction to the cuneiform writing system and the grammar of Hittite, followed by the reading of selected texts.]

[LING 619(6619) Rigveda

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2005-2006. Staff.]

[LING 620(6620) Comparative Grammar of Anatolian (also NES 623)

Spring. 4 credits. Prerequisite: LING 617. Recommended: knowledge of Hittite and Luvian. Not offered 2005-2006. M. Weiss. Introduction to the historical phonology and morphology of the Anatolian languages.]

[LING 621(6621) Avestan and Old Persian (also NES 621)

Fall. 4 credits. Prerequisite: basic knowledge of Sanskrit forms and morphology syntax. Not offered 2005-2006. M. Weiss.

Linguistically oriented readings of Old Persian and Avestan.]

[LING 623-624(6623-6624) Old Irish I, II

623, fall; 624, spring. 4 credits each semester. Prerequisite: for LING 624, LING 623 or permission of instructor. Not offered 2005-2006. Staff.]

LING 625(6625) Middle Welsh

Spring. 4 credits. Prerequisite: permission of instructor. 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 629(6629) Old Avestan (also NES 622)

Fall. 4 credits. Prerequisite: LING 621; some knowledge of Sanskrit. Not offered 2005-2006. M. Weiss.

Linguistically and philologically oriented reading of the Gathas of Zarathustra and the Yasna Haptanhaiti.]

[LING 631(6631) Comparative Indo-European Linguistics

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2005-2006. Staff. Introduction to the comparative grammar of the Indo-European languages.]

LING 633(6633) Language Acquisition Seminar (also COGST/HD 633[6330])

For description, see HD 633.

LING 634(6634) Philosophy of Language (also PHIL 633[6330])

For description, see PHIL 633.

[LING 635-636(6635-6636) Indo-European Workshop

635, fall; 636, spring. 4 credits each semester. Prerequisite: permission of instructor. Not offered 2005-2006. 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(6637) Introduction to Tocharian

Fall. 4 credits. Prerequisite: knowledge of other ancient IE language and historical linguistics methods. Not offered 2005-2006. M. Weiss.

Introduction to the grammar of Tocharian A and B.]

[LING 638(6638) Comparative Grammar of Tocharian

Spring. 4 credits. Prerequisite: LING 637. Not offered 2005-2006. Staff.

Introduction to the historical phonology and morphology of Tocharian A and B.]

[LING 643(6643) Topics in Historical Germanic Phonology (also GERST 606[6061])

Spring. 4 credits. Prerequisite: LING 441. Not offered 2005-2006. W. Harbert.]

[LING 644(6644) Topics in Historical Germanic Syntax (also GERST 608[6081])

Fall. 4 credits. Prerequisite: LING 441. Not offered 2005-2006. W. Harbert.]

[LING 645(6645) Gothic

Fall. 4 credits. Prerequisite: LING 101. Offered every three years; not offered 2005-2006. W. Harbert.

Linguistic structure of Gothic, with extensive readings of Gothic texts.]

[LING 646(6646) Old High German, Old Saxon (also GERST 658[6580])

Spring. 4 credits. Prerequisite: LING 101. Highly recommended: reading knowledge of Modern German. Offered every three years; not offered 2005-2006. W. Harbert.

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.]

[LING 648(6648) Speech Synthesis (also INFO 648[6648])

Spring. 4 credits. Prerequisite: LING 401, 419, or permission of instructor. Offered alternate years; not offered 2005-2006. 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 is 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(6649) Structure of Old English (also ENGL 617[6170])

Fall. 4 credits. Prerequisite: LING 441. Offered every three years; not offered 2005-2006. W. Harbert.

Linguistic overview of Old English, with emphasis on phonology, morphology, and syntax.]

LING 659(6659) Seminar in Vedic Philology (also ASIAN/CLASS 659)

For description, see ASIAN 659.

LING 661(6661) Old Church Slavonic (also RUSSA 601[6601])

Fall. 4 credits. Prerequisite: knowledge of Slavic or ancient Indo-European language. Prerequisite to LING 662 and 671. Offered alternate years. W. Browne.

Grammar and reading of basic texts.

LING 662(6662) Old Russian Texts (also RUSSA 602[6602])

Spring. 4 credits. Prerequisite: LING 661. Offered alternate years. W. Browne.

Grammatical analysis and close reading of Old Russian texts.

[LING 671-672(6671-6672) Comparative Slavic Linguistics (also RUSSA 651-652[6651-6652])

671, fall; 672, spring. 4 credits each semester. 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; not offered 2005-2006. W. Browne.]

LING 700(7700) Seminar

Fall or spring. Credit TBA.

Seminars are offered according to faculty interest and student demand. Topics for 2005-2006 include: context-dependence of linguistic meaning; the semantics/pragmatics interface; computational linguistics; language acquisition; and the nature of the interfaces between phonology, syntax, and semantics.

LING 701-702(7701-7702) Directed Research

701, fall; 702, spring. 1-4 credits. Times TBA. Staff.

MATHEMATICS

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K. Brown, chair; A. Back, D. Barbasch, Y. Berest, L. Billera, D. Bock, N. Broaddus, K. Calta, S. Chase, H.-B. Cheng, R. Connelly, S. Day, R. K. Dennis, R. Durrett, E. Dynkin, L. Gross, J. Guckenheimer, A. Hatcher (DUS), D. Henderson, T. Holm, J. Hubbard, J. Hwang, Y. Ilyashenko, P. Jung, P. Kahn, M. Kassabov, G. Lawler, A. Lozano-Robledo, C. Muscalu, A. Nerode, M. Nussbaum, K. Okoudjou, A. Pantano, I. Peeva, R. Ramakrishna, E. Rassart, T. Riley, L. Rogers, L. Saloff-Coste, A. Schatz, S. Sen, R. A. Shore, R. Sjamaar, J. Smillie, B. Speh, M. E. Stillman (DGS), R. Strichartz, E. Swartz, M. Terrell, R. Terrell, W. Thurston, A. Vladimirov, K. Vogtmann, L. Wahlbin, J. West. Emeritus: J. Bramble, M. Cohen, C. Earle, 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 exams of the College Entrance Examination Board in their senior year. Freshmen who have had some calculus but who have not taken an advanced placement exam should take the placement exam in mathematics offered at Cornell just before the beginning of classes in the fall. Anyone with any knowledge of calculus should carefully read "Advanced Placement," pp. 8-12.

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. 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 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. Five further high-level mathematical courses. Two-credit courses count as half courses. For students graduating in May 2007 or later, 500-level MATH courses will not normally count toward the major. In rare cases, exceptions are made. Students should consult their advisers. The seven alternatives (a-g) 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 or her major adviser.
 - a. **Concentration in Mathematics:**
 - i. Four additional MATH courses numbered 300 or above.
 - ii. One course dealing with mathematical models. Any course from outside mathematics with serious mathematical content and dealing with scientific matters. Serious mathematical content includes, but is not limited to, extensive use of calculus or linear algebra. Any course from another department that would satisfy one of the other concentrations may be used. In addition, COM S 211, MATH 335/COM S 480, MATH/BIOEE 362, MATH 384/PHIL 330, MATH 481/PHIL 431, MATH 482/PHIL 432, MATH 483/PHIL 436, MATH/COM S 486, PHYS 116, 208, 213, or 217 may be used, but no other 100-level physics course, nor PHYS 207 or 209, may be used. Some courses in biology, chemistry, and other fields may be used.
 - b. **Concentration in Computer Science: Five additional courses from (iii) and (iv) below, of which at least one is from (iii) and three are from (iv).**

- iii. Mathematics courses numbered 300 or above.
- iv. Computer science courses with significant mathematical content. Eligible courses are: COM S 321, 322, 381, 400, 411, 421, 426, 427, 428, at most one of 465 and 467, 468, 474, 478, 480, 481, 482, 483, and 486. Students graduating in January 2007 or earlier may use any COM S course numbered 300 or above to fulfill this requirement.
- c. **Concentration in Economics:** Five additional courses from (v), (vi), and (vii) below, as follows: one course from (v), three courses from (vi), and a fifth course from any of (v), (vi), or (vii). However, MATH 472 and ECON 319 cannot **both** be used to satisfy these requirements.
 - v. Mathematics courses numbered 300 or above.
 - vi. Economics courses with significant mathematical content. Eligible courses are ECON 319, 320, 325, 327, 368 (formerly 467), 416, 419, 450 (also AEM 450), 476, 477, 609, 610, 613, 614, 619, 620, 676, 677, 717, 748, 749, 756. For students graduating in May 2007 or later, only two of the econometrics courses (320, 325, 327, 748, 749) are allowed.
 - vii. 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 (viii) and (ix) below, with three courses from (viii) and two courses from (ix).
 - viii. 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 382, 408, 409, 482. (BTRY 408 and 409 cannot be taken for credit with MATH 471 and 472.)
 - ix. Mathematics courses numbered above 300. Particularly appropriate are MATH 420 and 471.
- e. **Concentration in Mathematical Physics:** Five additional courses from (x) and (xi) below, of which at least one is from (x) and three are from (xi).
 - x. 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.

- xi. Physics courses that make significant use of advanced mathematics. Eligible courses are PHYS 314, 316, 317, 318, 323, 327, 341, 443, 444, 445, 451, 454, 455, 456, 457, 480, 481.
- f. **Concentration in Operations Research:** Five additional courses from (xii) and (xiii) below, of which at least one is from (xii) and three are from (xiii).
 - xii. Mathematics courses numbered 300 or above.
 - xiii. Courses in operations research in which the primary focus involves mathematical techniques. Eligible courses are: OR&IE 320, 321, 360, 361, 431, 432, 434, 435, 436, 451, 462, 483. Many operations research graduate courses are also allowed. Students should consult with their advisers.
- g. **Concentration in Statistics:** Five additional courses from (xiv), (xv), and (xvi) below, which include both from (xv) and at least two from (xvi). MATH 171 is recommended as an additional course, not counting toward the requirements. It should be taken, or audited, before or simultaneously with MATH 471.
 - xiv. Mathematics courses numbered 300 or above.
 - xv. MATH 471 and 472.
 - xvi. Courses in other departments with significant content in probability and statistics, complementing (xiv). 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.

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 before 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 advisers 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 advisers and the chair of the department's Mathematics Major Committee during the second semester of their junior year.

Teacher Education in Mathematics

For information on the various possibilities for students considering teaching mathematics in schools, go to www.math.cornell.edu/Undergraduate/Teaching.

Studying Mathematics Outside the Major

The College of Arts and Sciences and the Department of Mathematics offer no minor or concentration in mathematics for students who are not math majors. 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 or her major department.

The College of Engineering 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; rrr2@cornell.edu).

The Department of Mathematics 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 semester of calculus after EDUC 115 or MATH 100 may take MATH 106 or 111. Noncalculus alternatives are MATH 105 or 171.

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 three-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 Department of Mathematics 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, 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, 201, 304, 401, 408

Analysis: 311, 321, 413, 414, 418

Algebra and Number Theory: 332, 335, 336, 431, 432, 433, 434

Combinatorics: 441, 442, 455

Geometry and Topology: 356, 451, 452, 453, 454

Probability and Statistics: 171, 275, 471, 472

Mathematical Logic: 281, 384, 481, 482, 483, 486

Applied Analysis and Differential Equations: 323, 362, 420, 422, 424, 425, 428

MATH 100(1000) Calculus Preparation

Fall. 2 transcript credits only; cannot be used toward graduation.

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 is addressed in problem-solving activities.

MATH 103(1103) Mathematical Explorations (II) (MQR)

Fall, spring, summer. 3 credits.

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(1105) Finite Mathematics for the Life and Social Sciences (II) (MQR)

Fall. 3 credits. Prerequisite: three years high school mathematics, including trigonometry and logarithms.

Introduction to linear algebra, probability, and Markov chains that 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 distribution. Examples from biology and the social sciences are used.

MATH 106(1106) Calculus for the Life and Social Sciences (II) (MQR)*

Spring. 3 credits. Prerequisite: readiness for calculus, such as can be obtained from three years of high school mathematics (including trigonometry and logarithms) or from MATH 100, MATH 109, or EDUC 115. For students planning to take MATH 112, MATH 111 is recommended rather than 106.

Introduction to differential and integral calculus, partial derivatives, elementary differential equations. Examples from biology and the social sciences are used.

MATH 109(1109) Precalculus Mathematics

Summer. 3 transcript credits only; cannot be used toward graduation.

Designed to prepare students for MATH 111. Reviews algebra, trigonometry, logarithms, and exponentials.

MATH 111(1110) Calculus I (II) (MQR)*

Fall, spring, summer. 4 credits. Prerequisite: MATH 109 or three years of high school mathematics, including trigonometry and logarithms.

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(1120) Calculus II (II) (MQR)*

Fall, spring. 4 credits. Prerequisite: MATH 111 with 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 strongly mathematics-related field should take 122 instead of 112.

Focuses 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 covers infinite sequences and series: definition and tests for convergence, power series, Taylor series with remainder, and parametric equations.

MATH 122(1220) Honors Calculus II (II) (MQR)*

Fall. 4 credits. Prerequisite: one semester of calculus with high performance or permission of department. Students planning to continue with MATH 213 are advised to take 112 instead of this course.

Takes a more theoretical approach to calculus than 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(1350) The Art of Secret Writing (II) (MQR)

Fall, spring, summer. 3 credits.

Prerequisite: three years high school mathematics.

Examines classical and modern methods of message encryption, decryption, and cryptoanalysis. Mathematical tools are developed to describe these methods (modular arithmetic, probability, matrix arithmetic, number theory), and some of the fascinating history of the methods and people involved is presented.

MATH 171(1710) Statistical Theory and Application in the Real World (II) (MQR)

Fall, spring, summer. 4 credits.

Prerequisite: high school mathematics.

No previous familiarity with computers presumed. No credit if taken after ECON 319, 320, or 321.

Introductory statistics course discussing 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

*See the list of courses with overlapping content at the end of the introduction.

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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.

MATH 190(1900) Calculus for Engineers (II) (MQR)*

Fall. 4 credits. Prerequisite: three years high school mathematics, including trigonometry and logarithms and at least one course in differential and integral calculus.

Covers the same material as MATH 191 but meant for students with less preparation. 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(1910) Calculus for Engineers (II) (MQR)

Fall, spring, summer. 4 credits.

Prerequisite: three years high school mathematics including trigonometry and logarithms and at least one course in differential and integral calculus.

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(1920) Calculus for Engineers (II) (MQR)*

Fall, spring, summer. 4 credits.

Prerequisite: MATH 190 or 191.

Introduction to multivariable calculus. Topics include partial derivatives, double and triple integrals, line integrals, vector fields, Green's theorem, Stokes' theorem, and the divergence theorem.

MATH 201(2010) Invitation to Higher Math: Algebra and Geometry (II) (MQR)

Spring. 3 credits.

Provides a preview of some of the more advanced parts of mathematics that do not involve calculus. Topics are chosen for their intrinsic interest and beauty rather than practical utility. One theme is to see some of the strange and surprising mathematical universes that can be constructed when one is not confined to the everyday real world. Another theme is the rich interplay between algebra and geometry, how each illuminates the other. A high point is a geometric proof that there is no general formula for solving polynomial equations of degree five and greater such as the well-known quadratic formula. Intended for students who may be considering a math major, or who just like math and are good at it.

MATH 213(2130) Calculus III (II) (MQR)*

Fall, spring. 4 credits. Prerequisite: MATH 112, 122, 190, or 191.

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(2210) Linear Algebra (II) (MQR)*

Fall, spring. 4 credits. Prerequisite: two semesters of calculus with high performance or permission of department. Recommended for students who plan to major in mathematics or a related field. For a more applied version of this course, see MATH 231.

Topics include vector algebra, linear transformations, matrices, determinants, orthogonality, eigenvalues, and eigenvectors. Applications are made to linear differential equations.

MATH 222(2220) Multivariable Calculus (II) (MQR)*

Fall, spring. 4 credits. Prerequisite: MATH 221. Recommended for students who plan to major in mathematics or a related field. 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(2230) Theoretical Linear Algebra and Calculus (II) (MQR)*

Fall. 4 credits. Prerequisite: two semesters of calculus with 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. The material is presented at a higher theoretical level than in 221-222. Topics in 223 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(2240) 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, Stokes', and divergence theorems.

MATH 231(2310) Linear Algebra with Applications (II) (MQR)*

Fall, spring. 3 credits. Prerequisite: MATH 111 or equivalent. Students who plan to major in mathematics should take MATH 221 or 294.

Introduction to linear algebra for students who wish to focus on the practical applications of the subject. 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(2750) Living in a Random World (II) (MQR)

Spring. 3 credits. Prerequisite: one semester of calculus. Some familiarity with integration and differentiation is useful, but the equivalent of a one-semester course in calculus is more than enough.

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).

MATH 281(2810) Deductive Logic (also PHIL 331(3310)) (II) (MQR)

Fall. 4 credits.

For description, see PHIL 331.

MATH 293(2930) Engineering Mathematics (II) (MQR)

Fall, spring, summer. 4 credits.

Prerequisite: MATH 192. Taking MATH 293 and 294 simultaneously is not recommended.

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(2940) Engineering Mathematics (II) (MQR)*

Fall, spring, summer. 4 credits.

Prerequisite: MATH 192. Taking MATH 293 and 294 simultaneously is not recommended.

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(3040) Prove It! (II) (MQR)

Spring. 4 credits. Prerequisite: MATH 221, 223, 294, 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 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 one or more of 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 emphasizes clear, concise exposition. This course is 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.

*See the list of courses with overlapping content at the end of the introduction.

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MATH 311(3110) Introduction to Analysis (II) (MQR)

Fall, spring. 4 credits. Prerequisites: MATH 221-222, 223-224, or 192 and 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(3210) Manifolds and Differential Forms (II) (MQR)

Fall. 4 credits. Prerequisites: multivariable calculus and linear algebra (e.g., MATH 221-222, 223-224, or 192 and 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, this course investigates 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. The course re-examines 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(3230) Introduction to Differential Equations (II) (MQR)

Fall. 4 credits. Prerequisites: multivariable calculus and linear algebra (e.g., MATH 221-222, 223-224, or 192 and 294), or permission of instructor.

Intended for students who want a brief one-semester introduction to the theory and techniques of 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(3320) Algebra and Number Theory (II) (MQR)*

Fall. 4 credits. Prerequisite: MATH 221, 223, 231 or 294.

Covers various topics from number theory and modern algebra. 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.

*See the list of courses with overlapping content at the end of the introduction.

MATH 335(3350) Introduction to Cryptology (also COM S 480[4870]) (II) (MQR)

Fall, spring. 3 credits. Prerequisites: MATH 221-222, 223-224, or 192 and 294, and COM S 100 or equivalent.

Introduction to the algorithmic and mathematical concepts of cryptanalysis. Topics include security vs. feasibility and different types of cryptographic attack, elementary probability, number theory, cryptographic hash functions, and secret and public key cryptography.

MATH 336(3360) Applicable Algebra (II) (MQR)*

Spring, summer. 4 credits. Prerequisite: MATH 221, 223, 231, or 294.

Introduction to the concepts and methods of abstract algebra and number theory that are of interest in applications. 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(3560) Groups and Geometry (II) (MQR)

Spring. 4 credits. Prerequisite: MATH 221, 223, 231 or 294. Prior knowledge of group theory is not a prerequisite.

A geometric introduction to the algebraic theory of groups, through the study of symmetries of planar patterns and 3-dimensional regular polyhedra. Besides studying these algebraic and geometric objects themselves, the course also provides an introduction to abstract mathematical thinking and mathematical proofs, serving as a bridge to the more advanced 400-level courses. Abstract concepts covered include: axioms for groups; subgroups and quotient groups; isomorphisms and homomorphisms; conjugacy; group actions, orbits, and stabilizers. These are all illustrated concretely through the visual medium of geometry.

MATH 362(3620) Dynamic Models in Biology (also BIOEE 362[3620]) (II) (MQR)

Spring. 4 credits. Prerequisite: two semesters of introductory biology (BIO G 101-102, 105-106, 107-108, 109-110, or equivalent) and completion of math requirements for biological sciences major or equivalent. Offered alternate years. For description, see BIOEE 362.

MATH 384(3840) Foundations of Mathematics (also PHIL 330[3300]) (II) (MQR)

Spring. 4 credits. Prerequisite: one logic course or one mathematics course that consists mostly of proofs, or permission of instructor.

For description, see PHIL 330.

*See the list of courses with overlapping content at the end of the introduction.

MATH 401(4010) Honors Seminar: Topics in Modern Mathematics (II) (MQR)

Spring. 4 credits. Prerequisite: two mathematics courses numbered 300 or higher or permission of instructor.

Participatory seminar aimed primarily at introducing senior and junior mathematics majors to some of the challenging problems and areas of modern mathematics. 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). Content varies from year to year.

MATH 403(4030) History of Mathematics # (II) (MQR)

Spring. 4 credits. Prerequisite: two mathematics courses 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(4080) Mathematics in Perspective (II) (MQR)

Spring. 4 credits. Prerequisite: permission of instructor.

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. Emphasizes 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 relates 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(4130) Honors Introduction to Analysis I (II) (MQR)

Fall, spring. 4 credits. Prerequisite: high level of performance in MATH 221-222, 223-224, or 192 and 294 and familiarity with proofs. Students who do not intend to take MATH 414 are encouraged to take MATH 413 in spring.

Introduction to the rigorous theory underlying calculus, covering the real number system and functions of one variable. Based entirely on proofs. 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(4140) Honors Introduction to Analysis II (II) (MQR)

Spring. 4 credits. Prerequisite: MATH 413.

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(4180) 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.

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(4200) Differential Equations and Dynamical Systems (II) (MQR)

Fall, spring. 4 credits. Prerequisite: high level of performance in MATH 221–222, 223–224, 192 and 294, or permission of instructor.

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(4220) Applied Complex Analysis (II) (MQR)

Spring. 4 credits. Prerequisite: MATH 221–222, 223–224, 192 and 294, or 213 and 231. Undergraduates who plan to attend graduate school should take MATH 418.

Covers complex variables, Fourier transforms, Laplace transforms and applications to partial differential equations. Additional topics may include an introduction to generalized functions.

MATH 424(4240) Wavelets and Fourier Series (II) (MQR)

Spring. 4 credits. Prerequisite: MATH 221–222, 223–224, 192 and 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(4250) Numerical Analysis and Differential Equations (II) (MQR)

Fall. 4 credits. Prerequisite: MATH 221–222, 223–224, or 192 and 294, one course numbered 300 or higher in mathematics and COM S 100, or permission of instructor. Generally offered every two years.

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 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(4280) Introduction to Partial Differential Equations (II) (MQR)

Spring. 4 credits. Prerequisite: MATH 221–222, 223–224, or 192 and 294, or permission of instructor.

Topics are 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(4310) 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.

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(4320) 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.

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(4330) Honors Linear Algebra (II) (MQR)*

Fall. 4 credits. Prerequisite: high level of performance in MATH 221, 223, 231, or 294.

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. For a less theoretical course that covers approximately the same subject matter, see MATH 431.

MATH 434(4340) Honors Introduction to Algebra (II) (MQR)*

Spring. 4 credits. Prerequisite: MATH 332, 336, 431, or 433, or permission of instructor.

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. For a less theoretical course that covers similar subject matter, see MATH 432.

MATH 441(4410) Introduction to Combinatorics I (II) (MQR)

Fall. 4 credits. Prerequisite: MATH 221, 223, 231, or 294.

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 (e.g., trees) or to prove that certain structures exist (e.g., 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(4420) Introduction to Combinatorics II (II) (MQR)

Spring. 4 credits. Prerequisite: MATH 221, 223, 231, or 294. Offered alternate years.

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(4510) 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. Nonlecture, seminar-style course organized around student participation.

[MATH 452(4520) Classical Geometries (II) (MQR)

Spring. 4 credits. Prerequisite: MATH 221, 223, 231, or 294, or permission of instructor. Offered alternate years; not offered 2005–2006.

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

*See the list of courses with overlapping content at the end of the introduction.

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(4530) Introduction to Topology (II) (MQR)

Fall. 4 credits. Prerequisite: MATH 221, 223, 231, or 294, plus at least one mathematics course numbered 300 or above, or permission of instructor. Topology may be described briefly as qualitative geometry. This course begins with basic point-set topology, including connectedness, compactness, and metric spaces. Later topics may include the classification of surfaces (such as the Klein bottle and Mobius band), elementary knot theory, or the fundamental group and covering spaces.

MATH 454(4540) 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. Differential geometry involves using calculus to study geometric concepts such as curvature and geodesics. This introductory course focuses on the differential geometry of curves and surfaces. It may also touch upon the higher-dimensional generalizations, Riemannian manifolds, which underlie the study of general relativity.

[MATH 455(4550) Applicable Geometry (II) (MQR)

Spring. 4 credits. Prerequisite: good introduction to linear algebra (e.g., MATH 221, 223, 231, or 294) or permission of instructor. Does not assume students know the meaning of all words in the following description. Offered alternate years; not offered 2005-2006.

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. Discusses both combinatorial properties (e.g., face counts) as well as metric properties (e.g., rigidity). Covers theorems of Euler, Cauchy, and Steinitz, Voronoi diagrams and triangulations, convex hulls, cyclic polytopes, shellability and the upper-bound theorem. Relates these ideas to applications in tiling, linear inequalities and linear programming, structural rigidity, computational geometry, hyperplane arrangements and zonotopes.]

MATH 457(4570) Computational Homology (II) (MQR)

Fall. 4 credits. Prerequisites: linear algebra and advanced calculus. Undergraduate version of MATH 657. For description, see MATH 657.

MATH 471(4710) Basic Probability (II) (MQR)

Fall. 4 credits. Prerequisites: one year of calculus. Recommended: some knowledge of multivariate calculus.

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(4720) Statistics (II) (MQR)

Spring. 4 credits. Prerequisites: MATH 471 and knowledge of linear algebra (e.g., MATH 221). Recommended: some knowledge of multivariable calculus. 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 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(4810) Mathematical Logic (also PHIL 431[4310]) (II) (MQR)

Spring. 4 credits. Prerequisites: MATH 222 or 223 and preferably some additional course involving proofs in mathematics, computer science, or philosophy. Offered alternate years; not offered 2005-2006.

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(4820) Topics in Logic (also PHIL 432[4320]) (II) (MQR)

Spring. 4 credits. Prerequisite: one logic course from Mathematics Department at 200 level or higher, one logic course from Philosophy Department at 300 level or higher, or permission of instructor. Not offered 2005-2006.

For description, see PHIL 432.]

[MATH 483(4830) Intensional Logic (also PHIL 436[4360]) (II) (MQR)

Spring. 4 credits. Prerequisite: (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 that 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. Not offered 2005-2006.

For description, see PHIL 436.]

MATH 486(4860) Applied Logic (also COM S 486[4860]) (II) (MQR)

Spring. 4 credits. Prerequisites: MATH 221-222, 223-224, or 192 and 294; COM S 280 or equivalent (e.g., MATH 332, 336, 432, 434, or 481); and additional course in mathematics or theoretical computer science.

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(4900) 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(5050) Educational Issues in Undergraduate Mathematics

Spring. 4 credits. Prerequisite: graduate standing or permission of instructor. Generally offered every two years.

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(5070) Teaching Secondary Mathematics: Theory and Practices

Spring. 4 credits. 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(5080) Mathematics for Secondary School Teachers

Fall, spring. 1-6 credits. Prerequisite: secondary school mathematics teachers or permission of instructor. May not be taught every semester.

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 web site 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(6110) Real Analysis

Fall. 4 credits.
MATH 611–612 are the core analysis courses in the mathematics graduate program. 611 covers measure and integration and functional analysis.

MATH 612(6120) Complex Analysis

Spring. 4 credits.
MATH 611–612 are the core analysis courses in the mathematics graduate program. 612 covers complex analysis, Fourier analysis, and distribution theory.

MATH [613]–614([6130]–6140) Topics in Analysis

613, fall; 614, spring. 4 credits each. 613 not offered 2005–2006.

MATH 615(6150) Mathematical Methods in Physics

Fall. 4 credits. Prerequisite: for undergraduates, permission of instructor. Intended for graduate students in physics or related fields. Recommended: a strong advanced calculus course and at least two years of general physics. Assumes knowledge of elements of finite dimensional vector space theory, complex variables, separation of variables in partial differential equations, and Fourier series.

Designed to give a working knowledge of the principal mathematical methods used in advanced physics. Covers Hilbert space, generalized functions, Fourier transform, Sturm-Liouville problem in ODE, Green's functions, and asymptotic expansions.

MATH 617(6170) 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(6180) Smooth Ergodic Theory

Spring. 4 credits. Generally offered every two years; not offered 2005–2006.

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(6190–6200) Partial Differential Equations

619, fall; 620, spring. 4 credits each semester. Generally offered every two years.

Covers basic theory of partial differential equations.

MATH 621(6210) Measure Theory and Lebesgue Integration

Fall. 4 credits.
Covers measure theory, integration, and L_p spaces.

MATH 622(6220) Applied Functional Analysis

Fall. 4 credits. Not offered every year.
Covers basic theory of Hilbert and Banach spaces and operations on them. Applications.

MATH 628(6280) Complex Dynamical Systems

Fall. 4 credits. Prerequisite: MATH 418. Not offered every year.

Various topics in the dynamics of analytic mappings in one complex variable, such as Julia and Fatou sets, the Mandelbrot set, Mañé-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 Brjuno theorem; quasi-conformal mappings and surgery: Sullivan's theorem on non-wandering domains, polynomial-like mappings and renormalization, Shishikura's construction 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(6310) Algebra

Fall. 4 credits. Assumes familiarity with material of standard undergraduate course in abstract algebra.

MATH 631–632 are the core algebra courses in the mathematics graduate program. 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(6320) Algebra

Spring. 4 credits. Prerequisite: MATH 631.
MATH 631–632 are the core algebra courses in the mathematics graduate program. 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(6330) Noncommutative Algebra

Spring. 4 credits. Not offered 2005–2006.
Covers Wedderburn structure theorem, Brauer group, and group cohomology.]

[MATH 634(6340) Commutative Algebra

Spring. 4 credits. Not offered 2005–2006.
Covers Dedekind domains, primary decomposition, Hilbert basis theorem, and local rings.]

[MATH 649(6490) Lie Algebras

Spring. 4 credits. Generally offered every two years; not offered 2005–2006.
Topics include nilpotent, solvable and reductive Lie algebras; enveloping

algebras; root systems; Coxeter groups; and classification of simple algebras.]

MATH 650(6500) Lie Groups

Fall. 4 credits. Generally offered every two years.

Topics include topological groups, Lie groups; relation between Lie groups and Lie algebras; exponential map, homogeneous manifolds; and invariant differential operators.

MATH 651(6510) Algebraic Topology

Spring. 4 credits.
One of the core topology courses in the mathematics graduate program. 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(6520) Differentiable Manifolds I

Fall. 4 credits. Prerequisites: advanced calculus, linear algebra (MATH 431), point-set topology (MATH 453).

One of the core topology courses in the mathematics graduate program. 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. Students study flows of vector fields and prove the Frobenius integrability theorem. In the presence of a Riemannian metric, the notions of parallel transport, curvature, and geodesics are development. Students examine the tensor calculus and the exterior differential calculus and prove Stokes' theorem. If time permits, de Rham cohomology, Morse theory, or other optional topics are introduced.

MATH 653(6530) Differentiable Manifolds II

Spring. Prerequisites: MATH 652 or equivalent. Generally offered every three or four 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 657(6570) Computational Homology

Fall. 4 credits. Prerequisites: linear algebra and advanced calculus.

Introduction to homology theory in the setting of cubical complexes. Homology is one of the fundamental tools in topology with applications to problems in areas including dynamical systems, pattern formation and classification, and the analysis of high-dimensional data sets. With such problems serving as motivation, the course covers

basic concepts in homology theory from a computational and algorithmic point of view.

[MATH 661(6610) Geometric Topology

Fall. 4 credits. Not offered 2005-2006. 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(6620) Riemannian Geometry

Spring. 4 credits. Generally offered every two years; not offered 2005-2006. 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(6710) Probability Theory I

Fall. 4 credits. Prerequisite: knowledge of Lebesgue integration theory, at least on real line. (Students can learn this material by taking parts of MATH 413-414 or 621.) Conditional expectation, martingales, Brownian motion. Other topics such as random walks and ergodic theory, depending on time and interest of the students and the instructor.

MATH 672(6720) Probability Theory II

Spring. 4 credits. Prerequisite: MATH 671. Content will vary from year to year. Course may be taken more than once for credit. Previously, topics have been chosen from stochastic calculus, diffusion processes, martingale problems, weak convergence, and Markov processes in continuous time.

MATH 674(6740) Introduction to Mathematical Statistics

Spring. 4 credits. Prerequisites: MATH 671 (measure theoretic probability) 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. Modern computer-intensive methods like the bootstrap receive some attention, as do simulation methods involving Markov chains. The parallel development of some concepts of machine learning is exemplified by classification algorithms. An optional section may include nonparametric curve estimation and elements of large sample asymptotics.

[MATH 675(6750) Statistical Theories Applicable to Genomics

Fall. 4 credits. Not offered 2005-2006. 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. Also discussed are

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 use of 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(6810) Logic

Spring. 4 credits. 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(7030) Topics in the History of Mathematics

Spring. 4 credits. Prerequisites: undergraduate algebra and analysis. Generally offered every two years; not offered 2005-2006. Topics in the history of modern mathematics at the level of *Evolution of Mathematics in the 19th Century* by Klein, *Abrege D'Histoire Des Mathematiques 1700-1900* by Dieudonne, and *Source Book of Classical Analysis* by Birkhoff.]

MATH 711-712(7110-7120) Seminar in Analysis

711, fall; 712, fall, spring. 4 credits.

[MATH 713(7130) Functional Analysis

Spring. 4 credits. Not offered 2005-2006. Covers topological vector spaces, Banach and Hilbert spaces, and Banach algebras. Additional topics selected by instructor.]

[MATH 715(7150) Fourier Analysis

Spring. 4 credits. Generally offered every two years; not offered 2005-2006.]

MATH 717(7170) Applied Dynamical Systems (also T&AM 776[7760])

Spring. 4 credits. Recommended: T&AM 675, MATH 617, or equivalent. Generally offered every two years. 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(7220) Topics in Complex Analysis

Fall. 4 credits. Not offered every year; not offered 2005-2006. Selections of advanced topics from complex analysis, such as Riemann surfaces, complex dynamics, and conformal and quasiconformal mapping. Course content varies.]

[MATH 728(7280) Seminar in Partial Differential Equations

Spring. 4 credits. Generally offered every two years; not offered 2005-2006.]

MATH 731-732(7310-7320) Seminar in Algebra

731, fall; 732, spring. 4 credits each semester.

MATH 735(7350) Topics in Algebra

Fall, spring. 4 credits. Selection of advanced topics from algebra, algebraic number theory, and algebraic geometry. Course content varies.

MATH 737(7370) Algebraic Number Theory

Fall. 4 credits.

MATH 739(7390) Topics in Algebra

Spring. 4 credits. Selection of advanced topics from algebra, algebraic number theory, and algebraic geometry. Content varies.

MATH 740(7400) Homological Algebra

Spring. 4 credits.

MATH 751-752(7510-7520) Berstein Seminar in Topology

751, fall; 752, spring. 4 credits each semester.

[MATH 753(7530) Algebraic Topology II

Fall. 4 credits. Not offered 2005-2006. Continuation of 651. The standard topics most years are cohomology, cup products, Poincaré duality, and homotopy groups. Other possible topics include fiber bundles, fibrations, vector bundles, and characteristic classes. May sometimes be taught from a differential forms viewpoint.]

MATH 755-756(7550-7560) Topology and Geometric Group Theory Seminar

755, fall; 756, spring. 4 credits each semester.

MATH 757-758(7570-7580) Topics in Topology

757, fall; 758, spring. 4 credits each semester.

Selection of advanced topics from modern algebraic, differential, and geometric topology. Content varies.

MATH 761-762(7610-7620) Seminar in Geometry

761, fall; 762, spring. 4 credits each semester. Either 761 or 762 generally offered every year.

MATH 767(7670) Algebraic Geometry

Fall. 4 credits.

MATH 771-772(7710-7720) Seminar in Probability and Statistics

771, fall; 772, spring. 4 credits each semester.

MATH 774(7740) Topics in Statistics

Fall. 4 credits. Prerequisites: probability theory (MATH 671-672 or equivalent, containing stochastic processes) and statistics (MATH 472 or 674). Continuation of MATH 674. Selection of advanced topics from mathematical statistics and empirical processes. Applications are emphasized, such as hidden Markov models, pattern recognition, neural networks, decision trees, model selection and other computationally intensive procedures. Content varies.

MATH 777-778(7770-7780) Stochastic Processes

777, fall; 778, spring. 4 credits each semester.

MATH 781-782(7810-7820) Seminar in Logic

781, fall; 782, spring. 4 credits each semester.

MATH 783(7830) Model Theory

Spring. 4 credits. Generally offered every two years.

Introduction model theory at the level of the books by Hodges or Chang and Keisler.

MATH 784(7840) Recursion Theory

Fall. 4 credits.

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(7870) Set Theory

Spring. 4 credits. Generally offered every two years; not offered 2005–2006.

First course in axiomatic set theory at the level of the book by Kunen.]

MATH 788(7880) Topics in Applied Logic

Fall. 4 credits.

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, and automata theory. This year's topic is automatic structures, i.e., those with presentations given by various types of automata. Students are expected to be familiar with the standard results in graduate-level mathematical logic.

MATH 790(7900) Supervised Reading and Research

Fall, spring. 1–6 credits.

MEDIEVAL STUDIES

A. S. Galloway, director; F. M. Ahl, R. Brann, C. Brittain, E. W. Browne, O. Falk, A. B. Groqs, W. E. Harbert, T. D. Hill, P. R. Hyams, W. J. Kennedy, P. I. Kuniholm, S. MacDonald, M. Migiel, C. Minkowski, J. M. Najemy, J. A. Peraino, C. A. Peterson, S. Pinet, D. S. Powers, M. Raskolnikov, E. Rebillard, C. Robinson, S. Senderovich, S. M. Toorawa. Emeritus: A. M. Colby-Hall, J. J. John, C. V. Kaske, W. Wetherbee. The department anticipates three new appointments in 2005.

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. Students 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 16th and ranges from Western Europe and the Mediterranean to China and Japan. To discover the vibrant state of medieval studies today, students should look at the extraordinary range of scholarly, but accessible, web sites that have sprung up all over the Internet. (They 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 available from the field coordinator (medievalst@cornell.edu), 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 250(2350) Introduction to Islamic Art and Culture (also NES 247[2747])**

Fall. 4 credits. C. Robinson.

***ART H 255(2355) Introduction to Medieval Art and Culture**

Spring. 4 credits. C. Robinson.

ART H 309(3250) Dendrochronology of the Aegean (also ARKEO 309[3090], CLASS 309[3450])

Fall and spring. 4 credits each semester. P. I. Kuniholm.

ART H 410(4310) Methods in Medieval: History and Historiography of Historians of Medieval Art

Spring. 4 credits. C. Robinson.

***ART H 422(4322) Late Medieval Devotional Image in Iberia (also NES 422[4722], SPANL 422[4220])**

Fall. 4 credits. C. Robinson.

***CLASS 405(4665) Augustine's Confessions**

Spring. 4 credits. C. Brittain.

***CLASS 475(4625) The Christianization of the Roman World, 300 to 600 (also HIST 483[4830], NES/RELST 475[4675])**

Fall. 4 credits. E. Rebillard.

CHLIT 213-214(2213-2214) Introduction to Classical Chinese

213, fall; 214, spring. 3 credits each semester. Staff.

CHLIT 420/620(4420/6620) Tang Poetry: Themes and Contexts

Fall. 4 credits. D. X. Warner.

CHLIT 615(6615) Seminar: Ideas and Literature of Medieval China
Spring. 4 credits. D. X. Warner.

COM L 362(3620) Culture of the Renaissance II (also ART H 351[3420], ENGL 325[3250], FRLIT 362[3620], HIST 364[3640], MUSIC 390[3242], RELST 362[3620])
Fall. 4 credits. W. J. Kennedy and K. P. Long.

***ENGL 210(2100) Medieval Romance: Voyage to the Otherworld**
Spring. 4 credits. T. Hill.

ENGL 274(2740) Scottish Literature and Culture
Fall. 3 or 4 credits. T. Hill and H. Shaw.

***ENGL 311/611(3110/6110) Old English**
Fall. 4 credits. S. Zacher.

***ENGL 312/612(3120/6120) Beowulf**
Spring. 4 credits. T. Hill.

***ENGL 316(3160) Beasts, Bodies, and Boundaries**
Spring. 4 credits. S. Zacher.

***ENGL 319(3190) Chaucer**
Fall. 4 credits. M. Raskolnikov.

ENGL 321(3210) Spenser and Malory
Fall. 4 credits. C. Kaske.

***ENGL 372(3720) Medieval and Renaissance Drama**
Spring. 4 credits. M. Raskolnikov.

***ENGL 413/613(4130/6130) Middle English**
Fall. 4 credits. T. Hill.

ENGL 610(6100) The Chaucer Effect
Spring. 4 credits. A. Galloway.

ENGL 618(6180) Death of the Author, Birth of the Author: Literary Theory, Medieval and Modern
Fall. 4 credits. M. Raskolnikov.

ENGL 710(7100) Advanced Old English
Spring. 4 credits. S. Zacher.

FRLIT 351(3510) Medieval Decadence
Spring. 4 credits. C. Howie.

***FRLIT 447(4470) Old French: Theory and Practice**
Fall. 4 credits. C. Howie.

GERST 624(6240) Seminar in Medieval Literature: Minnesang
Fall. 4 credits. A. Groos.

GERST 654(6540) Arthurian Romance
Spring. 4 credits. A. Groos.

***HIST 259(2590) The Crusades**
Spring. 4 credits. T. Billado.

***HIST 262(2620) The Middle Ages: Introduction and Sampler**
Fall. 4 credits. T. Billado.

HIST 360(3600) Early Warfare, East and West
Fall. 4 credits. C. Peterson.

***HIST 408(4080) Feudalism and Chivalry: Secular Culture in Medieval France**
Fall. 4 credits. T. Billado.

***HIST 436(4360) Conflict Resolution in Medieval Europe**
Spring. 4 credits. T. Billado.

HIST 492(4920) Undergraduate Seminar in Medieval Chinese History (also ASIAN 492[4492])
Fall. 4 credits. C. Peterson.

***ITALL 320(3200) Medieval Italy**
Spring. 4 credits. M. Migiel.

***ITALL 423/623(4230/6230) Dante and Deviance**
Fall. 4 credits. C. Howie.

JPLIT 406(4406) Introduction to Classical Japanese
Fall. 4 credits. K. Selden.

JPLIT 408(4408) Readings in Classical Japanese
Spring. 4 credits. K. Selden.

***LING 217(2217) History of the English Language to 1300 (also ENGL 217[2170])**
Fall. 4 credits. W. Harbert.

LING 218(2218) History of the English Language from 1300 (also ENGL 218[2180])
Spring. 4 credits. W. Harbert.

LING 308(3308) Readings in Celtic Languages
Fall or spring. 2 credits each semester. W. Harbert.

LING 315-316(3315-3316) Old Norse
315, fall; 316, spring. 4 credits each semester. A. Angantýsson.

LING 625(6625) Middle Welsh
Spring. 4 credits. W. Harbert.

LING 661(6661) Old Church Slavonic (also RUSSA 601[6601])
Fall. 4 credits. W. Browne.

LING 662(6662) Old Russian Texts (also RUSSA 602[6602])
Spring. 4 credits. W. Browne.

NES 237(2730) Ninth-Century Baghdad and Its "Bad" Boys (and Girls)
Fall. 4 credits. S. M. Toorawa.

NES 254(2754) Introduction to Near Eastern Civilizations
Fall. 3 credits. S. M. Toorawa.

***NES 255(2655) Introduction to Islamic Civilization (also HIST 253[2530], RELST 251[2651])**
Spring. 3 credits. D. Powers.

NES 265(2565) Law, Society, and Culture in the Middle East (also HIST 222[2220], RELST 265[2565])
Fall. 3 credits. D. Powers.

NES 310(3710) The Language of the Quran (also RELST 310[3710])
Spring. 4 credits. D. Powers and M. Younes.

NES 440(4540) Moses Maimonides and Mediterranean Islamic and Jewish Culture (also JWST 440[4540])
Spring. 4 credits. R. Brann.

NES 457(4657) Seminar in Islamic History: The Formation of Islamic Law (also HIST 453[4530], RELST 457[4657])
Fall. 4 credits. D. Powers.

SANSK 131-132(1131-1132) Elementary Sanskrit (also CLASS 191-192[1131-1132], LING 131-132[1131-1132])
131, fall; 132, spring. 4 credits each semester. Staff.

***SPANL 234(2340) Faith, Love, and Adventure in Medieval Spain**
Spring. 4 credits. S. Pinet.

SPANL 319(3190) Renaissance Hispanisms (also LAT A 315[3150])
Fall and spring. 4 credits each semester. Fall: S. Pinet; spring: M. A. Garcés.

SPANL 405[4050] Mappings in Medieval and Modern Hispanisms
Fall. 4 credits. S. Pinet and B. Bosteels.

***SPANL 440[4400] Medieval Spanish Literature**
Spring. 4 credits. S. Pinet.

S HUM 416 Toward a Prehistory of Terrorism
Spring. 4 credits. O. Falk.

MODERN EUROPEAN STUDIES CONCENTRATION

Sydney Van Morgan, 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/SOC 341(3410) Modern European Society and Politics
Spring. 4 credits. J. Diéz Medrano.

COM L 364(3630) The European Novel
Spring. 4 credits. A. Banerjee.

ANTHR 450(4852) The Anthropology of Europe: Postsocialist Transition
Spring. 4 credits. D. Boyer.

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); S. Tarrow (government/sociology); J. Weiss (history); C. Rosen (linguistics); N. Zaslaw (music); T. Campbell (romance studies); G. Shapiro (Russian literature); D. Bathrick (theatre, film, dance).

For a complete list of relevant courses and seminars, and any further information, contact Sydney Van Morgan, coordinator of the Modern European Studies Concentration, at the Institute for European Studies, 120 Uris Hall, 255-7592, sav6@cornell.edu, www.einaudi.cornell.edu/Europe.

MUSIC

J. Webster, acting chair; S. Tucker, director of undergraduate studies, fall (233 Lincoln Hall, 255-3423); R. Sierra, director of undergraduate studies, spring (338 Lincoln Hall, 255-3663); J. Peraino, director of graduate studies (116 Lincoln Hall, 255-5059); J. Armstrong, M. Bilson, X. Bjerken, K. Ernste, R. Harris-Warrick, M. Hatch, 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, D. Yearsley, N. Zaslaw. Emeritus: J. Hsu, K. Husa, S. Monosoff, R. Palmer, T. Sokol, M. Stith

Office: 255-4097

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
Wind Ensemble
Wind Symphony
Gamelan
Middle Eastern Music Ensemble
World Drum and Dance Ensemble
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 semester and, where appropriate, each spring semester 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 is available directly from each group.

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 at 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 Professor S. Tucker, director of undergraduate studies, fall (255-3423), Professor R. Sierra, director of undergraduate studies, spring (255-3663), or the department office, 101 Lincoln Hall (255-4097).

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 8 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.

Computing in the Arts Undergraduate Concentration

A concentration in Computing in the Arts with an emphasis on music is available both to music majors and to students majoring in other subjects. For more information, contact the department office, 101 Lincoln Hall (255-4097).

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 first-year seminars nor advanced placement credit count toward this requirement.

If one music course is counted for distribution, it must carry at least 3 credits, and it may not be in musical performance (MUSIC 321, 322, 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 6 credits, and at least one of the courses must be academic, not performance-oriented. The second "course," however, may comprise either up to 4 credits earned in performance (MUSIC 321, 322, or 323) or up to 4 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, 18th-century keyboard and chamber music, 17th- and 18th-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 semester for up to 12 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 semester for up to 12 hours weekly, and fees for a room without a piano are \$25 per semester for up to 12 hours weekly. The fee for use of the pipe organs is \$60 per semester for up to 12 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 18th-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 18th-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(1100) Elements of Musical Notation

Fall or spring, weeks 2-5. 1 credit. Co-requisite: any 3-credit music course and permission of instructor. Staff.

This four-week course, given at the beginning of each semester, fulfills the requirement of basic pitch, rhythm, and score-reading skills needed for some introductory courses and 200-level courses with prerequisites.

[MUSIC 101(1311) Popular Music in America: A Historical Survey (also AM ST 105[1131]) # (IV) (LA)

Spring. 3 credits. Not offered 2005-2006. S. Pond.]

[MUSIC 102(1101) Fundamentals of Music (IV) (LA)

Fall. 3 credits. No previous training in music required. Not offered 2005-2006. 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(1301) Introduction to World Music I: Africa and the Americas (also LSP 100[1301]) @ (IV) (CA)

Spring. 3 credits. No previous training in music required. Not offered 2005-2006. S. Pond.

Exploration of folk, popular, and traditional musical genres of the Western Hemisphere, particularly the African diaspora. 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(1302) Introduction to World Music II: Asia (also VISST 104) @ (IV) (CA)

Spring. 3 credits. No previous training in music required. M. Hatch.

An exploration of folk, popular, and traditional musical genres from South, Southeast, and East Asia. This 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 105(1105) Introduction to Music Theory (IV) (LA)

Spring. 3 credits. Recommended: experience in reading music; 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(1201) Hildegard to Handel # (IV) (LA)

Fall. 3 credits. Prerequisite: ability to read music or concurrent enrollment in MUSIC 100. Not offered 2005-2006. N. Zaslav.]

MUSIC 108(1202) Mozart to Minimalism # (IV) (LA)

Spring. 3 credits. Prerequisite: ability to read music or concurrent enrollment in MUSIC 100. Staff.

A survey of Western art music in many genres from the second half of the 18th 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 110(1103) Piano Technology

Fall. 1 credit. M. Bilson.

This course endeavors to acquaint students with every important aspect of piano construction and maintenance. Although there is some "hands-on" work during class time, the main thrust is to make the participants aware of every aspect of their instrument.

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(2101) 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. Staff.

Detailed study of the fundamental elements of modal and tonal music: rhythm, scales, intervals, triads; melodic principles and two-part counterpoint; diatonic harmony and four-part voice leading; basic formal structures. Study engages different repertoires, including

Western art music as well as non-Western and popular traditions.

MUSIC 152(2102) Tonal Theory II (IV) (LA)

Spring. 3 credits. Prerequisites: MUSIC 151 and 153 or equivalent; 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 music major. Staff.

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(2103) Musicianship I

Fall. 2 credits. Pre- or co-requisite: MUSIC 151. Intended for students expecting to major in music and other qualified students. Staff.

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: two parts using treble, alto, and bass clefs. Musical terms: tempo markings and rhythmic terminology.

MUSIC 154(2104) Musicianship II

Spring. 2 credits. Pre- or co-requisite: 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 no individual musicianship components of the course, are required for admission to the music major. Staff.

Sight singing: longer melodies in three clefs, including diatonic modulation. Keyboard: diatonic chord progressions and sequences. Dictation: intervals, rhythms; longer melodies; chorale phrases with diatonic modulation. Score reading: three parts using treble, alto, and bass clefs. Transcriptions of pop, jazz, and other genres.

MUSIC 204(2111) Physics of Musical Sound (also PHYS 204[1204]) (I) (PBS)

Spring. 3 credits. K. Selby. For description, see PHYS 204.

MUSIC 251(3101) Tonal Theory III (IV) (LA)

Fall. 3 credits. Prerequisites: MUSIC 152 and 154 or equivalent. Co-requisite: MUSIC 253. Staff.

Continuation of diatonic and introduction to chromatic harmony; species counterpoint; composition in small forms.

MUSIC 252(3102) Tonal Theory IV (IV) (LA)

Spring. 3 credits. Prerequisites: MUSIC 251 and 253 or equivalent. Co-requisite: MUSIC 254. K. Taavola.

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(3103) Musicianship III

Fall. 2 credits. Pre- or co-requisite: MUSIC 251. Staff.

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: four parts using treble, alto, tenor, and bass clefs. Musical terms: orchestral ranges, terms, clefs, and transpositions.

MUSIC 254(3104) Musicianship IV

Spring. 2 credits. Pre- or co-requisite: MUSIC 252. K. Taavola.

Sight singing: melodies in four 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: four parts, including transposing instruments. Musical terms: other terms in French, German, and Italian.

[MUSIC 358(3111) Improvisational Theory (IV) (LA)

Spring. 4 credits. Prerequisite: MUSIC 152 or permission of instructor. Not offered 2005–2006. 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(4101) Counterpoint # (IV) (LA)

Spring. 4 credits. Prerequisite: MUSIC 251 or permission of instructor. Not offered 2005–2006. S. Stucky.]

MUSIC 452(4102) Topics in Music Analysis (also MUSIC 602[6101]) (IV) (LA)

Spring. 4 credits. Prerequisite: MUSIC 251 or permission of instructor. K. Taavola. Topic: Post-tonal music theory.

[MUSIC 453(4111) Composition in Recent Styles (IV) (LA)

Fall. 4 credits. Prerequisite: MUSIC 251. Recommended: MUSIC 252 and 208. Not offered 2005–2006. S. Stucky.

Through analysis, repertoire from the 20th and 21st 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(4112) Composition (IV) (LA)

Spring. 4 credits. Prerequisite: MUSIC 251 or permission of instructor. Not offered 2005–2006. 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(4121) Conducting (IV) (LA)

Fall. 4 credits. Prerequisite: MUSIC 251 or permission of instructor. C. Kim.

Covers fundamentals of score reading, score analysis, rehearsal procedures, and conducting technique; instrumental and choral contexts.

MUSIC 456(4122) Orchestration (IV) (LA)

Spring. 4 credits. Prerequisite: MUSIC 251 or permission of instructor. R. Sierra.

Orchestration based on 19th- and 20th-century models.

[MUSIC 457(4103) 20th-Century Musical Languages (IV) (LA)

Fall. 4 credits. Prerequisites: MUSIC 252 and 254. Not offered 2005–2006. K. Taavola.]

MUSIC 458(4123) Jazz Arranging (IV) (LA)

Fall. 4 credits. Prerequisite: MUSIC 358 or permission of instructor. P. Merrill.

A survey of jazz arranging techniques for the big band, including basic jazz calligraphy; four-part close, drop two, and drop four voicings; rhythm section writing; standard chord nomenclature; chord scale relationships; chordal and rhythmic variation; section writing; standard formal structures; riff style; lead line; and counterpoint through analysis and composition.

Music in History and Culture

MUSIC 221(1312) History of Rock Music (also AM ST 223[1312]) (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(1313) A Survey of Jazz (also AM ST 222[1313]) (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. The course investigates how jazz affects and is affected by notions of ethnicity, class, nationalism, gender, art, and genre. The inquiry is focused throughout by 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(1341) Gamelan in Indonesian History and Cultures (also ASIAN 245[2245], VISST 244[2744]) @ (IV) (LA)

Fall or spring. 3 credits. Prerequisite: permission of instructor. No previous knowledge of musical notation or performance experience necessary. Fall, staff; spring, M. Hatch.

An introduction to Indonesia through its art. Elementary techniques of performance on the Indonesian *gamelan*; a general introduction to Indonesian history and cultures, and the sociocultural contexts for the arts there. Several short papers and one longer research report are required. Instruction by visiting Balinese musician.

[MUSIC 261(2221) Bach and Handel # (IV) (LA)

Fall. 3 credits. Prerequisite: any 3-credit music course or permission of instructor. Not offered 2005–2006. Staff.]

[MUSIC 262(2222) Haydn and Mozart # (IV) (LA)

Fall. 3 credits. Prerequisite: any 3-credit music course or permission of instructor. Not offered 2005–2006. J. Webster.]

[MUSIC 263(2223) Beethoven # (IV) (LA)]
Spring. 3 credits. Prerequisite: any 3-credit music course or permission of instructor. Not offered 2005-2006. J. Webster.]

[MUSIC 264(2231) Musical Romantics # (IV) (LA)]
Spring. 3 credits. Prerequisite: ability to read music or concurrent enrollment in MUSIC 100. Not offered 2005-2006. D. Rosen.]

[MUSIC 270(2301) Sophomore Seminar: Music in American Cultures (IV) (LA)]
Spring. 4 credits. Limited to 15 students. Not offered 2005-2006. 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 are encouraged to discover, comment on, and extend these tools. By doing secondary and primary research, and by incorporating fieldwork into their study, students develop a portfolio of writing projects with the aim of publishing them. "Writing projects" is flexibly defined, as the expressive output takes 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. Limited to 15 students. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.]

[MUSIC 272(2245) Words and Music (also GERST 342(3420))]
Spring. 4 credits. A. Groos.
For description, see GERST 342.

[MUSIC 274(2241) Opera (also THETR 273(2730)) # (IV) (LA)]
Fall. 3 credits. D. Rosen.

An introduction to opera through the examination of six major works of the operatic repertory by such composers as Mozart, Donizetti, Verdi, Wagner, Bizet, Puccini, and Britten, with attention to the interaction of the words, music, and visual elements. With two of the operas studied, we will trace the development of the opera libretto from the play or short story upon which it is based. We will compare and critique some of the different productions available on video and DVD recordings and, for two operas, in live performance (Donizetti's *Lucia di Lammermoor* at Tri-Cities Opera in Binghamton and Puccini's *Tosca* at the Syracuse Opera).

[MUSIC 276(2242) The Orchestra and Its Music # (IV) (LA)]
Spring. 3 credits. Prerequisite: any 3-credit music course or permission of instructor. Not offered 2005-2006. N. Zaslav.

The music of, and the social structures supporting, large instrumental ensembles in the Western world, including: Italian court festivals of the 16th century, string bands

of the 17th 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(2243) The Piano and Its Music (IV) (LA)]
Fall or spring. 3 credits. Prerequisite: one semester of music theory (MUSIC 105, equivalent course, or equivalent experience) or permission of instructors. Not offered 2005-2006. D. Rosen and M. Bilson.]

[MUSIC 407(4511) Early Dance (also DANCE 313)]
Fall. 1 credit. Not offered 2005-2006. R. Harris-Warrick.]

[MUSIC 408(4512) Music and Choreography (also DANCE 324(3530)) (IV) (LA)]
Spring. 3 credits. Attendance at dance concerts and music concerts required. A. Fogelsanger.
For description, see DANCE 324.

Music History Courses for Majors and Qualified Nonmajors

[MUSIC 207(3201) Survey of Western Music I # (IV) (LA)]
Fall. 3 credits. Pre- or co-requisite: MUSIC 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 nonmajors.

[MUSIC 208(3202) Survey of Western Music II # (IV) (LA)]
Spring. 3 credits. Pre- or co-requisite: MUSIC 152/154 or permission of instructor. A. Richards.

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 20th century. The course, which emphasizes listening and comprehension of genres and styles, is intended for music majors and qualified nonmajors.

[MUSIC 300(3211) Proseminar in Musicology (IV) (LA)]
Spring. 4 credits. D. Yearsley.
Introduction to methods in musicology, including historiography, criticism, approaches to vernacular and non-western musics, and gender studies.

[MUSIC 374(3222) Opera and Culture (also GERST 374(3740), ITALA 374) # (IV) (LA)]
Spring. 4 credits. Prerequisite: any 3-credit music course or proficiency in German or Italian. Not offered 2005-2006. A. Groos.
For description, see GERST 374.]

[MUSIC 381(3231) Topics in Western Art Music to 1750 # (IV)]
Fall. 4 credits. Prerequisite: MUSIC 152 or permission of instructor. Not offered 2005-2006. Staff.]

[MUSIC 382(3232) Topics in Western Art Music 1750-Present (IV)]
Spring. 4 credits. Prerequisite: MUSIC 152 or permission of instructor. Not offered 2005-2006. Staff.]

[MUSIC 386(3301) Topics in Popular Music and Jazz (IV)]
Fall. 4 credits. Prerequisite: MUSIC 152/154 or permission of instructor. Not offered 2005-2006. 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 bebop, 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 390(3242) Culture of the Renaissance II (also COM L 362(3620), ENGL 325(3250), HIST 364(3640), ART H 351(3420), FRLIT 362(3620)) # (III or IV) (CA)]
Fall. 4 credits. K. Long and W. J. Kennedy.
For description, see COM L 362.

[MUSIC 398-399(3901) 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(4211) Senior Seminar]
Fall. 4 credits. J. Peraino.
Topic: Critical approaches to popular music. This course introduces and compares various methods of studying popular music, including historical, analytical, sociological, ethical, and cultural. The focus will be on styles and performers within the genres of rock 'n' roll and rap.

[MUSIC 410(4222) Music and Monstrous Imaginings # (IV) (LA)]
Fall. 4 credits. Not offered 2005-2006. A. Richards.]

[MUSIC 411(2244) The Organ in Western Culture # (IV) (LA)]
Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2005-2006. A. Richards and D. Yearsley.]

MUSIC 418(4181) Psychology of Music (also PSYCH 418[4180]) (III or IV) (KCM)

Fall. 3 or 4 credits, depending on whether student elects to do an independent project. C. L. Krumhansl.

For description, see PSYCH 418.

MUSIC 419(4311) Stop Taking (My) Notes (also S HUM 419)

Spring. 4 credits. S. Pond.

For description, see S HUM 419.

MUSIC 490(3311) American Musical Theatre (also ENGL 454[4540]) (IV) (LA)

Fall. 4 credits. S. McMillin.

For description, see ENGL 454.

[MUSIC 492(4231) Music and Queer Identity (IV) (CA)

Spring. 4 credits. Not offered 2005–2006. J. Peraino.]

[MUSIC 493(4232) Women and Music (also FGSS 496[4960]) (IV) (CA)

Spring. 4 credits. Not offered 2005–2006. J. Peraino.]

[MUSIC 494(4221) Love, Sex, and Song in Medieval France (also FGSS 494[4940]) # (IV) (LA)

Fall. 4 credits. Not offered 2005–2006. J. Peraino.]

[MUSIC 495(3312) Sondheim and Musical Theatre (also ENGL 473[4730], THETR 472[4720]) (IV) (LA)

Fall. 4 credits. Not offered 2005–2006. S. McMillin.

For prerequisite and description, see ENGL 473.]

Independent Study**MUSIC 301–302(4901) Independent Study in Music**

301, fall; 302, spring. Credit TBA.

Prerequisite: departmental approval; experience in proposed area of study. Staff.

Honors Program**MUSIC 401–402(4911) Honors in Music**

401, fall; 402, spring. 8 credits per year.

Prerequisite: senior honors candidates. Staff.

Digital Music and New Media**MUSIC 120(1421) Introduction to Digital Music (IV) (LA)**

Fall and spring. 3 credits. Limited enrollment. Prerequisite: permission of instructor. Recommended: ability to read music. K. Ernste.

A composition-based introduction to computer hardware and software for digital sound and digital media. Fundamentals of MIDI sequencing and other techniques for producing electroacoustic music. Each student creates several short compositions.

MUSIC 165(1465) Computing in the Arts (also COM S/CIS/ENGR 165[1610])

Spring. 3 credits. G. Bailey.

For description, see COM S 165.

MUSIC 220(2421) Computers in Music Performance (IV) (LA)

Spring. 3 credits. Limited enrollment.

Prerequisite: permission of instructor. K. Ernste.

A course in live performance and real-time, interactive sound manipulation techniques both in concert and over networks. Students will work individually or in small groups toward realizing short pieces that utilize tools and ideas from the course. MUSIC 220 is appropriate as a continuation for those who have taken MUSIC 120 but is open to others by permission.

[MUSIC 320(3421) Scoring the Moving Image Using Digital Technology (IV) (LA)

Spring. 4 credits. Prerequisite: MUSIC 120 with grade of B or higher and MUSIC 251. Not offered 2005–2006. K. Ernste.]

MUSIC 355(3431) Sound Design and Digital Audio (also THETR 368[3680]) (IV) (LA)

Fall. 4 credits. W. Cross.

For description, see THETR 368.

MUSIC 356(3441) Digital Performance (also THETR 369[3690]) (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 Department of Music 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 semester 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 before, 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 \$480 per semester. For a one-half hour lesson weekly (without credit only), the fee is \$240. 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 \$480 per semester. Any member of department-sponsored ensembles may, with the permission of the director of the ensemble, receive a partial scholarship to help defray the cost 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(3501–3502–4501) Individual Instruction

Prerequisite: advanced students only; may register after successful audition with instructor, or, if student needs to study outside Cornell, with appropriate faculty sponsor. Students should contact instructor or music department office for audition information. Students may register for these courses in successive semesters or years.

MUSIC 321(3501)

Fall or spring. 0 credits each semester.

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. S-U grades only.

MUSIC 322(3502)

Fall or spring. 2 credits each semester.

See section listing below for instructors.

Students earn 2 credits each semester for one-hour lesson (or two half-hour lessons) per week, accompanied by appropriate practice schedule. Letter grades only.

MUSIC 323(4501)

Fall or spring. 4 credits each semester. See section listing below for instructors. Open only to juniors and seniors majoring in music and 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. A Richards.

Sec 03 Piano. X. Bjerken and Staff.

Sec 04 Harpsichord. A. Richards and D. Yearsley.

Sec 05 Violin or Viola. V. Gellev.

Sec 06 Cello. J. Haines-Eitzen.

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 are 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 8 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(3601) Sage Chapel Choir
331, fall; 332, spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester. No audition required. 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(3602) Chorus
333, fall; 334, spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester. Prerequisite: successful audition. S. Tucker. A treble-voice chorus specializing in music for women's voices and in mixed-voice repertory.

MUSIC 335-336(3603) Glee Club
335, fall; 336, spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester. Prerequisite: successful audition. S. Tucker. A male-voice chorus specializing in music for men's voices and in mixed-voice repertory.

MUSIC 338(3631) Wind Symphony
Fall and spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester. Prerequisite: successful audition. C. Johnston Turner and J. Miller.

MUSIC 339-340(3615) Jazz Ensemble II
339, fall; 340, spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester. Prerequisite: successful audition. P. Merrill. Study and performance of classic and contemporary big band literature. Rehearsal once a week with one to two performances a semester.

MUSIC 342(3633) Wind Ensemble
Fall and spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester. Prerequisite: successful audition. C. Johnston Turner.

MUSIC 343-344(3621) Symphony Orchestra
343, fall; 344, spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester. Prerequisite: successful audition. C. Kim. Study and performance of a broad repertoire of orchestral works from Beethoven to the present.

MUSIC 345-346(2541) Advanced Instruction—Gamelan
345, fall; 346, spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester. Limited enrollment. Prerequisite: permission of instructor. Fall, staff; spring, M. Hatch.

Concentrated instruction for students in advanced techniques of performance on the Indonesian *gamelan*.

MUSIC 347-348(3611) World Music Choir
Spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester. 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(4621) Chamber Orchestra
421, fall; 422, spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester. Prerequisite: successful audition. C. Kim. Study and performance of chamber orchestra works from the baroque period to the present.

MUSIC 423-424(4616) Jazz Combos
423, fall; 424, spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester. Prerequisite: successful audition. P. Merrill. Study and performance of classic and contemporary small-group jazz.

MUSIC 431-432(3614) Middle Eastern Music Ensemble (also NES 447-448[4947-4948])
431, fall; 432, spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester. 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 are taught in several languages, with the assistance of local language and diction teachers.

MUSIC 433-434(3613) Steel Band
433, fall; 434, spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester. Prerequisite: background in music and permission of instructor. J. Armstrong. This performance group specializes in traditional Caribbean steel drum repertoire and beyond.

MUSIC 435-436(3612) World Drum and Dance Ensemble
435, fall; 436, spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester. 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(4631) Chamber Winds
437, fall; 438, spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester. Co-requisites: enrollment in Symphonic Band, Wind Symphony, or Wind Ensemble and permission of instructor. 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 and Wind Ensemble concerts in addition to several chamber concerts throughout the year.

MUSIC 439-440(4615) Jazz Ensemble I
439, fall; 440, spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester. Prerequisite: successful audition. P. Merrill. Study and performance of classic and contemporary big band literature. Rehearsals twice a week with two to four performances per semester.

MUSIC 441-442(4651) Chamber Music Ensembles
441, fall; 442, spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester. Prerequisite: successful audition. Coordinator: M. Yampolsky. Study and performance of chamber music works from duos to octets, for pianists, string, and wind players.

MUSIC 443-444(3604) Chorale
443, fall; 444, spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester. Prerequisite: successful audition. J. Miller. Study and performance of selected choral music for mixed voices.

MUSIC 445-446(4641) Gamelan Ensemble
445, fall; 446, spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester. Prerequisite: permission of instructor. Fall, staff; spring, M. Hatch. Advanced performance on the Indonesian *gamelan*. Tape recordings of *gamelan* and elementary number notation are provided. Some instruction by visiting Balinese artist.

MUSIC 447-448(4601) Chamber Singers
447, fall; 448, spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester. Prerequisite: successful audition. Staff. A mixed-voice chamber choir specializing in Renaissance and 20th-century music.

Graduate Courses

Open to qualified undergraduates by permission of instructor.

MUSIC 601(6201) Introduction to Bibliography and Research
Fall. 4 credits. N. Zaslav.

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(6101) Analytical Technique (also MUSIC 452[4102])
Spring. 4 credits. K. Taavola. Topic: Post-tonal music theory.

[MUSIC 603(6202) Editorial Practice
Spring. 4 credits. Not offered 2005-2006. Staff.]

[MUSIC 604(6301) Introduction to Ethnomusicology
Spring. 4 credits. Also open to graduate students in anthropology, linguistics, psychology, sociology, Africana, Asian Studies, and other cognate fields by permission of instructor. Not offered 2005-2006. 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 620(6420) Techniques for Computer Music

Fall. 4 credits. Prerequisite: permission of instructor. K. Ernste.

Intended principally for doctoral students in music composition but open to others by permission. The course presents a practical overview of both classical and state-of-the-art techniques for computer music including digital synthesis, signal processing and sound manipulation, analysis and resynthesis, spatialization, and real-time and/or interactive applications. Students will produce several short studio projects as well as one larger piece to be presented in a final concert.

MUSIC 622(7511) Knowing the Score

Fall. 2 credits. Open to qualified performers. M. Bilson.

This course examines musical notation of the 18th, 19th, and 20th centuries and looks at works from the standard repertoire in an attempt to glean as much information as possible from the rhythmic and expressive markings provided by the composer. How long is an unmarked quarter note to be held in an *Adagio*, how long in an *Allegro*? What is the proper execution of dotted rhythms, or are there several possibilities for similar notations? What is the meaning of slurs in the notation of Mozart, in the notation of Brahms, or even Bartók?

[MUSIC 653(7101) Topics in Tonal Theory and Analysis

Spring. 4 credits. Not offered 2005–2006. J. Webster.]

[MUSIC 654(7102) Topics in Post-Tonal Theory and Analysis

Spring. 4 credits. Not offered 2005–2006. K. Taavola.]

[MUSIC 656(7121) Advanced Orchestral Technique

Fall. 4 credits. Not offered 2005–2006. S. Stucky.]

MUSIC 657–658(7111) Composition

657, fall; 658, spring. 4 credits each semester. R. Sierra and S. Stucky.

MUSIC 659(6421) Electroacoustic Composition

Spring. 4 credits. Prerequisite: permission of instructor. K. Ernste.

Intended principally for doctoral students in music composition but open to others by permission. Depending on students' backgrounds and interests, the course may include an introduction to electroacoustic composing, an emphasis on aesthetic issues associated with the field, interactivity and real-time performance, software instrument design, performance controllers, or other topics.

[MUSIC 674(7222) German Opera (also GERST 672(6720))

Spring. 4 credits. Not offered 2005–2006. A. Groos.

For description, see GERST 672.]

[MUSIC 677(7221) Mozart: His Life, Works, and Times (also GERST 757(7570))

Fall. 4 credits. Not offered 2005–2006. N. Zaslav.]

[MUSIC 680(7301) Topics in Ethnomusicology

Spring. 4 credits. Also open to graduate students in anthropology, linguistics, psychology, sociology, Africana Studies, Asian Studies, and other cognate fields by

permission of instructor. Not offered 2005–2006. S. Pond.]

[MUSIC 681(7201) Seminar in Medieval Music

Fall. 4 credits. Not offered 2005–2006. J. Peraino.]

[MUSIC 683(7231) Music and Postmodern Critical Theory

Fall. 4 credits. Not offered 2005–2006. J. Peraino.]

[MUSIC 684(7202) Seminar in Renaissance Music

Fall. 4 credits. Not offered 2005–2006. R. Harris-Warrick.]

MUSIC 686(7203) Seminar in Baroque Music

Spring. 4 credits. D. Yearsley.

Topic: J. S. Bach's secular cantatas. This seminar examines Bach's secular vocal music in the context of his own oeuvre and that of his contemporaries. The course includes close examination of the musical and poetic texts of selected cantatas, and consider them as commentaries on and reflections of life in Bach's Leipzig, concentrating on themes such as theocracy and secularization, leisure and vice, domestic life and social interaction, and relations between the sexes.

MUSIC 688(7204) Seminar in Classical Music

Fall. 4 credits. A. Richards.

Topic: Gothic: Music in culture c. 1800. The musical Gothic is the counterpart to the "Classical" style. Its gloomy settings and horrifying incidents haunted the popular musical imagination in the decades on either side of 1800. Music intermingled with vision and fantasy: indeed, strange imaginings were enabled and born of sound. Topics include: theoretical considerations of the Gothic; the Grotesque and the revenant Baroque; musical and visual representations of human character, both deviant and "normal"; music in Gothic fiction and visual arts; contemporary women performers and musico-dramatic portrayals of Lenore and Joan of Arc; C. P. E. Bach, Beethoven, Haydn, Mozart, and the dark sublime.

[MUSIC 689(7205) Seminar in Music of the Romantic Era

Fall. 4 credits. Not offered 2005–2006. Staff.]

MUSIC 690(7206) Seminar in Music of the 20th Century

Fall and spring. 4 credits. Fall, S. Stucky; spring, D. Rosen.

Fall topic: The music of Lutoslawski; spring topic: Benjamin Britten.

MUSIC 691–692(7501) Historical Performance

691, fall; 692, spring. 4 credits each semester. Prerequisite: permission of instructor. M. Bilson.

Lessons on the major instrument with supplementary study and research on related subjects.

MUSIC 693(7211) Seminar in Performance Practice

Fall. 4 credits. N. Zaslav.

Recent debates about ornamentation, vibrato, tempo, phrasing and articulation in European music of the 18th century.

MUSIC 697–698(7901) Independent Study and Research

697, fall; 698, spring. Credit TBA. Staff.

[MUSIC 785(7103) History of Music Theory

Fall. 4 credits. Not offered 2005–2006. K. Taavola.]

[MUSIC 787(7232) History and Criticism

Spring. 4 credits. Not offered 2005–2006. A. Richards.]

MUSIC 901–902(9901) Thesis Research

901, fall; 902, spring. Up to 6 credits each semester, TBA. S-U grades only.

Limited to doctoral students in music who have passed the Admission to Candidacy exam.

NEAR EASTERN STUDIES

R. Brann, chair; N. Brisch, M. Campos, T. Grigor, R. Daneshvar, K. Haines-Eitzen, M. Hnaraki, D. I. Owen (director of Program of Jewish Studies); D. Powers, S. Sanders, N. Scharf, S. Shoer, T. Sorek, D. Starr (director of undergraduate studies), S. M. Toorawa (director of graduate studies); M. Younes, J. Zorn. Joint faculty: M. Bernal (emeritus), C. Robinson, G. Holst-Warhaft

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. For more information, please visit www.arts.cornell.edu/nes/.

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 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

A major in Near Eastern Studies offers students the opportunity to explore the languages, literatures, cultures, religions, and history of the Near East/Middle East from antiquity to the modern day. The major is designed both to acquaint students broadly with the region and its cultures as well as to study a particular subfield in depth.

Prerequisites

- The applicant for admission to the major in Near Eastern Studies must have completed at least two Near Eastern Studies content courses, one of which can be a language course. Students are strongly encouraged to enroll in language courses and/or NES 251 or 254 either before signing into the major or early on in their major.
- Prospective majors must meet with the director of undergraduate studies before submitting a major application.
- To qualify as a major, a cumulative grade average of C or better is required.

Major Requirements

For students graduating in the Classes of 2006 or earlier, consult the department. 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 option not permitted):

1. Two years of one Near Eastern language or, in exceptional cases, one year of two Near Eastern languages
2. Nine 3- or 4-credit NES courses, which must include the following:
 - a. NES 251 Judaism, Christianity, and Islam or NES 254 Introduction to Near Eastern Civilizations
 - b. NES 460 Junior/Senior Proseminar: Theory and Method in Near Eastern Studies
 - c. Seven additional courses, of which
 - i. three must fulfill temporal breadth, defined as: one course whose chronological parameters fall within the period 3000 bce to 600 ce, one course whose chronological parameters fall within the period 600 ce to 1800 ce, and one course whose chronological parameters fall between 1800 ce and the present. The following are examples (a complete list may be obtained in the department office):

3000 BCE to 600 CE

- NES 223 Introduction to the Hebrew Bible
- NES 229 Introduction to the New Testament
- NES 244 Introduction to Ancient Judaism
- NES 261 Ancient Seafaring
- NES 266 Jerusalem through the Ages
- NES 320 Women in the Hebrew Bible
- NES 360 Ancient Iraq
- NES 323 Reinventing Biblical Narrative
- NES 394 Gender, Sexuality, and the Body in Early Christianity

600 CE to 1800 CE

- NES 214 Qur'an and Commentary
- NES 234 Muslims and Jews in Confluence and Conflict
- NES 256 Introduction to the Qur'an
- NES 273 History of the Middle East: 13th to 18th Centuries

- NES 339 Islamic Spain
- NES 351 Law, Society, and Culture in the Middle East
- NES 418 Seminar in Islamic History

1800 CE to the present

- NES 235 Jews and Arabs in Contact and Conflict: The Modern Period
- NES 274 History of the Modern Middle East: 19th to 20th Centuries
- NES 319 Crime and Conflict in the Modern Arabic Novel
- NES 385 Middle Eastern Cities
- NES 393 History of Jews and Christians in the Modern Middle East
- NES 397 History of the Israeli-Palestinian Conflict
- NES 493 Cosmopolitan Alexandria

- ii. A maximum of three of these seven courses can be at the 200 level; a minimum of four must be at the 300 level or above.
- iii. One of the 300-level or above courses must be a research seminar (courses are designated with ®). The following are examples (a complete list can be found in the department office):
 - 339 Islamic Spain: Culture and Society @ # (IV) (CA) ®
 - 385 Middle Eastern Cities: History, Society, and Culture @ # (IV) (HA) ®
 - 394 Gender, Sexuality, and the Body in Early Christianity # (IV) (CA) ®
 - 427 New York, Paris, Baghdad: Poetry of the City) ®
 - 457 Formation of Islamic Law @ # (III) (HA) ®
- iv. Note: a maximum of two independent studies can be applied to the major; a maximum of two non-cross-listed courses may be applied to the major; a maximum of two courses may receive credit for more than one major; a maximum of 15 credits of relevant, departmentally approved course work taken overseas or at another university may be applied to the major.

For students graduating in the classes of 2006 or earlier, consult the department.

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 fieldwork 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(1201-1202) Elementary Arabic I and II (also AS&RC 111/112[1104/1105])**

111, fall; 112, spring. 4 credits each semester. *NES 112 provides language qualification.* Limited to 18 students per section. Prerequisite: for NES 112, NES 111 or permission of instructor. Letter grades only. M. Younes.

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(1203-2200) Intermediate Arabic I and II (also AS&RC 113/212)

113, fall; 210, spring. 4 credits each semester. *NES 210 @ provides language proficiency and option 1.* Limited to 18 students per section. Prerequisites: for NES 113, one year of Arabic or permission of instructor; for NES 210, NES 113 or permission of instructor. Letter grades recommended. M. Younes.

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(1211-1212) Introduction to Qur'anic and Classical Arabic (also RELST 133-134[1211-1212]) (LA)

133, fall, S. M. Toorawa; 134, spring, D. Powers. 4 credits each semester. *NES 134 provides language qualification.* Not offered 2005-2006.

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 212(2213) Arabic Grammar

Spring. 3 credits. S. M. Toorawa.
See instructor for description.

[NES 213(2211) Classical Arabic Texts (also RELST 213[2211]) # @ (IV) (LA)

Spring. 3 credits. Prerequisite: NES 210 or equivalent. Not offered 2005–2006.
D. Powers.

Introduces 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(2212) Qur'an and Commentary (also RELST 214[2212]) # @ (IV) (LA)

Spring. 3 credits. Prerequisite: for NES 214, NES 113–210. Not offered 2005–2006.
D. Powers.

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(3201–3202) Advanced Intermediate Arabic I and II (also AS&RC 308–312) @

311 fall; 312 spring. 4 credits each semester. *Provides language qualification and satisfies Option 1.* Limited to 15 students. Prerequisite: for NES 311, NES 210 or permission of instructor; for NES 312, NES 311 or permission of instructor. Letter grades recommended. M. Younes.

Introduces students 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(4206) Structure of the Arabic Language (also LING 416[4416]) (III) (KCM)

Spring. 4 credits. Limited to 15 students. Prerequisite: one year of Arabic or a linguistic background. Not offered 2005–2006. M. Younes.

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(1340–1341) Elementary Modern Greek I and II (also CLASS 197–198[1141–1142])

121, fall; 122, spring. 4 credits each semester. *NES 122 provides language qualification.* Limited to 15 students.
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(1342–2343) Intermediate Modern Greek I and II (also CLASS 199–298[1143–1144])

127, fall; 222, spring. 4 credits. *NES 222@ provides language proficiency and option 1.* Prerequisite: one year (two semesters) elementary modern Greek. M. Hnaraki.

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(1101–1102) Elementary Modern Hebrew I and II (also JWST 101–102[1101–1102])

101, fall; 102, spring. 4 credits each semester. Limited to 18 students per section. Prerequisite: for NES 102, NES 101 with grade of C- or better or permission of instructor. Letter grades only. S. Shoer.

Intended for beginners. 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(1103) Elementary Modern Hebrew III (also JWST 103[1103])

Fall. 4 credits each semester. *Provides language qualification.* Limited to 15 students per section. Prerequisite: NES 102 with grade of C- or better or permission of instructor. Letter grades recommended.
N. Scharf.

Sequel to NES 101–102. Continued development of reading, writing, grammar, oral comprehension, and speaking skills.

[NES 123–124(1111–1112) Introduction to Biblical Hebrew I and II (also JWST/RELST 123–124[1111–1112])

123, fall; 124, spring. 3 credits each semester. *NES 124 provides language qualification.* Limited to 17 students. Not offered 2005–2006. Staff.

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 200(2100) Intermediate Modern Hebrew (also JWST 200[2100]) @

Spring. 4 credits. *Provides language proficiency and satisfies Option 1.* Prerequisite: NES 103 with grade equivalent to C- or above or permission of instructor. Letter grades recommended.
N. Scharf.

Introduces Hebrew literature and Israeli culture through the use of texts and audiovisual materials.

NES 301(3101) Advanced Intermediate Hebrew (also JWST 301[3101]) @

Fall. 4 credits. *Provides language proficiency and satisfies Option 1.* Limited to 15 students. Prerequisite: NES 200 with grade of C- or above or permission of instructor. This sequence may be used to fulfill humanities distribution requirement in literature. Letter grades 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(3105) Conversational Hebrew (also JWST 305[3105])

Spring. 2 credits. Limited to 15 students. Prerequisite: NES 301, 400, or permission of instructor; non-native speakers only. Letter grades recommended. N. Scharf.

Intended to continue the development of all aspects of the language. Emphasis, however, is placed on speaking skills and understanding by using text material relevant to Israeli contemporary society. The instructor is sensitive to individual student needs.

NES 420(4102) Readings in the Biblical Hebrew Prose (also JWST/RELST 420[4102]) @ # (IV) (LA)

Spring. 4 credits. *Provides language proficiency and option 1.* Prerequisite: one year of biblical or modern Hebrew.
S. Sanders.

Gives students who have a foundation in Hebrew an opportunity to develop proficiency in reading biblical prose. Students read a wide variety of texts, gain a more sophisticated understanding of biblical grammar and syntax, and increase vocabulary.

Hindi-Urdu

NES 105–106(1310–1311) Elementary Hindi-Urdu (also HINDI 101–102[1101–1102])

Fall, spring. 6 credits each semester. Staff. For description, see HINDI 101–102.

NES 107(1312) Introduction to Urdu Script (also HINDI 125)

Spring. 1 credit. Staff.
For description, see ASIAN 125.

Persian

NES 115–116(1320–1321) Elementary Persian I and II

115, fall; 116, spring. 4 credits each semester. *NES 116 satisfies language qualification.* Limited to 15 students.
R. Daneshvar.

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 are prepared to deepen their comprehension of Persian through literature and the media.

NES 119-219(1319-2319) Intermediate Persian I and II

119, fall; 219, spring. 4 credits. NES 219 @ provides language proficiency and satisfies Option 1. Prerequisite: one year (two semesters) elementary Persian or permission of instructor. R. Daneshvar.

A continuation of NES 115-116. Continued development of speaking, listening, reading, and writing skills.

Turkish

NES 117-118(1330-1331) Elementary Turkish I and II

117, fall; 118, spring. 4 credits each semester. *NES 118 provides language qualification.* Limited to 15 students. H. Kocamaner.

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(3410-3411) Elementary Akkadian I and II (also NES 633-634[6410-6411])

333, fall; 334, spring @ (IV) (LA). 4 credits each semester. Prerequisite: for NES 334, NES 333 or permission of instructor. Recommended: knowledge of another Semitic language. N. Brisch.

Introduction to the Semitic language of the Akkadians and Babylonians of ancient Mesopotamia. Using 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.

Aramaic

[NES 435(4440) Aramaic I @ # (IV)]

Fall. 4 credits. Limited to 15 students. Prerequisite: knowledge of Hebrew. Not offered 2005-2006. 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 that occur in the readings.]

Hieroglyphic Egyptian

[NES 330-331(3450-3451) Hieroglyphic Egyptian I and II

330, fall; 331, spring @ # (IV) (LA). 4 credits. Not offered 2005-2006. Staff.]

Sumerian

[NES 361(3661) Sumerian Language and Culture I (also JWST 361/661[3661/6662], ARKEO 361[3661]/661), NES 661[6661]) @ # (IV) (HA)

Spring. 4 credits. Not offered 2005-2006. D. I. Owen.

Continuation of NES 360. 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 BCE.]

[NES 362(3762) Sumerian Language and Culture II (also JWST/ARKEO 362/662[3762/6762], NES 662[6762]) @ # (LA)

Spring. 4 credits. *Provides language qualification.* Prerequisite: NES 361. Not offered 2005-2006. D. I. Owen.

Continuation of NES 361. Continues the intensive introduction to Sumerian language and grammar with additional readings in Sumerian 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 BCE.]

[NES 363(3763) Sumerian III (also JWST/ARKEO 363/663[3763/6763]), NES 663[6763]) @ # (LA)

Spring. 4 credits. *Provides language proficiency and satisfies Option 1.* Prerequisite: NES 362. Not offered 2005-2006. D. I. Owen.

Continuation of NES 362. 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 BCE.]

Ugaritic

[NES 337-338(3430-3431) Ugaritic I and 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 2005-2006. 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.]

Topics Courses

NES 217 Gender, Sex, Empire: Mod Mid East # (III) (HA)

Spring. 4 credits. W. Jacob. For description, see HIST 217.

NES 223(2623) Introduction to the Bible (also JWST/RELST 223[2623]) @ # (IV) (LA)

Fall. 3 credits. S. Sanders.

[NES 227(2727) The Bible and Ancient Near Eastern Civilization (also JWST/ARKEO/RELST 227[2727]) @ # (IV) (LA)

Spring. 3 credits. Not offered 2005-2006. 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 229(2629) Introduction to the New Testament (also RELST/JWST 229[2629], CLASS 215[2629]) @ # (IV) (HA)

Fall. 3 credits. K. Haines-Eitzen.

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 1-credit, New Testament Greek reading weekly seminar should also enroll in NES 329.)

NES 230(2730) The Greek New Testament (also CLASS 202[2105], RELST 202[2105]) # (IV) (LA)

Spring. 3 credits. E. Rebillard.

For description, see CLASS 202.

[NES 234(2634) Muslims and Jews in Confluence and Conflict (also JWST/RELST 234[2634]) @ # (IV) (HA)

Fall. 3 credits. Not offered 2005-2006.

R. Brann.

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. 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 the role of historical memory in the modern conflict in light of the record of pre-modern interaction is also considered.]

NES 235(2635) Jews and Arabs in Contact and Conflict: The Modern Period (also JWST 235[2635], COM L 245) @ (III or IV) (CA)

Spring. 3 credits. D. Starr.

Traces the history and representations of Arab-Jewish relations from the late 19th century to the present. The majority of class time is 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 237(2737) Sophomore Seminar: "Bad" Boys (Girls) of Baghdad (CA) @ # (IV)

Fall. 4 credits. Sophomore seminar. Limited to 15 students. S. M. Toorawa.

The founding of the Round City of Baghdad in the mid-eighth century by the ascendant Abbasid dynasty ushered in a period of intense scholarly, administrative and artistic activity. The ninth and 10th centuries in Baghdad have come to be known as the "golden age." Students read works by and about Baghdadis, in particular a group I termed the "bad boys and girls of Baghdad." Readings include Jahiz on envy; Ibn al-Muqaffa' on rulership; Mas'udi on Ja'far (remember Disney's Aladdin?); the caliph Harun al-Rashid and the elephant he sent Charlemagne; and the singing sensation 'Arib, who was the lover of some of Baghdad's most famous men. Students learn how paper, books, and writing changed Baghdad, Islamic society, and human knowledge; and how Arab-Islamic society's contributions changed the world.

This is a special seminar sponsored by the John S. Knight Institute's Sophomore Seminars Program. Sophomore 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, its discourse community, its modes of knowledge, and its ways of articulating that knowledge. Limited to 15 students. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

NES 247(2747) Introduction to Islamic Art (also ART H 250[2350]) @ # (IV) (HA)

Fall. 4 credits. C. Robinson.
For description, see ART H 250.

NES 250(2750) Maladies of the Soul: Don Quijote (also SPANL 255[2550], COM L 255) (IV) (LA)

Fall. 3 credits. M. A. Garces.
For description, see SPANL 255.

[NES 251(2651) Judaism, Christianity, and Islam (also JWST/RELST 251[2651]) # @ (IV) (HA)

Spring. 3 credits. Not offered 2005–2006.
K. Haines-Eitzen and R. Brann.
After a historical overview of the emergence of Judaism, Christianity, and Islam, and established a comparative approach to

monotheistic religious culture, this course 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. The approach is comparative; analyzing literary and historical aspects of shared and parallel narrative traditions and textual hermeneutics. Also discussed are 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 is discussed. Also studies why the idea of "influence" should be replaced with the concept of "dialogue" between religious communities in the Near Eastern context.]

NES 253(2553) Introduction to Art History: Medieval Art and Culture (also ART H 255[2355]) (CA)

Spring. 4 credits. C. Robinson.
For description, see ART H 255.

NES 254(2754) Introduction to Near Eastern Civilizations: Literatures of the Near East (LA)

Fall. 4 credits. S. M. Toorawa.
Multidisciplinary introduction to Near Eastern civilizations, exploring the history, literature, religion, art and archeology, and other aspects of the Near East's rich and diverse heritage, from earliest times to the present. Topics vary from year to year. In 2005–2006, the course focuses on the literatures of the Near East, and is organized around the theme Heroism and Villainy. Texts include The Epic of Gilgamesh, Genesis, the Shahnameh, the Arabian Nights, and much more.

NES 255(2655) Introduction to Islamic Civilization (also HIST 253[2530], RELST 255[2655]) @ # (III or IV) (HA)

Spring. 3 credits. D. Powers.
Considers the major themes of Islamic civilization as they developed from the lifetime of Muhammad until the 20th 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 256(2556) Introduction to the Quran (also COM L/RELST/JWST 256[2556]) @ # (IV) (CA)

Spring. 3 credits. Not offered 2005–2006.
S. M. Toorawa.

In seventh-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. This course, a literary, historical, and religious introduction to the Quran, explores 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 259(2559) Islam—In Theory and Practice (also RELST 259[2559]) @ # (IV) (CA)

Fall. 3 credits. Not offered 2005–2006.
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? This course looks at the life of Muhammad, the Quran, Islamic law, theology, and mysticism, and modern Muslim responses to the challenges of modernity.]

[NES 262(2662) Daily Life in the Biblical World (also ARKEO 260[2662], JWST 262[2662], RELST 261[2662]) @ # (IV) (CA)

Spring. 3 credits. Not offered 2005–2006.
J. Zorn.

Surveys 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 course on ancient technologies provides a broader spectrum, spanning all social classes. Material to be covered includes 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 263(2663) Introduction to Biblical History and Archaeology (also ARKEO/JWST/RELST 263[2663]) @ # (III) (HA)

Spring. 3 credits. J. Zorn.
Surveys the principal archaeological developments in Canaan/Israel from the Neolithic period (ca. 9000 BCE) to the Babylonian Exile (586 BCE). 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 265(2565) Sophomore Seminar: Law, Society, and Culture in the Middle East (also RELST 265[2565], HIST 222[2220]) @ # (IV) (CA)

Fall. 4 credits. Limited to 15 students.
Prerequisite: none. Sophomore seminar.
D. Powers.

Explores the nature of the Islamic judicial system and notions of justice. Class discussions are based upon the close reading of historical materials, including legal documents, judicial opinions, and court cases (all in English translation), which form the basis of writing assignments. Themes treated include the marital regime, relations between

parents and children, gender, slavery, the intergenerational transmission of property, the status of non-Muslims, crime and its punishment, law and the public sphere.

This is a special seminar sponsored by the John S. Knight Institute's Sophomore Seminars Program. Sophomore 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, its discourse community, its modes of knowledge, and its ways of articulating that knowledge. Limited to 15 students. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

[NES 266(2666) Jerusalem Through the Ages (also JWST/ARKEO/RELST 266(2666)) # @ (III) (HA)

Fall. 3 credits. Not offered 2005-2006.
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 course explores the history, archaeology, and natural topography of Jerusalem throughout its long life, from its earliest remains in the Chalcolithic period (ca. 4000 BCE) 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 examine the original historical sources (e.g., the Bible, Josephus, the Madeba map) that pertain to Jerusalem. Slides and videos are 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 268(2668) Ancient Egyptian Civilization (also ARKEO/JWST 268(2668)) @ # (III or IV) (HA)

Fall. 3 credits. Not offered 2005-2006.
G. Kadish.

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 are 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 is made of ancient texts in translation and slides. This is basically a lecture course, but there is opportunity for questions and clarifications.]

[NES 273(2673) History of the Middle East: 13th through 18th Centuries (also HIST 275, JWST 273(2673)) @ # (IV) (HA)

Fall. 3 credits. Not offered 2005-2006.
M. Campos.

Examines the history of the Middle East from the Mongol sack of Baghdad in 1258

to the eve of World War I. Focuses 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(2764) History of the Modern Middle East: 19th and 20th Centuries (also JWST 274(2674), HIST 276(2760)) # @ (III or IV) (HA)

Spring. 3 credits. M. Campos.

Surveys the history, politics, and society of the Middle East from World War I until the present day. Students 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 275(2675) Religions of Ancient Israel (also RELST/JWST 275(2765), ARKEO 276(2765)) @ # (IV) (HA)

Fall. 3 credits. J. Zorn.

A casual reading of the Hebrew Bible might suggest that the Iron Age Israelites were normative monotheists, with occasional deviations. However, a religion approaching society wide, true monotheism began to emerge only with the return from the Babylonian Exile, after 539 BC. Before that Israelite religious beliefs and practices were much more complex and their society anything but strictly monotheistic. This course, through the use of archaeological and epigraphic data and a closer reading of the Biblical text, explores topics like: temple worship, private religion, religion of women, cult prostitution, burial practices and beliefs about the afterlife, the role of prophets, the roles of "foreign" gods like Baal, Asherah, and Tammuz, human sacrifice, and more.

NES 280(2980) Bosnian Literature (also ROM S 289)

Spring. 3 credits. K. Battig von Wittelsbach.
For description, see ROM S 280.

NES 293(2793) Middle Eastern Cinema (also JWST 291(2793), FILM 293(2930), COM L 293, VISST 293(2193)) @ (IV) (LA)

Fall. 4 credits. 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. Students in this course 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.

NES 299(2699) Issues in Middle Eastern Politics, Religion, and Culture

Fall and spring. 1 credit. R. Brann.

The peoples, cultures, religions, and politics of the Middle East are never far removed from the front pages of the most influential journals and newspapers. This course engages students in discussing current religious, political, and sociocultural concerns and issues in the Middle East, including the intersection of American interests and policies in the region.

NES 310(3710) The Language of the Qur'an (RELST 310(3710))

Spring. 4 credits. Prerequisite: NES 113 or equivalent. D. Powers and M. Younes.

Certain verses in the Qur'an have been the subject of intense debate among Muslim scholars since the first century of Islamic history. In some cases, words and phrases do not seem to fit the surrounding context. In others, the language of the Qur'an appears to violate the standard rules of Arabic grammar. How are these problems to be explained? In an attempt to answer this question, students study a dozen or so Qur'anic cruxes and the explanations that have been given for them by both Muslim and non-Muslim scholars. Then they apply the tools of modern linguistics to these same problems and compare the results with those of earlier scholarship. The linguistic analysis of the Qur'an is informed by a survey of early Islamic history, particularly as it relates to the revelation, transmission, and codification of the Qur'an and the development of Arabic writing.

NES 320(3720) Women in the Hebrew Bible (also JWST 320(3620), RELST 316, FGSS 322(3220)) @ # (IV) (LA)

Fall. 3 credits. S. Sanders.

Features stories about women in the Hebrew Bible. Through literary readings of these texts, students attempt to understand the role of narrative in the promotion of ancient Israelite ideology. Questions asked include, 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. Students look at different literary types (e.g., foreign woman, prostitute, seductress, widow) and discuss the social and historical reality behind the literary representation of women. All texts in English translation.

NES 329(3629) Introduction to the New Testament—Seminar (also CLASS 305(3629), JWST/RELST 329(3629))

Fall. 1 credit. Prerequisite: concurrent or previous enrollment in NES 229 and one year of ancient Greek. K. Haines-Eitzen.

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. Students work on grammatical and textual issues as well as other problems related to translations.

NES 332(3832) Martyrdom in Contemporary Societies (JWST 332(3832), SOC 332(3320)) (SBA)

Fall. 4 credits. T. Sorek.

Nothing demonstrates better the power of society than the readiness of some individuals to sacrifice their lives for their community, their nation, or their religious group. There is no better way to unify a group than to celebrate the image of individuals who sacrificed themselves, ostensibly, for their community. This course sheds a sociological

light on these intimate relations between violent death and solidarities of modern societies. Offers a comparative discussion on the social significance of heroic death and victimhood in various contexts around the globe. Examines various national "cultures of death," analyzing what sociological theories have to say about these phenomena, and discussing the required adaptations in existing theories in light of case studies presented in class.

[NES 339(3539) Islamic Spain: Culture and Society (also JWST/SPANL 339/639[3539/6939], COM L/RELST 334/639[3359/6539], NES 639[6539]) @ # (IV) (CA)

Spring. 4 credits. Not offered 2005–2006.
R. Brann.

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 course 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. Fulfills research seminar requirement for major.]

[NES 364(3664) Ancient Iraq I: Origins of Mesopotamian Civilization (also JWST 364/664[3664-6664], ARKEO 364[3764]/664, NES 664[6664]) @ # (III or IV) (HA)

Fall. 4 credits. Not offered 2005–2006.
D. I. Owen.

Introduction to the language, literature, history, culture, and archaeology of Syro-Mesopotamia in the fourth and third millennia BCE. Focuses on Sumerian civilization from its emergence in the archaeological record in the fourth millennium until its disappearance around 2000 BCE. In addition, it emphasizes the parallel development of the Semitic peoples in Syria (Eblaïtes) and upper Mesopotamia (Akkadians). A special feature of the course is a basic introduction to the Sumerian language using original cuneiform tablets in the collection of the Department of Near Eastern Studies.]

[NES 365(3665) Ancient Iraq II: From the Beginning of the Second Millennium to the Conquest of Alexander the Great (also ARKEO 365[3665]/665, JWST 365/665[3665/6665], NES 665[6665]) @ # (III or IV) (HA)

Spring. 4 credits. Not offered 2005–2006.
D. I. Owen.

Introduction to the history, culture, literature, and archaeology of Syro-Mesopotamia from the emergence of the Babylonians around 2000 BCE through the Persian period, which was brought to an end by the conquest of Alexander the Great in 331 BCE. The interrelationships between the various political entities during this long period (the Amorites, Hittites, Hurrians, Syrians, and Elamites/Iranians) are emphasized.]

NES 366(3666) The History and Archaeology of the Ancient Near East (also ARKEO/JWST 366[3666]) @ # (III or IV) (HA)

Fall. 4 credits. D. I. Owen.

Introductory survey of the history and archaeology of the major civilizations of the Near East from the Persian Gulf—Mesopotamia, to Anatolia, Syria, and Canaan. Covers the time span from advent of written sources in the late fourth millennium to the Persian conquest of Cyrus. Sumerian, Babylonian, Eblaïte, Elamite, Canaanite, Assyrian, Syro-Phoenician and Israelite cultures are discussed with particular emphasis on indigenous developments and cross-cultural contacts. Extensive use of visual aids highlights the course.

NES 370(3870) The Middle East in Europe (also JWST 370[3870], SOC 387[3870])

Spring. 4 credits. T. Sorek.

In contemporary Europe, issues relating to migrants and immigrants from the Middle East (and North Africa) are constantly debated by the states, by majority populations, and the by minorities themselves. This course introduces a social scientific approach to these debates, emphasizing themes of collective identities, nationalism, religion, popular culture and the legacy of European colonialism.

NES 377(3777) The Arabic Literary Heritage: History and Literary Theory

Spring. 4 credits. S. M. Toorawa.

Survey of Arabic literature from the sixth century to the present day. A wide range of primary texts (in translation) is accompanied by background readings that place the authors and works in their literary, religious, political and societal contexts. Special attention is paid to literary theory, both Arabic and Western (notably, the applicability of Western literary theory to Arabic literature).

[NES 385(3685) Middle Eastern Cities: History, Society, and Culture (also JWST 385[3685], HIST 382[3820]) @ # (III or IV) (HA)

Fall. 4 credits. Not offered 2005–2006.
M. Campos.

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, the course looks at the city as a site of governance, social relations, economic transformations, and cultural change. Begins with a theoretical discussion of the urban form as well as the historical and contemporary debate over the "Islamic city." Next the course moves 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. Readings include a variety of historical, anthropological, travel, fictional, and primary texts. Fulfills research seminar requirement for major.]

[NES 388(3788) The Jews In and Out of Egypt (also JWST 388[3788], COM L 388) @ # (IV) (LA)

Spring. 4 credits. Not offered 2005–2006.
D. Starr.

Examines literary representations of the vibrant Jewish communities of Egypt, from the Biblical narratives to the modern period. Through readings from the rich textual record spanning millennia, students 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, the course then surveys Jewish culture and cultural production during the Hellenistic, Late Antique, and Medieval Islamic periods. Proportionally more time is spent discussing the representations of Jewish communities in Egypt in the 19th and 20th centuries.]

NES 389(3889) Sociology of Sport (also JWST 389, SOC 330[3300]) @ (III) (SBA)

Fall. 4 credits. T. Sorek.

For description, see SOC 330.

[NES 393(3693) History of Jews and Christians in the Modern Middle East (also JWST 393[3693]) @ # (III) (HA)

Fall. 4 credits. Not offered 2005–2006.
M. Campos.

Examines Jewish and Christian communities in the modern Middle East (19th and 20th centuries) from a comparative historical perspective, focusing on the Arab Levant (Mashriq), Egypt, and the former Ottoman heartland of Anatolia and the Balkans. Examines diverse aspects of non-Muslim experience in the Middle East while analyzing these communities in dialogue with their surrounding Muslim states and societies. Thematically, the course 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. Draws on a wide variety of interdisciplinary primary and secondary sources, including novels, ethnography, films, memoirs, and scholarly texts.]

NES 395(3895) Israeli Society (also JWST 395[3895], SOC 390[3900]) @ (III) (SBA)

Spring. 4 credits. T. Sorek.

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 397(3697) History of the Israeli-Palestinian Conflict (also JWST 397[3697], SOC 397[3970], /GOVT 397[3697]) @ (III) (HA)

Fall. 4 credits. Not offered 2005-2006. T. Sorek.

Introduces students to the complexity of the Israel-Palestinian conflict in its various dimensions: national, religious, economic, and cultural. Outlines the history of the conflict from the beginning of Zionist immigration to Palestine in the late 19th 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 400(4100) Seminar in Advanced Hebrew (also JWST 400[4100]) @ (IV) (LA)

Fall. 4 credits; because topics vary by semester, may be repeated for credit by permission of instructor. Fulfills option 1. Limited to 15 students. Prerequisite: NES 301 with grade equivalent to C- or better or permission of instructor. Letter grades recommended. N. Scharf.

Continuation of work done in NES/JWST 301, with less emphasis on the study of grammar. Students 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(4101) Topics in Modern Hebrew Literature @ (IV) (LA)

Spring. 4 credits. *Provides language proficiency and satisfies Option 1.* Limited to 15 students. Prerequisite: NES/JWST 302, or permission of instructor. 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 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.

NES 407(4607) Ethnic and Religious Conflict in the Modern Middle East (S HUM 412)

Fall. 4 credits. M. Campos.

Examines political, social, religious, and cultural dimensions of ethnic and religious contact and conflict in various sites around the modern Middle East, including Lebanon, Israel/Palestine, and Turkey. Examines the contours of communal interactions, the impact of colonialism, nationalism, and Islamism on creating or exacerbating conflicts, the implications for social and spatial boundaries between groups, and the ways conflicts are remembered. Draws on a wide variety of

sources, including memoirs, ethnography, novels, and films.

NES 410(4710) Methods in Medieval (also ART H 410[4310])

Spring. 4 credits. C. Robinson.

For description, see ART H 410.

NES 414(4201) Readings in Arabic Literature @ # (IV) (LA)

Spring. 4 credits. Prerequisites: NES 312, 400-level NES Arabic course, or permission of instructor. S. M. Toorawa.

Introduces 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(4202) Readings in the Modern Arabic Short Story @ (IV) (LA)

Fall. 4 credits. Prerequisite: NES 312 or permission of instructor. D. Starr.

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 418(4618) Seminar in Islamic History: 600 to 750 (also NES 618[6618], HIST 461/671[4610/6710], RELST 418) @ # (III) (HA)

Spring. 4 credits. Knowledge of Arabic not required. Not offered 2005-2006. D. Powers.

Examination of Islamic history from 600 to 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*. Fulfills research seminar requirement for major.]

NES 422(4722) Late Medieval Devotional Image (also ART H 422[4322]) # (IV) (CA)

Fall. 4 credits. C. Robinson.

For description, see ART H 422.

NES 428(4628) Gnosticism and Early Christianity (also JWST/RELST 428[4628]) @ # (IV) (HA)

Fall. 4 credits. K. Haines-Eitzen.

In-depth exploration of early Christian Gnosticism—its literatures, beliefs, and practices. Early Christian Gnosticism came to be considered heretical by early proto-orthodox Church Fathers. In addition to reading the condemnations written by the opponents of gnostic thought, students focus attention on reading (in English translation) substantial portions of the Gnostic texts written by the Gnostics themselves and found at Nag Hammadi, Egypt, in 1945. To set these texts within a socio-historical context, the course discusses scholarly theories about Jewish and hellenistic roots of early Christian Gnosticism. Fulfills research seminar requirement for major.

NES 429(4929) Race in Medieval Islamic World (also S HUM 428)

Spring. 4 credits. B. Tezcan.

For description, see S HUM 428.

NES 447-448(4947-4948) Middle Eastern Music Ensemble (also MUSIC 431-432[3614])

447, fall; 448, spring. 1 credit each semester. Limited to 40 students.

Prerequisite: permission of instructor.

M. Hatch and staff.

Performance of diverse musical traditions from the Middle East. Instruction in percussion, oud, ney, and kanoun, among others.

NES 449(4490) Cervantes and the Mediterranean World (also SPANL 448[4480]) (IV) (LA)

Fall. 4 credits. M. A. Garces

For description, see SPANL 448.

NES 453(4953) Islamism (also GOVT 466[4665]) (III)

Spring. 4 credits. S. Buck-Morss.

For description, see GOVT 466.

NES 457(4657) Seminar in Islamic Law: Formation of Islamic Law (RELST 457[4657], HIST 453[4530])

Fall. 4 credits. Prerequisite: NES 255 or equivalent; or permission of instructor. D. Powers.

Examines what has been called "the mystery of the formation of Islamic law" by attempting to establish a middle ground between the traditional Islamic approach to the subject and that of revisionist western scholars. Themes discussed include: the Near Eastern and Arabian background of the Quranic legislation; the relationship between Quranic legal pronouncements and legal practice during the first century AH: the debate over the authenticity of *hadith* reports, i.e., statements about what Muhammad said, did or condoned by his silence; the role of caliphal law and Umayyad administrative practice; and the formation of the law schools or *madhhabs*. Fulfills research seminar requirement for major.

NES 460(4560) Theory and Method in Near Eastern Studies

Spring. 4 credits. Requirement for NES majors. K. Haines-Eitzen.

Seminar offering advanced Near Eastern Studies students the opportunity to read and discuss the range of theories and methods that have been employed by scholars in the interdisciplinary area of Near Eastern Studies. After giving attention to the historical development of area studies programs—and their current status and relevance—students read a wide range of highly influential works in Near Eastern Studies. Literary theory, historiography, post-colonialism, archaeology, gender theory, and comparative religions are a few of the approaches, methods, and theories explored. Authors include Talal Asad, Homi K. Bhabha, Mircea Eliade, Timothy Mitchell, Mary Douglas, Zachary Lockman, Edward Said, J. Z. Smith.

NES 467(4567) Cultivating Modernities: The Aesthetics of Uneven Development in the Middle East @ (IV) (CA)

Fall. 4 credits. T. Grigor.

Traces the cultural history of rapid and uneven development in the modern Middle East, predominantly based on the experiences of 19th- and 20th-century Iran. Topics cover a wide range of debates on the constructs of high culture, aesthetic values, archeological policies, colonial rivalry, local resistance, gendered metaphors, racist rhetorics, secular nationalism, and national historiography. Through a close examination of the built environment and material culture, the course reveals the perils of Iran's rapid modernization and the ensuing social tensions of its modernity. Their investigation hints at the often unbridgeable gulf between how things worked and how they looked in modern Iran.

For in 20th-century Iran, aesthetics was not only a mere allegory of modernity, but also the supreme (re)presentation of the image of an unevenly developed modern nation, that would eventually succumb to a popular (cultural) revolution.

NES 468(4568) Of Orientalism and (Post)Colonial Space (also JWST 468[4568])

Spring. 4 credits. T. Grigor.

Raises major themes that have constituted the Orientalist tradition. Reexamines Orientalist spaces both conceptual, imagined, spatial, rhetorical, historical, and sociopolitical by readdressing the problematic of Orientalism, not only as a long history of (mis)readings, but also as a technique of seeing, representing, and critiquing the space of the postcolonial. Examines its history and historiography as well as its modes of operation in the larger context of scholarly thinking. Focused on architectural and visual discourses, the course tackles the spaces of language and historiography, desire and gazes, (dis)utopias and modernity, prisons and pleasure, vandalism and civilization, despots and harems, disease and urban hygiene, sex and colonialism, diasporas and marginality, exiles and cities, canons and barbarians. Out of the matrix of complex and (un)transferable modernities, the course concludes with current debates about the polarization of *Of Orientalism* and its many *Spaces* that affect our daily life.

NES 475(4675) Christianization/Roman World (also CLASS 475[4625], RELST 475[4675], HIST 483[4830]) # (III or IV) (HA)

Spring. 3 credits. E. Rebillard.

For description, see CLASS 475.

NES 491-492(4991-4992) Independent Study, Undergraduate Level

Fall and spring. Variable credit.

Prerequisite: permission of instructor. Staff.

NES 498-499(4999) Independent Study, Honors

Fall and spring. 8 credits. Prerequisite: permission of instructor. Staff.

[NES 639[6539] Islamic Spain: Culture and Society (also NES 339[3539], JWST/SPANL 339/639[3539/6539], COM L 334/639, RELST 334/639[3539/6539])

Spring. 4 credits. Not offered 2005-2006. R. Brann.

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 691-692(6991-6992) 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
 Theatre, Film, and Dance
 Visual Studies

NEPALI

See "Department of Asian Studies."

PALI

See "Department of Asian Studies."

PHILOSOPHY

G. Fine, chair; R. N. Boyd, C. Brittain, A. Chignell, M. Eklund, H. Hodes, T. Irwin, S. MacDonald, R. W. Miller, M. Moody-Adams, H. Shue, N. Sturgeon (on leave 2005-2006), Z. Szabó, B. Weatherston (on leave fall 2005). 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 PHIL 100 are part of the first-year writing seminar program; they are taught by various members of the staff on a variety of philosophical topics, and because of their small size (17 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 8 credits of course work in related subjects approved by their major advisers. Occasionally majors may serve as teaching or research aides, working with faculty members familiar with their work.

Honors. A candidate for honors in philosophy must be a philosophy major with an average of B- or better for all work in the College of Arts and Sciences and an average of B+ or better for all work in philosophy. In either or both semesters 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 semester. *Honors students normally need to take PHIL 490 both semesters 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 Department of Philosophy office, 218 Goldwin Smith Hall.

Fees

In some courses a small fee may be charged 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 John S. Knight Institute brochure for times, instructors, and descriptions.

PHIL 101(1101) Introduction to Philosophy # (IV) (KCM)

Fall, spring, and summer, 3 credits. Fall: staff; spring: B. Weatherston.

Fall: Provides a broad overview of philosophical issues of perennial significance. Ethics: what is it for an act to be right or wrong? Do moral rules hold for everyone, or do some people have some moral roles and other people have others? What's wrong with death? Epistemology: can we have any knowledge of external reality, or only of our own ideas? Can we have any knowledge that does not come from perception, such as mathematical knowledge? Metaphysics: why is there something rather than nothing? What is the relation between a thing and its parts?

Spring: Introduction to some central philosophical debates. Covers four areas of philosophical debate: (1) whether there is a God or not; (2) how we know about the external world, if we do; (3) the relationship between mind and body; (4) what actions are moral or immoral. Focuses as much on the tools philosophers use to advance these debates as on the resolutions of the debates themselves. The purpose of this course is as much to introduce students to how philosophers think about problems as it is to introduce them to the philosophical problems themselves.

[PHIL 145(1450) Contemporary Moral Issues (IV) (KCM)

3 credits. Not offered 2005-2006.]

[PHIL 151(1510) Philosophy of Sport (IV) (KCM)

3 credits. Not offered 2005-2006.]

[PHIL 181(1810) Introduction to the Philosophy of Science (IV) (KCM)

3 credits. Not offered 2005-2006.]

PHIL 191(1910) Introduction to Cognitive Science (also COGST 101[1101], PSYCH 102[1200], COM S 101[1710], LING 170[1170]) (III) (KCM)

Fall. 3 or 4 credits. M. Spivey.

For description, see PSYCH 102.

PHIL 193(1930) Inequality, Diversity, and Justice (also CRP/SOC 293[2930], GOVT 293[2935]) (III or IV) (KCM)

Fall. 4 credits. No prerequisites. Intended primarily for freshmen and sophomores. Introductory lec, F Aug. 26; thereafter, lec, M W, sec, F. R. Miller.

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? Readings and guest lectures combine the resources of philosophy, social science, and legal studies.

PHIL 194(1940) Global Thinking (also GOVT 294[2947]) @ (III or IV) (KCM)

Fall. 4 credits. H. Shue.

The United States is the mightiest military power in human history. How should this power be used? This course examines 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 is the Bush doctrine of preemptive war, "humanitarian" intervention, and unilateralism/multilateralism. In all cases, students discuss how to integrate political and moral considerations into all-things-considered judgments about what to do here and now.

[PHIL 195(1950) Controversies About Inequality (also SOC /PAM 222[2220], ECON 222, ILRLE 222, GOVT 222) (III or IV) (SBA)

Variable credit. Not offered 2005-2006.]

[PHIL 201(2010) Philosophical Puzzles (IV) (KCM)

4 credits. Not offered 2005-2006.]

PHIL 211(2110) Ancient Philosophy (also CLASS 231[2661]) # (IV) (KCM)

Fall. 4 credits. Prerequisites: none. Open to freshmen. G. Fine.

Examines the origin and development of Western philosophy in Ancient Greece and Rome. Studies some of the central ideas of the Pre-Socratics, Socrates, Plato, Aristotle, and the Hellenistic philosophers (Epicureans, Stoics, and Skeptics). 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 makes people happy? Do human beings have free will? Ought we to fear death? Among the fundamental works we will read is Plato's *Republic*.

PHIL 212(2120) Modern Philosophy # (IV) (KCM)

Spring. 4 credits. A. Chignell.

Introductory course in philosophy with a strong emphasis on close reading of core texts. Focuses on the "early modern" period—roughly between the English and the French revolutions (1640-1789). Covers four books by four of the most important philosophers of this era. Our main focus is the metaphysical (or antimetaphysical) views of the authors, but we also study their views on epistemology. Topics include questions about the existence and nature of ideas, knowledge, causal connections, matter, soul, God, and freedom.

PHIL 213(2130) Existentialism (IV)

4 credits. Not offered 2005-2006.

[PHIL 216(2160) Sophomore Seminar: Self, Ego, Psyche # (IV) (KCM)

4 credits. Not offered 2005-2006.]

PHIL 231(2310) Introduction to Deductive Logic (II) (MQR)

Fall and spring, 4 credits each semester. H. Hodes.

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(2410) Ethics (IV) (KCM)

Spring. 4 credits. T. Gendler.

Introduction to the philosophical study of moral theories and moral arguments. Topics include: virtue ethics, deontological theories, and utilitarianism; some applications to controversial contemporary issues are discussed.

[PHIL 242(2420) Social and Political Philosophy (also GOVT 260) (III or IV) (KCM)

Fall. 4 credits. Not offered 2005-2006.]

[PHIL 244(2440) Philosophy and Literature (IV)

Not offered 2005-2006.]

PHIL 245(2450) Ethics and Health Care (IV) (KCM)

Spring. 4 credits. No previous study of philosophy presupposed. 2 lec, 1 disc per week. Staff.

Introduction to the ethical issues associated with contemporary medicine. 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 the course investigates concepts such as illness, death, autonomy, quality of life and personhood, and health care in a just society. Considers 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(2460) Ethics and the Environment (also S&T/S/B&SOC 206[2061]) (IV) (KCM)

Spring. 4 credits. Staff.

For description, see B&SOC 206.

[PHIL 247(2470) Ethics and Public Life (IV) (KCM)

Not offered 2005-2006.]

PHIL 248(2480) Ethics and International Relations (also GOVT 248[2485]) (III or IV) (KCM)

Spring. 4 credits. R. Miller.

Introduction to moral problems posed by international relations. The justification of wars and the assessment of tactics in wars, the right response to global poverty and inequality, the just governance of multinational institutions, the moral importance of sovereignty, self-determination and cultural autonomy, the benefits and burdens of globalization, the moral significance of America's global power, and the tension between patriotic and cosmopolitan duties are among the issues that may be addressed.

[PHIL 249(2490) Feminism and Philosophy (also FGSS 249(2490)) (IV) (KCM)

Fall. 4 credits. Not offered 2005–2006.]

PHIL 261(2610) Knowledge and Reality (IV) (KCM)

Fall. 4 credits. Z. Szabó.

Introductory course to epistemology and metaphysics. The backbone of the course is a reading of Bertrand Russell's book *The Problems of Philosophy*—a classic book that covers fundamental questions such as the existence of matter, induction, a priori knowledge, universals, truth and falsehood, and the limits of inquiry. Each chapter in Russell's book is accompanied by additional articles on the question he is discussing. The aim of the course is to give a taste of philosophy and to show how one might approach its questions systematically.

PHIL 262(2620) Philosophy of Mind (IV) (KCM)

Spring. 4 credits. Staff.

Provides a broad overview of the philosophy of mind, addressing such questions as: Is the mind the same as the body? What is consciousness? What is a person? What is it to perceive something?

[PHIL 263(2630) Religion and Reason (also RELST 262(2630)) (IV) (KCM)

Spring. 4 credits. Not offered 2005–2006. S. MacDonald.]

PHIL 286(2860) Science and Human Nature (also S&TS 286(2861)) (IV) (KCM)

Spring. 4 credits. R. Boyd.

Topic for 2005–2006: Darwin, Social Darwinism, and Human Sociobiology. 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(3080) Hellenistic Philosophy (also CLASS 341(3661)) (IV) (KCM)

Fall. 4 credits. Not offered 2005–2006.]

[PHIL 309(3090) Plato (also CLASS 339(3669)) # (IV) (KCM)

Fall. 4 credits. Not offered 2005–2006.]

PHIL 310(3100) Special Topics in Greek Literature: Aristotle (also CLASS 310(3110)) # (IV) (KCM)

Spring. 4 credits. Not offered 2005–2006.]

PHIL 311(3110) Modern Rationalism

Fall. 4 credits. Prerequisite: one course in philosophy at the 200 level or above. Highly recommended: PHIL 212 or equivalent. Not offered 2005–2006. A. Chignell.]

PHIL 312(3120) Modern Empiricism # (IV) (KCM)

Spring. 4 credits. Prerequisites: at least one previous course in the history of philosophy at the 200-level, or permission of the instructor. Z. Szabó.

Empiricism is the view that our thought is somehow constrained by our experience. The view comes in many varieties and in one way or other it has been present throughout the history of philosophy. This course is about modern empiricism which emerged

course of the 17th and 18th centuries; within modern empiricism, our focus will be on British authors. We begin with John Locke's *Essay concerning Human Understanding* and then we turn to some of his main empiricist followers and critics—George Berkeley, David Hume and Thomas Reid. While the course is fairly comprehensive, it highlights three central problems for modern empiricism: the nature of matter, the certainty of mathematics, and the signification of words.

[PHIL 314(3140) Ancient Philosophy # (IV) (KCM)

Not offered 2005–2006.]

[PHIL 315(3150) Medieval Philosophy # (IV) (KCM)

Fall. 4 credits. Not offered 2005–2006. S. MacDonald.]

[PHIL 316(3160) Kant # (IV) (KCM)

Fall. 4 credits. Prerequisite: two courses in philosophy at 200 level or above—PHIL 212 or equivalent should be one of them; otherwise, permission of instructor required. Not offered 2005–2006. A. Chignell.]

[PHIL 317(3170) Hegel # (IV)

Not offered 2005–2006.]

[PHIL 318(3180) Origins of 20th-Century Philosophy (IV) (KCM)

Not offered 2005–2006.]

PHIL 319(3190) 20th-Century Analytic Philosophy (IV) (KCM)

Fall. 4 credits. Staff.

Discusses some principal philosophical figures of the period between the world wars. In particular, the focus is on gaining an appreciation of Ludwig Wittgenstein's monumental text, the *Tractatus Logico-Philosophicus*, its sources of influence, and the scope of its influence, especially on the logical empiricist movement and its greatest exponent, Rudolf Carnap. Includes a postscript on the Carnap-Quine debate over the nature of philosophy.

PHIL 330(3300) The Foundations of Mathematics (II) (MQR)

Spring. 4 credits. H. Hodes.

Topic for spring 2006: set theory as a foundation for mathematics, with some attention to its philosophical motivations. This course covers 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(3310) Deductive Logic (also MATH 281(2810)) (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(3320) Philosophy of Language (IV)

Fall. 4 credits. M. Eklund.

Introduction to contemporary philosophy of language. Does not aim at covering all the ground; focuses instead 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 helps orient students in

contemporary analytic philosophy. In relation to singular reference, the course touches 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(3330) Problems in Semantics (also LING 333(3333), COGST 333(3330)) (III or IV) (KCM)

Fall. 4 credits. D. Abusch.

Looks at problems in the semantic analysis of natural languages, critically examining work in linguistics and philosophy on particular topics of current interest. Focuses on 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.

[PHIL 334(3340) Pragmatics (also LING 425(4425)) (III or IV)

Not offered 2005–2006.]

PHIL 341(3410) Ethical Theory (IV) (KCM)

Fall. 4 credits. Not offered 2005–2006.]

[PHIL 342(3420) Law, Society, and Morality (IV) (KCM)

Fall. 4 credits. Not offered 2005–2006. M. Moody-Adams.]

PHIL 344(3440) History of Ethics: Ancient and Medieval # (IV) (KCM)

Fall. 4 credits. T. H. Irwin.

The development of moral theory in Greek, Roman, and medieval philosophers. Topics include: Socrates and his questions about morality; the different answers of Plato, Aristotle, and the Stoics; and the influence of Christian thought. Main questions: happiness, welfare, and the human good; the virtues; self-interest and the interest of others; love, friendship and morality; theories of human nature and their relevance to ethics; comparisons and contrasts with modern moral theory. Readings mainly from Plato, Aristotle, the Stoics, St. Augustine, St. Thomas Aquinas.

PHIL 345(3450) History of Ethics: Modern # (IV) (KCM)

Spring. 4 credits. T. Irwin.

Continuation of PHIL 344. Hobbes's challenge to Greek and Christian ethics, responses to Hobbes, self-interest and the interests of others, the place of reason and sentiment in ethics, the objectivity of ethics, different conceptions of the right and the good, utilitarianism and its critics, and radical critiques of morality. Readings mainly from Hobbes, Butler, Hume, Kant, Sidwick, Nietzsche, Bradley, and Rawls.

PHIL 346(3460) Modern Political Philosophy (also GOVT 362(3625)) (III or IV) (KCM)

Fall. 4 credits. R. Miller.

Study of the leading contemporary theories of justice, including the work of Rawls, Nozick, Gauthier, and Scanlon. In discussing these theories and their critics, students 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, the course also examines the implications of these theories for specific political controversies (e.g., abortion, welfare programs, and pornography).

PHIL 347(3470) Global Justice (also GOVT 368[3685]) (III or IV) (KCM)

Spring. 4 credits. Not offered 2005-2006. R. Miller.]

[PHIL 348(3480) Philosophy and Literature (IV) (KCM)

Not offered 2005-2006.]

[PHIL 349(3490) Feminism and Philosophy (IV) (KCM)

Not offered 2005-2006.]

PHIL 361(3610) Epistemology (IV) (KCM)

Fall. 4 credits. T. Gendler.

Upper-division course suitable for graduate students, and for advanced undergraduates who have already taken at least two philosophy courses. Introduces students to a number of the topics and texts that have set the agenda for contemporary discussions in epistemology. Topics are 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 are selected from those collected in *Knowledge: Readings in Contemporary Epistemology*, eds. S. Berncker and F. Dretske, and *Epistemology: An Anthology* eds. E. Sosa and J. Kim.

PHIL 364(3640) Metaphysics (IV) (KCM)

Spring. 4 credits. Not offered 2005-2006. Z. Szabó.]

PHIL 381(3810) Philosophy of Science: Knowledge and Objectivity (also S&TS 381[3811]) (IV) (KCM)

Fall. 4 credits. R. Boyd.

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(3820) Philosophy and Psychology (IV)

Not offered 2005-2006.]

[PHIL 383(3830) Choice, Chance, and Reason (II) (MQR)

Not offered 2005-2006.]

[PHIL 384(3840) Philosophy of Social Science (IV) (KCM)

Spring. 4 credits. Prerequisite: philosophy course. Not offered 2005-2006. T. Hinton.]

PHIL 387(3870) Philosophy of Mathematics (IV)

Spring. 4 credits. Prerequisite: logic course and at least one other philosophy course or permission of instructor. H. Hodes.

Topic for spring 2006: Logicism (the thesis that mathematics is in some sense just fancy logic) and its critics. Focuses on the "classical" material by Frege and Russell (with some attention to their foundational projects but more on their ontological and epistemological commitments) but also considers criticism

by Poincare, Wittgenstein, and others, the consequences of Godel's incompleteness theorems. Also considers (if time permits) recent incarnations of the Logicist viewpoint and comparisons with Hilbertian formalism, Brouwerian intuitionism, and standard set-theoretic foundations for mathematics.

PHIL 390(3900) Independent 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(4090) German Philosophical Texts (IV) (KCM)

Fall and spring. Variable credit.

Prerequisites: basic reading (not speaking) knowledge of German and permission of instructor. A. Chignell.

Reading and translation of philosophical texts (historical and contemporary) in German.

PHIL 410(4100) 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(4110) Greek Philosophical Texts (also CLASS 611[7111]) # (IV) (KCM)

Fall and spring. Variable credit. Open to undergraduates only with permission of instructor. T. Irwin.

Reading and translation of philosophical texts in the original Greek.

PHIL 413(4130) Topics in Ancient Philosophy (also CLASS 442[4662]) # (IV) (KCM)

Spring. 4 credits. G. Fine.

TBA.

PHIL 415(4150) Augustine's Confessions (also RELST/CLASS 405[4665]) (KCM)

Spring. 4 credits. C. Brittain.

Augustine's *Confessions* record the strange story of his conversion to or rediscovery of God under the stimulus of the letters of Paul and the pagan philosophy of Plotinus. The *Confessions* interpret his conversion as an act of memory or self-investigation that culminates in a Platonist philosophical vision of the divine at the limits of the self; the work itself is written as a self-conscious act of memory (or self-investigation); it also contains a theoretical analysis of memory (Book X). This course studies Augustine's conception of memory as the source of the self and the bridge from the self to the divine, and its origins in Greek philosophy, Latin rhetorical theory, and individual experience.

PHIL 416(4160) Modern Philosophy # (IV) (KCM)

Not offered 2005-2006.]

[PHIL 431(4310) Mathematical Logic (also MATH 481[4810]) (II) (MQR)

Spring. 4 credits. Prerequisites: MATH 222 or 223 and preferably some additional course involving proofs in mathematics, computer science, or philosophy. Not offered 2005-2006. Staff.]

[PHIL 432(4320) Topics in Logic (also MATH 482[4820]) (II) (MQR)

Spring. 4 credits. Prerequisite: at least one course in logic at or above level of PHIL 331 (MATH 281), either one course in post-calculus algebra or permission of instructor. Not offered 2005-2006. H. Hodes.]

PHIL 433(4330) Philosophy of Logic (IV)

Not offered 2005-2006.]

[PHIL 435(4350) Pragmatics (also LING 425[4425]) (III or IV) (KCM)

Not offered 2005-2006.]

PHIL 436(4360) Intensional Logic (also LING 483[4483], MATH 483[4830]) (II) (MQR)

Spring. 4 credits. Prerequisites: MATH 281 and PHIL 331 or 231 with A- or better; or successful completion of any course that presupposes a significant portion of either of the above (e.g., MATH 481 and PHIL 431 or MATH 484 and PHIL 434. With permission of 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. Not offered 2005-2006. Staff.]

[PHIL 441(4410) Contemporary Ethical Theory (IV) (KCM)

Not offered 2005-2006.]

PHIL 447(4470) Contemporary Political Philosophy (also GOVT 465) (III or IV) (KCM)

Spring. 4 credits. R. Miller.

Topic for 2006: Inequality, local and global. The critique of economic and political inequalities within a society, long a central theme of political philosophy, has recently been subject to two major challenges: philosophical arguments against the moral significance of economic inequality, and international developments creating a need to extend standard discussions of inequality to the world at large. This investigation of these controversies may include these questions: What is the inherent value, if any, of economic equality and democracy? What is the role of ties of community and objections to exploitation in the criticism of economic inequality? Do current global economic processes give rise to special duties on the part of the better-off? What are the moral implications of the special global power of the United States? Should inroads of globalization on cultural and political autonomy be opposed? What is the significance of democratic values for global governance?

[PHIL 448(4480) International Justice (also GOVT 492) (III or IV) (KCM)

Not offered 2005-2006.]

[PHIL 460(4600) Epistemology (IV)

Not offered 2005-2006.]

[PHIL 462(4620) Philosophy of Mind (IV) (KCM)

Spring. 4 credits. Not offered 2005-2006.]

[PHIL 464(4640) Metaphysics (IV) (KCM)

Not offered 2005-2006.]

PHIL 481(4810) Problems in the Philosophy of Science (IV) (KCM)

Spring. 4 credits. Not offered 2005-2006. R. Boyd.]

PHIL 483(4830) Choice, Chance, and Reason (IV) (KCM)

Fall. 4 credits. Not offered 2005–2006.
B. Weatherson.]

PHIL 490(4900) Informal Study for Honors

Fall and spring. 4 credits. Prerequisite: senior honors students.

See "Honors" at the beginning of the Philosophy section.

PHIL 611(6110) Ancient Philosophy

Spring. 4 credits. Not offered 2005–2006.
C. Taylor.]

[PHIL 612(6120) Medieval Philosophy

Not offered 2005–2006.]

PHIL 633(6330) Philosophy of Language: Tense and Time (also LING 700[7700])

Fall. 4 credits. Z. Szabo.

The topic of this course is the interpretation of indefinite and definite descriptions. This seemingly parochial topic is of seminal importance: one way or another, it raises all the foundational questions that concerned philosophers of language in the last century are connected to it. We will begin by quickly rehearsing the classical material: papers by Frege, Russell, Strawson, Donnellan, Grice and Kripke. The bulk of the class will be devoted to recent work by philosophers such as Devitt, Graff, Neale, Salmon, and Sainsbury, as well as linguists such as Dekker, Heim, Roberts, von Stechow, and ter Meulen.

PHIL 641(6410) Ethics and Value Theory

Fall. 4 credits. M. Moody-Adams.

Topic for 2005–2006: Normative ethical theories.

PHIL 643(6430) Social and Political Philosophy

Spring. 4 credits. Not offered 2005–2006.
R. Miller.]

PHIL 651(6510) Philosophy of Religion

Fall. 4 credits. A. Chignell and S. MacDonald.

Topic for 2005–2006: Important recent philosophical work of the problem of evil.

PHIL 662(6620) Philosophy of Perception

Spring. 4 credits. Staff.

Seminar focusing on contemporary debates concerning the nature of perceptual consciousness. Does perceptual experience have representational content? If so, what is it like? Can the sensuous aspects of perceptual experience be entirely understood in terms of the representational content of the experience?

PHIL 663(6630) Philosophy of Psychology

Fall. 4 credits. Not offered 2005–2006.
T. Gendler.]

[PHIL 665(6650) Metaphysics

Spring. 4 credits. B. Weatherson.

In this course we'll look at some of David Lewis's most important philosophical works. The focus of the course will be Lewis's methodology and philosophical outlook. So we'll start with Lewis's account of the definition of theoretical terms, his Humean supervenience thesis, and his distinction between natural and non-natural properties. The second part will be on Lewis's metaphysics. Our attention will be on how Lewis fits seemingly non-Humean elements into his sparse Humean picture. Finally we'll look at his views on mind and language. The central theme here will be how Lewis uses

metaphysics to respond to Wittgensteinian worries about the possibility of semantics, and the limits of this response.

PHIL 681(6810) Philosophy of Science (also S&TS 681[6811])

Spring. 4 credits. R. Boyd.
Topic TBA.

PHIL 691(6910) Normative Issues in IR (also GOVT 491[691])

Fall. 4 credits. H. Shue.

Examines selected normative elements of international affairs, divided into three interlocking clusters: (1) issues of conflict, including both low-intensity military intervention and nuclear weapons; (2) questions of cooperation, especially between rich nations and poor nations; (3) 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(7000) 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, chair (109 Clark Hall, 255–6016); C. P. Franck, director of undergraduate studies (101 Clark Hall, 255–8158, physicsdus@mailbox@cornell.edu); J. P. Alexander, V. Ambegaokar, T. A. Arias, N. W. Ashcroft, K. Berkelman, E. Bodenschatz, P. Brouwer, D. G. Cassel, I. Cohen, C. Csaki, J. C. Davis, G. F. Dugan, V. Elser, D. B. Fitchen, E. E. Flanagan, 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, R. C. Richardson, D. L. Rubin, A. Ryd, J. P. Sethna, A. J. Sievers, E. Siggia, P. C. Stein, R. M. Talman, R. Thorne, H. Tye, C. Umrigar, 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 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-semester 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. The physics major provides flexibility to pursue diverse interests through concentrations either within physics or outside physics.

Students who wish to major in physics are advised to start the physics sequence in the first semester of their freshman year. The major program still can be completed with a second-semester 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. Students wishing to declare the major should meet with the director of undergraduate studies, who will match the student with a major adviser following discussion of the student's interests. 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-semester introductory sequence (PHYS 112–213–214 or 116–217–218), the core includes five upper-level courses—(1) the two-course sequence in modern physics (PHYS 316–317), (2) at least three semester hours of laboratory work selected from PHYS 310, 330, 360, 410, ASTRO 410, (3) an intermediate course in classical mechanics, and (4) 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 and/or 213. Core courses in mechanics and electromagnetism will normally be PHYS 318 and 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 are 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 8 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 8 credits must be in courses numbered above 300. Students in the past have chosen to concentrate in a wide variety of fields, including (but not limited to) astronomy, business, chemical physics, computer science, econometrics, education, geophysics, history, and philosophy of science, law, meteorology, or public policy. A combined biology-chemistry concentration is common for pre-medical students or those who wish to prepare for work in biophysics.

The department particularly wishes to encourage students with an interest in science education. Physics majors can obtain teaching certification by concentrating in education and then completing a one-year master of arts in teaching (MAT) degree. Information about the education concentration and MAT can be obtained from the Department of Education's Cornell Teacher Education Program or from the director of undergraduate studies in physics. For students with concentrations outside physics, the core requirements in mechanics and electromagnetism can be appropriately met with PHYS 314 and 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.

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(1012) PHYS 112(1112) Supplement

Spring. 1 credit. S-U grades 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(1013) PHYS 213(2213) Supplement

Fall. 1 credit. S-U grades 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.

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 is 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 co-register 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.

PHYS 101(1101) General Physics I (I) (PBS)

Fall, summer (eight-, six, or a four-week session within the first weeks of the eight-week session). 4 credits. Enrollment may be limited. General introductory physics for nonphysics majors. Prerequisites: three years high school mathematics, including some trigonometry. Students 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. Fall introductory lec, R Aug. 25 or M Aug. 29. Staff.

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(1102) General Physics II (I) (PBS)

Spring, summer (eight-week, six-week, or second four weeks only for those doing PHYS 101 in first four weeks). 4 credits. Enrollment may be limited. 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. Spring introductory lec, M Jan. 23. Staff.

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 semester. 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 the course 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 ed., by Giambattista, Richardson, and Richardson.

PHYS 103(1103) General Physics (I) (PBS)

Summer. 4 credits. Prerequisite: three years high school mathematics, including trigonometry. Students without high school physics should allow extra time for PHYS 103. A more traditional version of PHYS 101; not appropriate for students majoring in physics or engineering; primarily for students majoring in life sciences. Lec and disc, M–F; lab, 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 ed., by Giambattista, Richardson, and Richardson.

PHYS 112(1112) Physics I: Mechanics (I) (PBS)

Fall, spring, summer (six-week session). 4 credits. Primarily for engineering students and prospective physics majors. Prerequisite: MATH 191. Recommended: co-registration in MATH 192. Students co-registered in MATH 191, 112, or equivalent may enroll, but PHYS 112 employs some math concepts before their completion in these calculus courses. Fall, P. Krasicky; spring, Staff.

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(1116) Physics I: Mechanics and Special Relativity (I) (PBS)

Fall, spring. 4 credits. More analytic than PHYS 112; intended for students who are comfortable with deeper, somewhat more abstract approach; intended mainly but not exclusively for prospective majors in physics, astronomy majors, or applied and engineering physics majors. Prerequisites: 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 first three weeks of instruction. Two rec each week and seven 2-hour labs. Fall, V. Elser; spring, M. Perelstein.

At the level of *An Introduction to Mechanics* by Kleppner and Kolenkow.

PHYS 117(1117) Concepts of Modern Physics

Fall. 1 credit. Enrollment may be limited. Co-requisite: PHYS 112 or 116 or 213 or 217. For freshmen who plan to major in physics, applied and engineering physics, or astronomy. S-U grades only. A. Sadoff.

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(1190) Supplemental Introductory Laboratory

Fall, spring. 1 credit. Times TBA with instructor. Limited enrollment. S-U grades only. Prerequisites: 3 transfer credits for introductory physics lecture material; a degree requirement for laboratory component of that introductory course; approval of director of undergraduate studies; and permission of lecturer of that course at Cornell. Students must file PHYS 190 permission form 121 Clark Hall with 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 equivalent of one of these introductory courses at another institution should receive prior approval from the physics director of undergraduate studies.

PHYS 201(1201) Why the Sky Is Blue: Aspects of the Physical World (I) (PBS)

Fall. 3 credits. A. Sadoff.

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 unification and character of physical laws as shown, for example, 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(1202) How Physics Works (I) (PBS)

Spring. 3 credits. Intended for nonphysics majors. No background in either science or mathematics beyond high school algebra assumed. P. Stein.

Introduces students who are not majoring in scientific or quantitative disciplines to the techniques and ways of reasoning employed in physics. By gaining an understanding of two milestones in the history of physics (the discoveries of Newton and the application of the laws of probability to physical problems), students learn about the interaction of experiment, mathematics, and conjecture that has fueled the advance of physics.

PHYS 203(1203) 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. H. Padamsee.

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. 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(1204) Physics of Musical Sound (also MUSIC 204[2111]) (I) (PBS)

Spring. 3 credits. Intended for nonscientists; does not serve as prerequisite for further science courses. Assumes no scientific background but uses high school algebra. K. Selby.

Explores musical sound from a physics point of view. Topics include: how various musical instruments work; pitch, scales, intervals and tunings; hearing; room acoustics; reproduction of sound. Science writing and physics problem-solving skills are developed through weekly assignments. Student activities include hands-on investigations of musical instruments, and field trips. Students write a term paper investigating a topic of their choice. At the level of *The Science of Sound* by Rossing, Moore, and Wheeler.

PHYS 205(1205) Reasoning about Luck (II) (MQR)

Fall. 3 credits. Intended for nonscientists and prospective high school science teachers. Does not serve as prerequisite for further science courses. Assumes no scientific background but uses high school algebra. V. Ambegaokar.

When and how natural scientists can cope rationally with chance is the theme of this course. Starting from simple questions—such as how one decides if an event is “likely,” “unlikely,” or just incomprehensible—an understanding is reached of more subtle points: why it is, for example, that in large systems likely events can become overwhelmingly likely. From these last considerations, the interested student is introduced to the second law of thermodynamics, that putative bridge between C. P. Snow’s two cultures. The way in which chance occurs, albeit somewhat mysteriously, in quantum mechanics is also explained. There are several problem sets, but the main assignment is a 15- to 20-page paper on one or more of the topics covered.

PHYS 207(2207) Fundamentals of Physics I (I) (PBS)

Fall. 4 credits. Prerequisites: high school physics plus MATH 111, 190, or 191, or solid grasp of basic notions of introductory calculus. Co-requisite: math course approved by instructor. 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 tightly coupled to lectures that introduce computer-aided data acquisition and analysis, and recitations that emphasize cooperative problem-solving, 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 materials physics. At the level of *Fundamentals of Physics*, Vol. I, sixth ed., by Halliday, Resnick, and Walker.

PHYS 208(2208) Fundamentals of Physics II (I) (PBS)

Spring. 4 credits. Prerequisites: PHYS 207 or 112 or 101; substantial contact with introductory calculus (e.g., MATH 111, 190, or 191). 207–208 is a two-semester introduction to physics with emphasis on tools generally applicable in sciences, intended for students majoring in physical science, mathematics, or analytically oriented biological science.

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 ed., by Halliday, Resnick, and Walker.

PHYS 213(2213) Physics II: Heat/Electromagnetism (I) (PBS)

Fall, spring, summer (six-week session). 4 credits. Primarily for students of engineering and prospective physics majors. Prerequisite: PHYS 112 and MATH 192. Students co-registered in MATH 192, 221, or equivalent may enroll, but PHYS 213 employs some math concepts before their completion in these calculus courses. Fall, L. Gibbons; spring, G. Dugan.

Topics include temperature, heat, the laws of thermodynamics, electrostatics, behavior of matter in electric fields, DC circuits, magnetic fields, Faraday’s law, AC circuits, and electromagnetic waves. At the level of *University Physics*, Vols. 1 and 2, by Young and Freedman, 11th ed. Laboratory covers electrical circuits, magnetic fields, and magnetic induction, thermometry, and calorimetry.

PHYS 214(2214) Physics III: Optics, Waves, and Particles (I) (PBS)

Fall, spring, summer (six-week session). 4 credits. Primarily for engineering students and prospective physics majors.

Prerequisites: PHYS 213 and MATH 293. Students co-registered in MATH 293, 222, or equivalent may enroll, but PHYS 214 employs some math concepts before their completion in these calculus courses. Fall, T. Arias; spring, staff.

Physics of oscillations and wave phenomena, mechanical waves, sound waves, electromagnetic waves, reflection and transmission of waves, interference and diffraction effects, transport of momentum and energy, 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(2216) Introduction to Special Relativity

Fall, spring, weeks 4–6 based on preregistration. 1 credit. Enrollment may be limited. Co-registration in this course is requirement for registration in PHYS 217, unless student has taken relativity course at level of PHYS 116 or ASTRO 106. Prerequisites: PHYS 112 or 207 or permission of instructor. S-U grades only. 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(2217) Physics II: Electricity and Magnetism (also A&E P 217[2170]) (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 more analytic treatment than that of PHYS 213.

Prospective physics majors encouraged to register. Prerequisites: approval of student’s adviser and permission of instructor. Co-requisite: MATH 293 or equivalent.

Placement quiz may be given early in semester, permitting students who find PHYS 217 too abstract or analytical to transfer into PHYS 213. 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 level of PHYS 116 or is currently enrolled in PHYS 216 and that student has covered material of MATH 192. Fall, A. LeClair; spring, staff.

At the level of *Electricity and Magnetism*, Vol. 2, by Purcell (Berkeley Physics Series).

PHYS 218(2218) 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 more analytic treatment than that of PHYS 214. Prospective physics majors encouraged to register. Prerequisites: PHYS 217 (with grade of B or higher) and course in differential equations or permission of instructor. Fall, D. Cassel; spring, M. Wang.

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. Derives wave equations on strings, for sound and light, and in elastic media. Covers Fourier series and linear partial differential equations. In some semesters, elasticity theory and tensor calculus may be introduced. The second part introduces 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(3310) Intermediate Experimental Physics (I) (PBS)

Spring. 3 credits. Enrollment may be limited. Prerequisite: PHYS 208 or 213. Lab, 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(3314) Intermediate Mechanics (I) (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 more analytical level.

J. C. Davis.

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(3316) Basics of Quantum Mechanics (I) (PBS)

Fall, spring. 3 credits. Prerequisites: PHYS 214 or 218 and co-registration in at least MATH 294 or equivalent. Assumes that majors registering in PHYS 316 will continue with PHYS 317. Fall, J. C. Davis; spring, G. Hoffstaetter.

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(3317) Applications of Quantum Mechanics (I) (PBS)

Fall. 3 credits. Prerequisite: PHYS 316. Staff.

Covers a number of applications of quantum mechanics to topics in modern physics. 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(3318) 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 less demanding level. Assumes prior exposure to Fourier analysis, linear differential equations, linear algebra, and vector analysis. E. Flanagan.

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 Thornton, and *Analytical Mechanics* by Hand and Finch. Supplementary reading is assigned.

PHYS 323(3323) Intermediate Electricity and Magnetism (I) (PBS)

Fall. 4 credits. Prerequisites: PHYS 208 or 213/214 (or equivalent) and MATH 293/294 (or equivalent). Recommended: co-registration in A&EP 321 or appropriate mathematics course. Intended for physics majors with concentration outside of physics or astronomy; PHYS 327 covers similar material at more analytical level. C. Franck.

Topics include electro/magnetostatics, boundary value problems, dielectric and magnetic media, Maxwell's Equations, electromagnetic waves, including guided waves, and sources of electromagnetic radiation. At the level of *Introduction to Electrodynamics* by Griffiths.

PHYS 327(3327) Advanced Electricity and Magnetism (I) (PBS)

Fall. 4 credits. Prerequisites: PHYS 217/218 or permission of instructor. Co-requisite: A&EP 321 or appropriate mathematics course(s). Intended for physics majors concentrating in physics or astronomy. PHYS 323 covers similar material at less demanding level. Assumes knowledge of material at level of PHYS 217 and makes extensive use of vector calculus, and some use of Fourier transforms and complex variables. F. C. Csaki.

Covers electro/magnetostatics, vector and scalar potentials, multipole expansion of the potential solutions to Laplace's Equation and boundary value problems; time-dependent electrodynamics; Maxwell's Equations, electromagnetic waves, reflection and refraction, wave guides, retarded potential, antennas; relativistic electrodynamics, four vectors, Lorentz, transformation of fields.

At the level of *Classical Electromagnetic Radiation* by Heald and Marion.

PHYS 330(3330) Modern Experimental Optics (also A&EP 330[3300]) (I) (PBS)

Fall. 4 credits. Limited enrollment. Prerequisite: PHYS 214 or equivalent. Lec, W; lab, M T. M. Wang.

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(3341) Thermodynamics and Statistical Physics (I) (PBS)

Fall. 4 credits. Prerequisites: PHYS 214, 316, and MATH 294. P. Brouwer.

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(3360) Electronic Circuits (also A&EP 363[3630]) (I) (PBS)

Fall, spring. 4 credits. Prerequisites: undergraduate course in electricity and magnetism (e.g., PHYS 208, 213, or 217) or permission of instructor. No previous electronics experience assumed, although course moves quickly through introductory topics such as basic dc circuits. Fall semester usually has smaller enrollment. S-U grade option available by permission of instructor for students who do not require course for major. 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(4400) Informal Advanced Laboratory

Fall, spring. 1-3 credits, variable. Prerequisites: two years physics or permission of instructor. 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(4410) Advanced Experimental Physics (I) (PBS)

Fall, spring. 4 credits. Prerequisite: senior standing or permission of instructor; PHYS 214 (or 310 or 360) plus 318 and 327, or permission of instructor. 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(4443) Intermediate Quantum Mechanics (I) (PBS)

Spring. 4 credits. Prerequisites: PHYS 327 or 323; and PHYS 316 and A&EP 321 or appropriate mathematics course(s); co-registration in PHYS 314 or 318; or permission of instructor. Assumes prior experience in linear algebra, differential equations, and Fourier transforms. M. Neubert.

Provides an introduction to concepts and techniques of quantum mechanics, at the level of *An Introduction to Quantum Mechanics* by Griffiths.

PHYS 444(4444) High-Energy Particle Physics (I) (PBS)

Spring. 4 credits. Prerequisite: PHYS 443 or permission of instructor. A. Ryd.

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(4445) Introduction to General Relativity (also ASTRO 445[4445])(I) (PBS)

Fall. 4 credits. Offered as alternative to more comprehensive, two-semester graduate sequence PHYS 553 and 554. E. Flanagan.

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 Hartle.

[PHYS 451(4451) Classical Mechanics, Nonlinear Dynamics, and Chaos (also PHYS 551[6551]) (I) (PBS)

Spring. 3 credits. Prerequisite: strong performance in PHYS 318 or equivalent. Biweekly two-hour sem TBA. Not offered 2005-2006.]

PHYS 454(4454) Introductory Solid-State Physics (also A&EP 450[4500]) (I) (PBS)

Fall. 4 credits. Prerequisite: PHYS 443, A&EP 361, or CHEM 793 highly desirable but not required. Lec, M W F; computer lab: W or R. F. Wise.

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(4455) Geometrical Concepts in Physics (I) (PBS)

Spring. 4 credits. Prerequisite: PHYS 323 or equivalent and at least co-registration in PHYS 318 or permission of instructor.

Usually offered every other spring.

Geometrical methods are an essential tool in modern theoretical physics and provide deep insights into classical physics. This course introduces basic concepts from differential geometry and differential forms, emphasizing calculational methods and illustrating their utility by drawing examples from mechanics, electrodynamics, and crystal diffraction. At the level of *Geometric Methods of Mathematical Physics* by Schutz.

[PHYS 456(4456) Introduction to Accelerator Physics and Technology (also PHYS 656[7656]) (I) (PBS)

Fall. 3 credits. Prerequisites: PHYS 323 or 327 and PHYS 314 or 318. Lec, T R. Not offered 2005-2006. G. H. Hoffstaetter.

Fundamental physical principles of particle accelerators and enabling technologies, with a focus on circular high-energy colliders, and x-ray sources such as the Cornell Electron Storage Ring (CESR).]

[PHYS 457(4457) The Storage Ring as a Source of Synchrotron Radiation (also PHYS 657[7657]) (I) (PBS)

Spring. 3 credits. Prerequisites: PHYS 314 or 327 and PHYS 323 or 327 or permission of instructor. Previous completion of PHYS 455 not required. Not offered 2005-2006. 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(4480) Computational Physics (also PHYS 680[7680], ASTRO 690[7690]) (I) (PBS)

Spring. 3 credits. Assumes familiarity with standard mathematical methods for physical sciences and engineering, differential equations and linear algebra in particular and with computer programming in general (e.g., Fortran or C). S-U grades only. T. Arias.

Covers numerical methods for ordinary and partial differential equations, linear algebra and eigenvalue problems, nonlinear equations, and fast Fourier transforms and nonlinear optimization problems 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 students' 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(4481) Quantum Information Processing (also PHYS 681[7681], COM S 483[4812])

Spring. 2 credits. S-U grades only. Prerequisite: familiarity with theory of finite-dimensional vector spaces over complex numbers. 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 is 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(4487) Selected Topics in Accelerator Technology (also PHYS 687[7687])

Fall. 2 credits. Prerequisite: PHYS 323 or 327. S-U grades only. Not offered 2005-2006.

Fundamentals of accelerator technology. Consists of a series of topical seminars covering the principal elements of accelerator technology.]

[PHYS 488(4488) Advanced Topics in Accelerator Physics (also PHYS 688[7688]) (I) (PBS)

Fall. 3 credits. S-U grades only. Not offered 2005-2006.

Covers fundamental physical principles of particle accelerators and enabling technologies.]

PHYS 490(4490) Independent Study in Physics

Fall or spring. Variable to 4 credits; max. of 8 credits may be applied to physics major. Prerequisite: permission of professor who will direct proposed work. Copy of Request for Independent Study form must be filed with physics department course coordinator, 121 Clark Hall. Individual project work (reading or laboratory) in any branch of physics.

PHYS 500(6500) Informal Graduate Laboratory

Fall, spring. Variable to 2 credits. Prerequisite: permission of instructor. Fall, D. Hartill; spring, staff.

Experiments of widely varying difficulty in one or more areas, as listed under PHYS 510, may be done to fill special requirements.

PHYS 510(6510) Advanced Experimental Physics

Fall, spring. 3 credits. Optional lec associated with PHYS 410 available M. 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(6520) Projects in Experimental Physics

Fall, spring. Variable to 3 credits. Prerequisite: PHYS 510. To be supervised by faculty member. Students must advise department course coordinator of faculty member responsible for project.

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(6525) Physics of Black Holes, White Dwarfs, and Neutron Stars (also ASTRO 511[6511])

Spring. 4 credits. Prerequisites: none. Not offered 2005-2006. D. Lai.

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(6551) Classical Mechanics, Nonlinear Dynamics, and Chaos (also PHYS 451[4451])

Spring. 3 credits. Not offered 2005-2006. For description, see PHYS 451.]

[PHYS 553-554(6553-6554) General Relativity (also ASTRO 509-510(6509-6510))]

553, fall; 554, spring. 4 credits.

Prerequisite: knowledge of special relativity and methods of dynamics at level of *Classical Mechanics* by Goldstein. Not offered 2005-2006. J. York.

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(6561) Classical Electrodynamics]

Fall. 3 credits. R. Talman.

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(6562) Statistical Physics]

Spring. 4 credits. Primarily for graduate students. Prerequisites: good knowledge of quantum mechanics, classical mechanics, and undergraduate-level thermodynamics or statistical mechanics class. J. Sethna.

Starts with the fundamental concepts of temperature, entropy, and free energy, defining the microcanonical, canonical, and grand canonical ensembles. Touches upon Markov chains, random walks, diffusion equations, and the fluctuation-dissipation theorem. Covers Bose-Einstein and Fermi statistics, black-body radiation, Bose condensation, superfluidity, metals, and white dwarves. Discusses fundamental descriptions of phases, and introduce Landau theory, topological order parameters, and the homotopy classification of defects. Briefly studies first-order phase transitions and critical droplet theory and concludes with a discussion of critical phenomena, scaling, universality, and the renormalization group.

[PHYS 572(6572) Quantum Mechanics I]

Fall. 4 credits. H. Tye.

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(6574) Applications of Quantum Mechanics II]

Spring. 4 credits. Knowledge of concepts and techniques covered in PHYS 561 and 572 and of statistical mechanics at undergraduate level assumed.

Possible topics include identical particles, many electron atoms, second quantization, quantization of the electromagnetic field, scattering of complex systems, radiative transitions, and introduction to the Dirac equation.

[PHYS 599(6599) Cosmology (also ASTRO 599(6599))]

Not offered 2005-2006.

For description, see ASTRO 599.]

[PHYS 635(7635) Solid-State Physics I]

Fall. 3 credits. Prerequisites: good undergraduate solid-state physics course (e.g., PHYS 454), as well as familiarity with graduate-level quantum mechanics. D. Ralph.

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(7636) Solid-State Physics II]

Spring. 3 credits. Prerequisite: PHYS 635. P. Brouwer.

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 localizations.

[PHYS 645(7645) High-Energy Particle Physics]

Fall. 3 credits. A. Ryd.

Serves as an introduction to physics of baryons, mesons, and leptons.

[PHYS 646(7646) High-Energy Particle Physics]

Spring. 3 credits. M. Neubert.

Covers topics of current interest, such as high-energy electron and neutrino interactions, electron positron annihilation, and high-energy hadronic reactions.

[PHYS 651(7651) 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(7652) Relativistic Quantum Field Theory II]

Spring. 3 credits. S-U grades only. H. Tye.

A continuation of PHYS 651. Introduces more advanced methods and concepts in quantum field theory. Topics include renormalization, non-abelian gauge theories, functional integral methods, and quantization of non-abelian gauge theories, spontaneous symmetry breaking, and anomalies. At the level of *An*

Introduction to Quantum Field Theory by Peskin and Schroeder.

[PHYS 653(7653) Statistical Physics]

Fall. 3 credits. Prerequisites: quantum mechanics at level of PHYS 572, statistical physics at level of PHYS 562. S-U grades only. E. Mueller.

Survey of topics in modern statistical physics selected from phase transitions and the renormalization groups, linear response and fluctuations-dissipation theories; quantum statistical mechanics; and nonequilibrium statistical mechanics.

[PHYS 654(7654) Theory of Many-Particle Systems]

Spring. 3 credits. Prerequisites: PHYS 562, 574, 635, 636, and 653 or permission of instructor. S-U grades only. Not offered 2005-2006. 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(7656) Introduction to Accelerator Physics and Technology (also PHYS 456(4456))]

Not offered 2005-2006.

For description, see PHYS 456.]

[PHYS 657(7657) The Storage Ring as a Source of Synchrotron Radiation (also PHYS 457(4457))]

Not offered 2005-2006.

For description, see PHYS 457.]

[PHYS 661(7661) Advanced Topics in High-Energy Particle Theory]

Fall. 3 credits. Prerequisite: PHYS 652.

S-U grades only. Not offered 2005-2006.

H. Tye.

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(7667) Theory of Stellar Structure and Evolution (also ASTRO 560(6560))]

Not offered 2005-2006.

For description, see ASTRO 560.

[PHYS 670(7670) Instrumentation Seminar]

Spring. 2 credits. S-U grades only. Not offered 2005-2006. J. Alexander.

Covers conception, design, and performance of innovative instrumentation in condensed matter and elementary particle physics.]

[PHYS 680(7680) Computational Physics (also PHYS 480(4480), ASTRO 690(6590))]

For description, see PHYS 480.

PHYS 681-689(7681-7689) Special Topics

Offerings are announced each semester. 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(7681) Quantum Information Processing (also PHYS 481[4481], COM S 483[4812])

For description, see PHYS 481.

PHYS 682(7682) Computational Methods for Nonlinear Systems (also CIS 629[6229])

Fall. 4 credits. Enrollment may be limited. J. Sethna and C. Myers.

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 is pitched at a high level of computational sophistication, but is designed to fit into the busy schedules of first-year graduate students.

[PHYS 687(7687) Selected Topics in Accelerator Technology (also PHYS 487[4487])

Not offered 2005-2006.

For description, see PHYS 487.]

[PHYS 688(7688) Advanced Topics in Accelerator Physics (also PHYS 488[4488])

Fall. 3 credits. Not offered 2005-2006.

For description, see PHYS 488.

PHYS 690(7690) 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. DeVoogd, 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, D. A. Levitsky, J. B. Maas, U. Neisser, D. A. Pizarro, 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 (e.g., 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, 322, 324, 326, 332, 361, 396, 420, 422, 424, 425, 429, 431, 440, 492.
3. **Social, personality, and abnormal psychology:** PSYCH 265, 275, 280, 281, 325, 327, 328, 380, 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.
3. Passing a course or course sequence in statistics at some other college, university, or college-level summer school. The course or sequence must be equivalent to at least 6 semester credits. The description of the course from the college catalog and the title and author of the textbook used must be submitted to Professor Gilovich for approval.
4. Passing an exemption examination. This examination can be given at virtually any time during the academic year if the student gives notice at least one week before. Students who have completed a theoretical statistics course in a department of mathematics or engineering and who wish to demonstrate competence in applied statistics usually find this option the easiest. Students planning this option should discuss it in advance with Professor Gilovich.

Concentration in biopsychology.

Psychology majors interested in psychology as a biological science can elect to specialize in biopsychology. Students in this concentration must meet all of the general requirements for the major in psychology and must also demonstrate a solid background in biology; the physical sciences, including at least introductory chemistry, and mathematics. Students will design with their advisers an integrated program in biopsychology built around courses on physiological, chemical, anatomical, and ecological determinants of human and nonhuman behavior offered by the Department of Psychology. Additional courses in physiology, anatomy, biochemistry, neurochemistry, neurobiology, and behavioral biology may be designated as part of the psychology major after consultation between the student and his or her biopsychology adviser.

Concentration in personality and social psychology.

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 are 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.

Computing in the arts undergraduate concentration.

The computer plays a role

in almost every aspect of human life, and its influence and potential now extend routinely not only to technical and commercial pursuits but also into the realms of the imaginative and the aesthetic. The Computing in the Arts concentration offers students opportunities to use computers to realize works of art, to study the perception of artistic phenomena, and to think about new, computer-influenced paradigms and metaphors for the experiences of making and appreciating art. Faculty from several departments in the college offer courses toward the concentration, drawing on disciplines in the arts, the social sciences, the humanities, and the physical sciences. Currently, the concentration is offered in three tracks: computer science, music, and psychology, each described in more detail below. Students may concentrate in the same area as their major, or in a different area.

It is likely that additional tracks in other disciplines will be added to the concentration, indeed possible that this will have occurred after the publication deadline for this year's *Courses of Study* but in time to take effect in the 2005–2006 academic year. The director and area representatives listed below will always have the latest information.

Director

Graeme Bailey

Applying for the Concentration and Choosing Courses

Students should meet with the track representative in their chosen discipline for initial advising about the concentration. For 2005–2006, these representatives are Graeme Bailey (computer science track), Steven Stucky (music track), and Carol Krumhansl (psychology track).

Regardless of which track they choose, all students in the concentration are required to take the core course, Computing in the Arts (COM S 165, cross-listed as ART 175, CIS 165, ENGRI 165, MUSIC 165, and PSYCH 165). This course combines fundamental background in cognitive modeling, statistics, programming, and algorithmic thinking, as preparation for more specialized work; hence, though it is not a formal prerequisite to other courses, it should be taken as early as possible in the student's program. For students who have already gained an equivalent background through other courses, however, it may be waived by permission of the director.

In addition to the core course, each student chooses another five courses satisfying the following requirements:

1. At least one must entail a significant computing component, regardless of its home department (marked * in the lists below).
2. At least two must entail a significant artistic component (marked † in the lists below).
3. For students majoring in a field offering a track, none of the courses from that track may be double-counted as also satisfying major requirements.

The goal is to encourage the development of reasonable depth within one area, without neglecting the interdisciplinary nature of the field. Hence, rather than choosing courses at random from the lists below or focusing too narrowly on one particular corner of the

field, each student should work actively with an adviser from his or her concentration in building an appropriate program.

COURSE LISTS

Computer Science track. In addition to the core course, COM S 165, any five of the following. Note that some of these courses have COM S prerequisites.

†ART 170 Visual Imaging in the Electronic Age (also CIS 167, COM S 167, ENGRI 167)

*†CIS 300 Introduction to Computer Game Design

*COM S 211 Computers and Programming + 212 Java Practicum (together these count as one course)

*COM S 465 Computer Graphics I

*COM S 467 Computer Graphics II + 468 Computer Graphics Practicum (together these count as one course)

*COM S 472 Foundations of Artificial Intelligence

*COM S 474 Introduction to Natural Language Processing

*COM S 478 Machine Learning

*COM S 565 Computer Animation

*COM S 566 Advanced Computer Animation

*COM S 578 Empirical Methods in Machine Learning and Data Mining

*INFO 345 Human-Computer Interaction Design

*INFO 440 Advanced Human-Computer Interaction Design

INFO 450 Language and Technology

Up to two courses from another track

Music track. In addition to the core course, MUSIC 165, any five of the following. Note that some of these courses have MUSIC prerequisites.

*†CIS 300 Introduction to Computer Game Design

(MUSIC 391/ART 391/DANCE 391/ARCH 459/VISST 391: Media Arts Studio I. This course has in the past been a team-taught course amongst various departments, and isn't offered in this guise this year. It might be appropriate to co-opt some of these numbers for those students taking CIS 300 from other departments—under discussion.)

†*MUSIC 120 Composing with Computers

†*MUSIC 121 Performing with Computers

†*MUSIC 320 Scoring the Moving Image

*MUSIC 355/THETR 368 Sound Design and Digital Audio

*†MUSIC 356/THETR 369 Digital Performance

†MUSIC 358 Improvisational Theory

†MUSIC 451 Counterpoint

†MUSIC 453 Composition in Recent Styles

†MUSIC 454 Composition

†MUSIC 457 20th-Century Musical Languages

PHYS/MUSIC 204 Physics of Musical Sound

Up to two courses from another track

Psychology track. In addition to the core course, PSYCH 165, any five of the following.

Note that some of these courses have PSYCH prerequisites.

†ART 170 Visual Imaging in the Electronic Age (also CIS/COM S/ENGRI 167)

*COM S 465 Computer Graphics I

*COM S 467 Computer Graphics II + 468, Computer Graphics Practicum (together these count as one course)

*INFO 214/PSYCH 214 Cognitive Psychology

†*MUSIC 120 Learning Music through Digital Technology

PSYCH 205 Perception

†PSYCH 305 Visual Perception

PSYCH 316 Auditory Perception

*PSYCH 342 Human Perception: Applications to Computer Graphics, Art, and Visual Display

†PSYCH 418/MUSIC 418 Psychology of Music

Up to two courses from another track

Undergraduate honors program. The honors program is designed for exceptional students who wish to pursue an intensive and independent program of research in psychology. Successful participation serves as evidence of the student's facility in the two most important skills required of an academic psychologist: namely, the capacity to acquire and integrate a substantial body of theoretical and factual material and the ability to devise and execute a creative empirical research project.

The honors program offers students the closest contact and consultation with faculty they will likely experience while at Cornell, and all qualified majors who are planning graduate work in any academic field should consider applying. However, it should also be noted that conducting honors research and completing a thesis is an extremely demanding undertaking, both in time and effort. Due to the demands of both research and writing, it is expected that after the Christmas break, honors students will return to campus as early as possible to continue their work, as well as remain on campus through all of spring break.

The focus of the honors program is conducting an experiment, analyzing the data that result, and describing the project in a thesis that closely approximates a professional-level research report both in form and quality. The research project is to be conducted under the close sponsorship of a faculty member. Subject to approval, the sponsor need not be in the psychology department per se. Students that successfully complete the honors program graduate with one of levels of honors, which is noted on their diplomas. The customary level is cum laude, awarded to approximately two-thirds of psychology honors graduates. Approximately one-third receive the next higher level of honors, which is magna cum laude. A student who has both an unusually strong academic record in psychology and completes a thesis of exceptionally high quality will be considered for summa cum laude, the highest level of honors. However, those are unusual cases. 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. Students in the program register for 3 or 4 credits of PSYCH 471 Independent Study in both fall and spring semesters. Format and

binding of the thesis follows guidelines for the doctoral dissertation and master's thesis, outlined by the Cornell University Graduate School. Stylistic format is APA style. Alternative style formats are possible, if approved in advance.

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: Class meeting times are accurate at the time of publication. If changes occur, 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(1101) Introduction to Psychology: The Frontiers of Psychological Inquiry (III) (SBA)

Fall, summer (six-week). 3 credits.
Prerequisite: freshman, sophomore, or junior standing. Attendance at lec mandatory. Students who wish to take disc 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(1200) Introduction to Cognitive Science (also COGST 101[1101], COM S 101[1710], LING 170[1170], PHIL 191[1910]) (III) (KCM)

Fall, summer (six-week). 3 or 4 credits; 4-credit option involves writing sec instead of exams). T R. M. Spivey.

Surveys the study of how the mind/brain works. Examines how intelligent information processing can arise from biological and artificial systems. 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 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(1103) Introductory Psychology Seminars

Fall. 1 credit. Limited to 300 students. Co-requisite: PSYCH 101. 12 different time options. J. B. Maas and staff.

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 semester paper related to the seminar topic. Choice of seminar topics and meeting times are available at the second lecture of PSYCH 101.

PSYCH 111(1110) Brain, Mind, and Behavior (also BIONB/COGST 111[1110]) (I) (PBS)

Spring. 3 credits. Letter grades only.
Prerequisite: freshmen and sophomores in humanities and social sciences; juniors and seniors not allowed. Not recommended for psychology majors; biology majors may not use for credit toward major. M W F. 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 165(1650) Computing in the Arts (also COM S/CIS/ENGRI 165[1610], MUSIC 165[1465])

Fall. 3 credits. G. Bailey.

Over the centuries, artists in a wide variety of media have employed many approaches to the creative process, ranging from the philosophical to the mechanical to the virtual. This course unravels some of the mysteries going on inside software used for art and music. It looks at ways of breaking things apart and sampling and ways of putting things together and resynthesizing, and explores ideas for creation. There are no formal course prerequisites (in particular, no courses in programming, calculus, or probability), although a good comfort level with computers and some of the arts is helpful. This course does not teach software packages for creating art and music. The course complements ART 171+ and MUSIC 120+. Please note that this course will change a little for its next offering in Spring 2006. In particular, there will be an enhanced programming content so that the students by the end will be able to program at the level of cs100 'lite', and the perception/cognition aspects will also be put on steroids in consultation with Carol Krumhansl (and probably also David Field), and may well be team-taught.

[PSYCH 201(2010) Cognitive Science In Context Laboratory (also COGST 201[2010], COM S 201[2710]) (III) (KCM)

Spring. 4 credits. Limited to 24 students.
Prerequisite: PSYCH 102, COGST/COM S 101, LING 170, or PHIL 191. Knowledge of programming languages not assumed. Disc and demos, M W; lab, M W, plus additional hours TBA. 259 Uris Hall. Not offered 2005-2006. D. Field and staff.

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(2050) 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(2090) Developmental Psychology (III) (KCM)

Spring. 4 credits. Graduate students, see PSYCH 709. M W. M. Goldstein.

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(2140) Cognitive Psychology (also COGST 214[2140]) (III) (KCM)

Fall. 3 credits. Limited to 175 students.

Prerequisite: sophomore standing.
Graduate students, see PSYCH 614. Not offered 2005-2006. M W F. 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. Undergraduates who want 5 credits should enroll in PSYCH 214 and COGST 501.]

PSYCH 215(2150) Psychology of Language (also COGST 215[2150], LING 215[2215]) (III) (KCM)

Spring. 3 credits. Prerequisites: sophomore, junior, or senior standing; any one course in psychology or human development.
Graduate students, see PSYCH 715. T R. M. Christiansen.

Provides an introduction to the psychology of language. The purpose of the course is to introduce students to the scientific study of psycholinguistic phenomena. 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(2230) Introduction to Biopsychology (I/PBS: supplementary list)

Fall. 3 credits. M W F 10:10. Prerequisites: none. May be used to satisfy psychology major breadth requirement and as alternative prerequisite for upper-level biopsychology courses. Staff.

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 three courses (265, 275, 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 three). Courses may be taken in any order or simultaneously.

PSYCH 231(2310) Sophomore Seminar: Topics in Cognitive Studies: Mind and Reality in Science Fiction (also PSYCH 531[6331], COGST 531[6331]) (III) (KCM)

Spring. 4 credits. Limited to 15 students. Not offered 2005–2006. 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. Limited to 15 students. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.]

PSYCH 265(2650) Psychology and Law (III) (SBA)

Fall. 3 credits. M W F. D. A. Dunning. Examines the implications of psychological theory and methods for law and the criminal justice system. Concentrates 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(2750) Introduction to Personality Psychology (also HD 260[2600]) (III) (SBA)

Spring. 3 credits. Recommended: introductory psychology or human development. T R. C. Hazan.

Designed as an introduction to theory and research in the area of personality psychology, with special emphasis on personality development. 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 280(2800) Introduction to Social Psychology (III) (SBA)

Spring, summer (three-week). 3 credits. T R. T. D. Gilovich and D. T. Regan.

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(2820) Community Outreach (also HD 282[2820])

Fall. 2 credits. Prerequisites: PSYCH 101 or HD 115. T. H. Segal.

Provides students with information and perspectives essential to volunteer fieldwork with human and social service programs in the community. Readings are drawn from the field of community psychology and include analyses of successful programs, such as Head Start, as well as a review of the methods by which those programs are developed and assessed. Although students are not required to volunteer, the instructor provides students with a list of local agencies open to student placements.

[PSYCH 292(2920) Intelligence (III) (SBA)]

Fall. 4 credits. Prerequisites: one 200-level psychology course. M W. Sec meetings F. Not offered 2005–2006. U. Neisser.

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(3050) Visual Perception (also VISST 305) (III)

Fall. 4 credits. Limited to 25 students. Prerequisite: PSYCH 205 or permission of instructor. M W F. J. E. Cutting.

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(3110) Introduction to Human Memory (III)]

Spring. 3 credits. Limited to 40 students. Recommended: some familiarity with statistical methods and experimental design and study of cognition. Graduate students, see PSYCH 611. T R. Not offered 2005–2006. Staff.

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(3130) Problematic Behavior in Adolescence (also HD 313[3130]) (III)]

Fall. 3 credits. Prerequisite: HD 115 or PSYCH 101. Recommended: HD 216. M W. Not offered 2005–2006. J. Haugaard.

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(3160) Auditory Perception (III) (KCM)]

Fall. 3 or 4 credits; 4-credit option involves lab project or paper. Limited to 30 students. Prerequisite: PSYCH 102, 205, 209, or 214 (or other psychology, linguistics, or biology courses by permission of instructor). Graduate students, see PSYCH 716. M W. Not offered 2005–2006. C. L. Krumhansl.

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(3220) Hormones and Behavior (also BIONB 322[3220]) (I) (PBS)]

Fall. 3 credits. Two lec plus sec in which students read and discuss original papers in the field, give an oral presentation, and write a term paper. Prerequisites: junior or senior standing; any one of the following: PSYCH 223, BIONB 221 or 222, or one year introductory biology plus psychology course. Graduate students, see PSYCH 722. Letter grades only. Not offered 2005–2006. 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 hormonal contributions to parental behavior, aggression, stress, learning and memory, and biological rhythms.]

PSYCH 324(3240) Biopsychology Laboratory (also BIONB 324[3240]) (I) (PBS)

Fall. 4 credits. Limited to 20 students. Prerequisites: junior or senior standing; 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(3250) Adult Psychopathology (also HD 370[3700]) (III) (SBA)

Spring. 3 credits. Prerequisite: sophomore, junior, or senior standing; any one course in psychology or human development. T R. No S-U option. M W. H. Segal.

A theoretical and empirical approach to the biological, psychological, and social (including cultural and historical) aspects of adult psychopathology. Readings range from Freud to topics in psychopharmacology. The major mental illnesses are covered, including schizophrenia as well as mood, anxiety, and personality disorders. Childhood disorders are not covered.

[PSYCH 326(3260) Evolution of Human Behavior (I) (PBS)

Spring. 4 credits. Prerequisite: PSYCH 223, or introductory biology, or introductory anthropology. Graduate students, see PSYCH 626. T R. Not offered 2005-2006. R. E. Johnston.

Broad comparative approach to the behavior of animals and humans with special emphasis on the evolution of human behavior. Topics 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(3270) Field Practicum I (also HD 327[3270]) (III) (SBA)

Fall only. 3 credits. Limited enrollment. Prerequisites: PSYCH 325 or HD 370 (or taken concurrently), and permission of instructor. Students must commit to taking PSYCH 328 in spring semester. Letter grades only. M W. H. Segal.

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, the instructor provides additional weekly individual, clinical supervision for each student. Third, seminar meetings cover issues of adult and developmental psychopathology, clinical technique, case studies, and current research issues. Students write one short paper, two final take-home exams, and present an account of their field experience in class.

PSYCH 328(3280) Field Practicum II (also HD 328[3280]) (III) (SBA)

Spring. 3 credits. Limited enrollment. Prerequisites: PSYCH 327 taken previous semester, PSYCH 325 or HD 370 (or taken concurrently), permission of instructor. Letter grades only. M W. H. Segal.

Continues the field practicum experience from PSYCH 327.

PSYCH 330(3300) Introduction to Computational Neuroscience (also BIONB/COGST 330[3300]) (I) (PBS)

Fall. 3 credits. Limited to 25 students. Prerequisite: BIONB 222 or permission of instructor. S-U grades optional. Lec, T R 2:55-4:10. Offered alternate years. C. Linster.

Covers the basic ideas and techniques involved in computational neuroscience. 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(3320) Biopsychology of Learning and Memory (also BIONB 328[3280]) (I) (PBS)

Spring. 3 credits. Limited to 60 students. Prerequisites: one year of biology and either a biopsychology course or BIONB 222. Graduate students, see PSYCH 632. M W F. T. J. DeVoogd.

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(3400) 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 reviews 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(3420) Human Perception: Applications to Computer Graphics, Art, and Visual Display (also COGST 342[3420], VISST 342[342]) (III)

Fall. 3 or 4 credits; 4-credit option involves term paper. Highly recommended: PSYCH 205. 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(3470) Psychology of Visual Communications (also VISST 347) (III) (SBA)

Spring. 3 credits. Limited to 15 students. Prerequisites: PSYCH 101 and permission of instructor. R. J. B. Maas.

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. A digital camera with manual control of f-stops and shutter speed is mandatory.

PSYCH 350(3500) Statistics and Research Design (II) (MQR)

Fall, summer (three-week). 4 credits. Limited to 120 students. M W F. Staff.

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(3610) Biopsychology of Normal and Abnormal Behavior (also NS 361[3610]) (I/PBS: Supplementary List)

Spring. 3 credits. Limited to 50 students in psychology and 50 students in nutritional sciences. Prerequisites: junior or senior standing; introductory biology and introductory psychology or permission of instructor. S-U grades optional. M W F. B. J. Strupp.

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(3800) Social Cognition (III) (SBA)

Fall. 3 credits. Prerequisites: junior or senior standing; PSYCH 280. Not offered 2005-2006. 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(3960) Introduction to Sensory Systems (also BIONB 396[3960]) (I) (PBS)

Spring. 4 credits. Limited to 25 students. Prerequisites: introductory biology or biopsychology, plus second course in behavior, biopsychology, cognitive science, neuroscience, or perception; knowledge of elementary physics, chemistry, and behavior. S-U grades optional. Offered alternate years. T R. B. P. Halpern.

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 is 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(4010) Theoretical Approaches to Psychopathology and Treatment (III)]

Fall. 3 credits. Limited to 20 students. Prerequisite: PSYCH 281 or 325. Times TBA. Not offered 2005–2006. Staff.]

[PSYCH 402(4020) Current Research on Psychopathology: Depression (III)]

Spring. 4 credits. Limited to 20 students. Prerequisite: PSYCH 325 or HD 370 and permission of instructor. M. Not offered 2005–2006. 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(4040) Psychopathology and the Family (III)]

Spring. 4 credits. Limited to 20 students. Prerequisite: PSYCH 325 or HD 370 and permission of instructor. M. Not offered 2005–2006. Staff.

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(4050) Intuitive Judgment (III) (SBA)

Fall. 4 credits. Limited to 18 students by application. Priority given to senior psychology majors. 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 examines how people answer such questions by examining—in depth—classic and contemporary scholarship on the subject. Readings are mostly primary sources.

PSYCH 410(4101) Undergraduate Seminar in Psychology

Fall or spring. 2 credits. Priority given to psychology majors. Staff.

Information on specific sections for each semester, including instructor, prerequisites, and time and place, may be obtained from the Department of Psychology office, 211 Uris Hall.

PSYCH 412(4120) Laboratory in Cognition and Perception (III)

Spring. 4 credits. Limited to 15 students. Prerequisite: statistics and one course in cognition or perception recommended. Graduate students, see PSYCH 612. M W. D. J. Field.

Laboratory course 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(4130) Information Processing: Conscious and Nonconscious (III)]

Spring. 4 credits. Prerequisites: at least one course in human experimental and permission of instructor; PSYCH 350 or equivalent useful for evaluating empirical articles. R. Not offered 2005–2006. 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. This course critically evaluates 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(4140) Comparative Cognition (also COGST 414[4140]) (III) (KCM)

Spring. 3 or 4 credits; 4-credit option involves annotated bibliography or creation of relevant web site. Prerequisites: PSYCH 205, 209, 214, 223, 292 or permission of instructor. Graduate students, see PSYCH 714. T R. Staff.

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(4150) 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.

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(4160) Modeling Perception and Cognition (also COGST 416[4160]) (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.

Offers a survey of several computational approaches to understanding perception and cognition. Explores 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. 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(4170) The Origins of Thought and Knowledge (III)]

Fall. 4 credits. Prerequisite: permission of instructor. Graduate students, see PSYCH 717. M W. Not offered 2005–2006. Staff.

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(4180) Psychology of Music (also MUSIC 418[4181]) (III) (KCM)

Fall. 3 or 4 credits, depending on whether student elects to do independent project. Intended for upper-level students in music, psychology, engineering, computer science, linguistics, physics, anthropology, biology, and related disciplines. Some music background desirable but no specific musical skills required. Graduate students, see PSYCH 618. M W. C. L. Krumhansl.

Covers the major topics in the psychology of music treated from a scientific perspective. 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(4190) Neural Networks Laboratory

Spring. 4 credits. Limited to 15 students. Prerequisites: at least one course in biology or biological psychology, one year of calculus, and permission of instructor. Graduate students, see PSYCH 619. T R. Not offered 2005-2006. D. J. Field.

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. Students 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(4220) Developmental Biopsychology (III) (KCM)

Fall. 4 credits. Prerequisites: introductory biology and biopsychology or neurobiology course (e.g., PSYCH 223 or BIONB 221). Graduate students, see PSYCH 622. M W F. Not offered 2005-2006. B. L. Finlay.

Discusses 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(4240) Neuroethology (also BIONB 424[4240]) (I) (PBS)

Spring. 4 credits. Prerequisites: BIONB 221 or 222 or BIO G 101-102 and permission of instructor. S-U grades optional. M W F; disc, one hour each week. Not offered 2005-2006. 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(4250) Cognitive Neuroscience (also BIONB 423[4230]) (KCM)

Fall. 4 credits. Prerequisites: introductory biology; biopsychology or neurobiology (e.g., PSYCH 223 or BIONB 221); and introductory course in perception, cognition, or language (e.g., PSYCH 102, 209, 214, or 215). Graduate students, see PSYCH 625. S-U grades optional. M W F. Offered alternate years. B. L. Finlay.

Studies the relationship between structure and function in the central nervous system. Stresses the importance of evolutionary and mechanistic approaches for understanding the human behavior and cognition. 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(4270) Evolution of Language (also COGST 427[4270], PSYCH 627[6270])

Fall. 3 credits. Prerequisite: junior or senior standing; any one course in psychology or human development. Graduate students, see PSYCH 627. S-U grades optional.

Offered alternate years. M. Christiansen.

Seminar surveying a cross-section of modern theories, methods, and research pertaining to the origin and evolution of language. Considers 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(4280) Connectionist Psycholinguistics (also COGST 428[4280]) (III)

Fall. 3 credits. Prerequisite: senior standing 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. This course surveys 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. Furthermore, the course discusses the broader implications of connectionist models of language, not only for psycholinguistics, but also for computational and linguistic perspectives on language.

[PSYCH 429(4290) Olfaction and Taste: Structure and Function (also BIONB 429[4290]) (I) (PBS)

Spring. 3 or 4 credits; 4-credit option requires term paper or creation of web site. Limited to 35 students. Priority given to junior and senior psychology or neurobiology or biology majors and graduate students. Prerequisite: 300-level course in biopsychology or neurobiology or equivalent. Graduate students, see PSYCH 629. T R. Not offered 2005-2006. B. P. Halpern.

Students explore the structural and functional characteristics of smelling and tasting 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; *Handbook of Olfaction and Gustation*, 2nd ed., R. L. Doty, ed.; *Neurobiology of Taste and Smell*, 2nd ed., T. E. Finger, W. L. Silver, and D. Restrepo, eds.; *Smell and Taste in Health and Disease* (T. V. Getchell et al., eds.); *Mechanisms of Taste Transduction* (S. A. Simon and S. D. Roper, eds.); and *Neuroscience* (D. Purves et al., eds.).]

PSYCH 431(4310) Effects of Aging on Sensory and Perceptual Systems (also BIONB 421[4210]) (I) (PBS)

Fall. 3 or 4 credits; 4-credit option involves term paper or creation of relevant web site. Limited to 35 students. Prerequisites: introductory biology or psychology, plus second course in perception, neurobiology, cognitive science, or biopsychology. T R. B. P. Halpern.

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/), Internet sites, a course packet, and 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(4350) Olfaction, Pheromones, and Behavior (III)

Fall. 4 credits. Prerequisites: introductory biology and course in neurobiology and behavior or biopsychology or 300-level course in biopsychology or permission of instructor. R. Johnston.

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(4360) Language Development (also COGST 436[4360], HD 436[4360], LING 436[4436]) (III) (KCM)

Spring. 4 credits. Open to undergraduate and graduate students. Graduate students should also enroll under HD 633/LING 700/PSYCH 600, supplemental graduate seminar. Prerequisite: at least one course in developmental psychology, cognitive psychology, cognitive development, or linguistics. S-U grades optional. T R. B. Lust.

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(4370) Lab Course: Language Development (also COGST 450[4500], LING 450[4450], HD 437[4370]) (in conjunction with COGST 436[4360], HD 436[4360], LING 436[4436], Language Development)

Spring. 2 credits. R. B. Lust.

Optional supplement to the survey course Language Development (HD/COGST/PSYCH/LING 436). Provides students with a hands-on introduction to scientific research, including design and methods, in the area of first-language acquisition.

PSYCH 440(4400) The Brain and Sleep

Fall. 4 credits. Prerequisites: at least PSYCH 223 or BIONB 221. Recommended: additional course in biology, biopsychology, or neurobiology. 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(4410) Laboratory in Sleep Research

Spring. 4 credits. Lab fee: \$50. Graduate students, see PSYCH 641. W. H. S. Porte.

Emphasizing the neurobiology of sleep state, this 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(4500) Gender and Clinical Psychology (also PSYCH 650[6500], FGSS 450/650) (III)]

Fall. 4 credits. Limited to 15 students. Prerequisites: junior, senior or graduate standing and course related to psychopathology and/or feminist analysis; permission of instructor through application process during preceding spring semester. Graduate students, see PSYCH 650. Letter grades only. Not offered 2005–2006. M. S. Bem.

Advanced undergraduate/graduate seminar exploring 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(4520) Trauma and Treatment (also PSYCH 652[6520])

Fall. 4 credits. Limited to 15 students; priority given to senior psychology and human development majors. Prerequisite: course work in both psychopathology and social development; permission of instructor by e-mail application during preregistration. Letter grades only. S. Bem.

An in-depth examination of psychological trauma and its treatment in psychotherapy. Special attention is given to the neuroscience of danger, defense, and emotional dysregulation, the effects of early traumatic attachment on development, the key role of dissociation, and an array of treatments including dialectical behavior therapy, play therapy, sensorimotor therapy, gestalt therapy, and psychoanalytic therapy.

[PSYCH 460(4600) Human Neuroanatomy

Spring. 3 or 4 credits; 4 credits involves one disc/lab per week in which students dissect sheep brains, read original research papers, and write term paper. Prerequisites: PSYCH 223, or BIONB 222, or permission of instructor; permission of instructor for 4-credit option; junior, senior, or graduate standing. No auditors. Letter grades only. Lec, M W F; disc, TBA. Not offered 2005–2006. Staff.

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(4650) Topics in High-Level Vision (also COGST 465[4650], COM S 392) (III) (KCM)]

Spring. 4 credits. Graduate students, see PSYCH 665. Offered alternate years; not offered 2005–2006. 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. This 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(4700) Undergraduate Research in Psychology

Fall or spring. 1–4 credits. Prerequisite: written permission from staff member who will supervise the work and assign grade must be included with course enrollment material. Students should enroll in section listed for that staff member; section list available from Department of Psychology. S-U grades optional. Staff.

Practice in planning, conducting, and reporting independent laboratory, field, and/or library research.

PSYCH 471(4710) Advanced Undergraduate Research in Psychology

Fall or spring. 1–4 credits. Prerequisite: written permission of staff member who will supervise work and assign grade must be included with course enrollment material. Students should enroll in sec listed for that staff member; sec list available from Department of Psychology. S-U grades optional. 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(4720) Multiple Regression

Spring, weeks 1–7. 2 credits. Prerequisite: one solid semester of introductory statistics. Recommended: analysis of variance. M W F. Staff.

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(4730) General Linear Model

Spring, weeks 8-14. 2 credits. Prerequisite: PSYCH 472 or equivalent. M W F. Staff.

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(4750) Multivariate Analysis of Psychological Data

Fall. 2 credits. Prerequisite: PSYCH 473 or permission of instructor. Staff.

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 478(4780) Parenting and Child Development (also PSYCH 678(6780), HD 444[4440]) (III) (KCM)

Fall. 4 credits. Limited to 25 students.

Intended for seniors and graduate students. Graduate students, see PSYCH 678. M W. M. Goldstein.

Explores the influence of parenting skills and styles on the development of infants and children. By studying parents and their infants together, the family can be viewed as a system in which the members engage in reciprocal stimulation and regulation of learning and behavior. Patterns of interaction within a family serve as a source of developmental change in infants. Such a system is influenced by internal and external forces. This course examines internal factors such as the biology of parenting and mechanisms of social learning in infants. Also studies the influence of external factors on family life, such as socioeconomic status and changes in family structure (e.g. single vs. dual parenting). Finally, it examines and evaluate the role of public policies and intervention strategies that impact parents and children.

PSYCH 481(4810) Advanced Social Psychology (III)

Fall. 4 credits. Limited to 15 students, by application. Priority given to senior psychology majors. 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 482(4820) Automaticity (also PSYCH 682[6820]) (III) (SBA)

Spring. 4 credits. Prerequisites: PSYCH 280; at least one course in cognitive psychology or permission of instructor. R. M. Ferguson.

What is automaticity? This is a topic that has gained considerable momentum in social psychology over the past 10 to 15 years

and has been broadly applied to classic social psychological phenomena, including judgments, attitudes, emotion, motivation, and behavior. The crux of this momentum has been the controversial argument that such phenomena can occur without a person's awareness, intention, effort, or control. Although there is an abundance of empirical work on this topic, there still remain a number of unanswered and interesting questions. The objective of the course is twofold. The first is for students to learn the automaticity literature in social psychology; the second is to identify such critical questions, and speculate on possible answers. The course reviews the wide range of theoretical and empirical work on automaticity and examines contemporary definitions of automaticity within social and other areas of psychology. The analysis of automaticity is necessarily closely linked with issues such as unconscious vs. conscious processing, attention, control, intentionality, and free will.

PSYCH 489(4890) Seminar: Beliefs, Attitudes, and Ideologies (also PSYCH 689[6890], FGSS 488[688][4880/6880]) (III) (CA)

Fall. 4 credits. Prerequisites: admission by application during spring pre-registration period for fall semester. Priority given to juniors, seniors, and graduate students. M. D. J. Bem.

Course in cultural analysis examining 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(4910) Research Methods in Psychology (also COGST 491[4910])

Spring. 4 credits. Limited to 20 students. Recommended: permission of instructor, PSYCH 350, 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, students 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(4920) Sensory Function (also BIONB 492[4920], VISST 492) (I) (PBS)]

Spring. 4 credits. Limited to 25 students. Prerequisite: 300-level biopsychology course, or BIONB 222 or BIOAP 311, or equivalent; knowledge of elementary physics, chemistry, and behavior. S-U grades optional. Graduate students, see PSYCH 692. M W F. Offered alternate years; not offered 2005-2006. 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 semester 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 semester and carry 4 credits unless otherwise indicated.

PSYCH 510-511(6100-6110) Perception

PSYCH 512-514(6120) Visual Perception

PSYCH 518(6181) Topics in Psycholinguistics

PSYCH 519-520(6830) Cognition

PSYCH 521(6210) Behavioral and Brain Sciences

PSYCH 522(6220) Topics in Perception and Cognition

PSYCH 523(6230) Hormones and Behavior

PSYCH 527(6270) Topics in Biopsychology

[PSYCH 530(6300) Structure in Vision and Language (also COGST 530[6300], LING 530[5300], COM S 393)]

Spring. 4 credits. Graduate seminar. Limited to 20 graduate students. Prerequisites: graduate standing; course each in cognitive psychology, linguistics, computer science, or permission of instructor. Offered alternate years. 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(6331) Topics in Cognitive Studies (also COGST 531[6331], LING 531[5531])

Spring, 4 credits. Not offered 2005–2006. 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 (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 613(3150) Obesity and the Regulation of Body Weight (also NS 315[3150])

Spring, 3 credits. Limited to 30 students. Prerequisites: one course each in psychology and nutrition; undergraduates by permission of instructor. S-U grades optional. Offered alternate years. T R. D. A. Levitsky.

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 535(6350) Evolutionary Perspectives on Behavior**[PSYCH 541(6410) Statistics in Current Psychological Research****[PSYCH 550(6500) Special Topics in Cognitive Science**

Spring, 4 credits. Not offered 2005–2006. M. Spivey.]

[PSYCH 580(6800) Experimental Social Psychology**[PSYCH 600(6000) General Research Seminar**

Fall or spring, 0 credits.

[PSYCH 605(6050) Perception (also PSYCH 205[2050])

Spring, 4 credits. Non-arts graduate students only. T R. J. E. Cutting.

[PSYCH 611(6110) Introduction to Human Memory (also PSYCH 311[3110])

Spring, 4 credits. T R. Not offered 2005–2006. Staff.]

[PSYCH 612(6120) Laboratory in Cognition and Perception (also PSYCH 412[4120])

Spring, 4 credits. M W. Not offered 2005–2006. D. J. Field.]

[PSYCH 614(6140) Cognitive Psychology (also PSYCH 214[2140])

Fall, 4 credits. Not offered 2005–2006. M. W. F. S. Edelman.]

[PSYCH 615(6150) Concepts, Categories, and Word Meaning (also PSYCH 415[4150])

Fall, 4 credits. M. Not offered 2005–2006. Staff.]

[PSYCH 616(6160) Modeling Perception and Cognition (also PSYCH 416[4160], COGST 416[4160])

Spring, 4 credits. M. Spivey.

[PSYCH 618(6180) Psychology of Music (also PSYCH 418[4180])

Fall, 4 credits. M W. C. Krumhansl.

[PSYCH 619(6190) Neural Networks Laboratory (also PSYCH 419[4190])

Spring, 4 credits. T R. Not offered 2005–2006. D. J. Field.]

[PSYCH 622(6220) Developmental Biopsychology (also PSYCH 422[4220])

Fall, 4 credits. M W F. Not offered 2005–2006. B. L. Finlay.]

[PSYCH 625(6250) Cognitive Neuroscience (also PSYCH 425[4250])

Fall, 4 credits. M W F. B. L. Finlay.

[PSYCH 626(6260) Evolution of Human Behavior (also PSYCH 326[3260])

Spring, 4 credits. T R. R. E. Johnston.

[PSYCH 627(6270) Evolution of Language (also COGST/PSYCH 427[4270])

Fall, 4 credits. M. Christiansen.

[PSYCH 628(6280) Connectionist Psycholinguistics (also PSYCH 428[4280])

Fall, 4 credits. W. M. Christiansen.

[PSYCH 629(6290) Olfaction and Taste: Structure and Function (also PSYCH/ BIONB 429[4290])

Spring, 4 credits. T R. Not offered 2005–2006. B. P. Halpern.]

[PSYCH 631(6310) Effects of Aging on Sensory and Perceptual Systems (also PSYCH 431[4310], BIONB 421[4210])

Fall, 4 credits. T R. B. P. Halpern.

[PSYCH 632(6320) Biopsychology of Learning and Memory (also PSYCH 332[3320], BIONB 328[3280])

Spring, 4 credits. M W F. T. J. DeVoogd.

[PSYCH 640(6400) The Brain and Sleep (also PSYCH 440[4400])

Fall, 4 credits. M W. H. S. Porte.

[PSYCH 641(6410) Laboratory in Sleep Research (also PSYCH 441[4410])

Spring, 4 credits. W. H. S. Porte.

[PSYCH 642(6420) Human Perception: Applications to Computer Graphics, Art, and Visual Display (also PSYCH/ COGST 342[3420])

Fall, T R. D. J. Field.

[PSYCH 650(6500) Gender and Clinical Psychology (also PSYCH 450[4500], FGSS 450/650[4500/6500])

Fall, 4 credits. Not offered 2005–2006. W. S. L. Bem.]

[PSYCH 652(6520) Trauma and Treatment (also PSYCH 452[4520])

Fall, 4 credits. S. Bem.

[PSYCH 665(6650) Topics in High-Level Vision (also PSYCH 465[4650], COGST 465[4650], COM S 392)

Spring, 4 credits. S. Edelman.

[PSYCH 681(6810) Advanced Social Psychology (also PSYCH 481[4810])

Fall, 4 credits. T R. D. T. Regan.

[PSYCH 682(6820) Automaticity (also PSYCH 482[4820])

Spring, 4 credits. R. M. Ferguson.

[PSYCH 689(6890) Seminar: Beliefs, Attitudes, and Ideologies (also PSYCH 489[4890])

Fall, 4 credits. M. D. J. Bem.

[PSYCH 691(6910) Research Methods in Psychology (also PSYCH 491[4910])

Spring, 4 credits. T R. D. A. Dunning.

[PSYCH 692(6920) Sensory Function (also PSYCH/BIONB 492[4920])

Spring, 4 credits. M W F. Not offered 2005–2006. B. P. Halpern and H. C. Howland.]

[PSYCH 696(6960) Introduction to Sensory Systems (also PSYCH/ BIONB 396[3960])

Spring, 4 credits. M W F. Not offered 2005–2006. B. P. Halpern.]

[PSYCH 700(7000) Research in Biopsychology**[PSYCH 709(7090) Developmental Psychology (also PSYCH 209[2090])**

Spring, 4 credits. M W. Staff.

[PSYCH 710(7100) Research in Human Experimental Psychology**[PSYCH 713(7130) Information Processing: Conscious and Nonconscious (also PSYCH 413[4130])**

Spring, 4 credits. R. Staff.

[PSYCH 714(7140) Comparative Cognition (also PSYCH/COGST 414[4140])

Spring, 4 credits. T R. M. Staff.

[PSYCH 715(7150) Psychology of Language (also PSYCH 215[2150])

Spring, 4 credits. T R. M. Christiansen.

[PSYCH 716(7160) Auditory Perception (also PSYCH 316[3160])

Fall, 4 credits. M W. Not offered 2005–2006. C. L. Krumhansl.]

[PSYCH 717(7170) The Origins of Thought and Knowledge (also PSYCH 417[4170])

Fall, 4 credits. M W. Not offered 2005–2006. Staff.]

[PSYCH 720(7200) Research in Social Psychology and Personality**[PSYCH 722(7220) Hormones and Behavior (also PSYCH/BIONB 322[3220])**

Fall, 4 credits. M W F. Not offered 2005–2006. E. A. Regan.]

[PSYCH 775(7750) Proseminar in Social Psychology I

Fall, 2 credits. Limited to 10 students. Prerequisite: graduate students in social psychology; permission of instructors. D. Dunning, M. Ferguson, T. Gilovich, and D. Regan.

First semester of a yearlong discussion-seminar course intended to give graduate students an in-depth understanding of current research and theory in social psychology. Emphasizes social cognition, but other topics, such as group dynamics, social influence, the social psychology of language, and emotional experience, are covered.

PSYCH 776(7760) Proseminar in Social Psychology II

Spring. 2 credits. Limited to 10 students. Prerequisite: graduate students in social psychology; permission of instructors. D. A. Dunning, M. Ferguson, T. D. Gilovich, and D. T. Regan.

Second semester of a yearlong discussion-seminar course intended to give graduate students an in-depth understanding of current research and theory in social psychology. Emphasizes social cognition, but other topics, such as group dynamics, social influence, the social psychology of language, and emotional experience are covered.

PSYCH 900(9000) Doctoral Thesis Research in Biopsychology**PSYCH 910(9100) Doctoral Thesis Research in Human Experimental Psychology****PSYCH 920(9200) 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

D. Boucher, director; A. Blackburn, R. Brann, C. M. Carmichael, K. Clinton, J. Fajans, D. Fredericksen, D. Gold, S. Greene, K. Haines-Eitzen, J. S. Henderson, T. D. Hill, D. Holmberg, P. R. Hyams, C. V. Kaske, W. J. Kennedy, J. M. Law, S. MacDonald, K. S. March, R. L. Moore, D. I. Owen, D. S. Powers, C. Robinson, P. S. Sangren, S. Toorawa, M. Washington, A. Willford

The Religious Studies Program, an academic unit providing a major in the scholarly study of religion, offers a wide variety of courses addressing various approaches to, and topics in, the study of religion.

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 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 before scheduling an appointment with the program director. Here is the process:

- 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.
- In addition to a copy of the current Cornell transcript (the informal one students regularly receive is acceptable), students should bring to their meeting with the director all of these forms, available in the Religious Studies office, 409 White Hall:
 - a completed Religious Studies major application form
 - a proposed "course of study," which will be used as a guide in the student's conversation with the director and revised for formal submission to the program upon your entrance as a major
 - a College of Arts and Sciences adviser/major form, which will be signed by the director and adviser. The adviser will be assigned in the student's meeting with the director based on 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. 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.

Students must complete 10 courses cross-listed with Religious Studies:

Three Core Courses:

RELST 250 Introduction to Asian Religions

RELST 251 Introduction to Judaism, Christianity, and Islam

RELST 449 History, Theory, and Methods in the Academic Study of Religion

The requirement for either or both RELST 250/251 may be satisfied by taking two or more courses in the relevant traditions with some attention to breadth:

The requirement for RELST 250 may be satisfied by taking at least one course on South Asian traditions AND one course on East Asian traditions.

The requirement for RELST 251 may be satisfied by taking at least one course in each of two or more of the traditions of Near Eastern origin (Judaism, Christianity, and Islam).

Absolutely no student will be exempted from RELST 449.

Seven Additional Courses

In selecting their additional courses for the major, students are expected to consult closely with their advisers to ensure that their programs have adequate breadth in Religious Studies generally and depth in a particular tradition, cultural area, or approach to the field.

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**

- 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 before commencement of final year.
- Honors Courses.** Candidates must sign into RELST 495 Senior Honors Essay for 8 credits (two courses) for two semesters. After the first semester, 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 8 credits. (The 8-credit limit is the result of the conviction/belief that earning more than 8 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 semester of the junior year, or

not later than Sept. 15 of the final year. The administrator 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:
- 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.
 - The student's Religious Studies major adviser (required)
 - 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(1111-1112) Introduction to Biblical Hebrew I and II (also NES/JWST 123-124[1111-1112])

123, Fall; 124, Spring. 3 credits. Limited to 17 students. Not offered 2005-2006. Staff. For description, see NES 123-124.]

[RELST 133-134(1211-1212) Introduction to Qur'anic and Classical Arabic (also NES 133-134[1211-1212])

133, Fall; 134, Spring. 4 credits. Fall, S. Toorawa; Spring, D. Powers. Not offered 2005-2006.

For description, see NES 133-134.]

RELST 202(2105) The Greek New Testament (also CLASS 202[2105], NES 230[2730])

Spring. 3 credits. Prerequisites: at least one year of Ancient Greek (CLASS 101-103 or 104, or permission of instructor). E. Rebillard.

For description, see CLASS 202.

RELST 211(2110) Black Religious Traditions: Sacred and Secular (also AM ST 251[2110], HIST 211[2110])

Fall. 4 credits. M. Washington.

For description, see HIST 211.

[RELST 213(2211) Classical Arabic Texts (also NES 213[2211])

Spring. 3 credits. Not offered 2005-2006. D. Powers.

For description, see NES 213.]

[RELST 214(2212) Qur'an and Commentary (also NES 214[2212])

Spring. 3 credits. Not offered 2005-2006. D. Powers.

For description, see NES 214.]

[RELST 220(2220) Buddhism in America (also ASIAN 220[2220])

Winter. 3 credits. Not offered 2005-2006. J. M. Law.

For description, see ASIAN 220.]

RELST 223(2623) Introduction to the Hebrew Bible (also NES/JWST 223[2623])

Fall. 3 credits. Staff. For description, see NES 223.

[RELST 224(2624) Introduction to the Bible II (also NES/JWST 224[2624])

3 credits. Not offered 2005-2006. Staff. For description, see NES 224.]

RELST 226(2646) Atheism Then and Now (also CLASS 226[2646])

Spring. 3 credits. J. Coleman. For description, see CLASS 226.

[RELST 227(2727) The Bible and Ancient Near Eastern Civilization (also NES/JWST/ARKEO 227[2727])

Spring. 3 credits. Not offered 2005-2006. J. Zorn.

For description, see NES 227.]

RELST 229(2629) Introduction to the New Testament (also NES/JWST 229[2629])

Fall. 3 credits. K. Haines-Eitzen. For description, see NES 229.

[RELST 230(2300) Monuments of Medieval Art (also ART H 230[2300])

Fall. 4 credits. Not offered 2005-2006. P. Morin.

For description, see ART H 230.]

[RELST 237(2607) Greek Religion and Mystery Cults (also CLASS 237[2607])

Spring. 3 credits. Not offered 2005-2006. K. Clinton.

For description, see CLASS 237.]

[RELST 239(2639) Cultural History of Jews of Spain (also NES/JWST/SPANL 239[2639])

Fall. 3 credits. Not offered 2005-2006. Staff. For description, see NES 239.]

[RELST 242(2420) Religion and Politics in American History (also HIST/NES/AM ST 242[2420])

Fall. 4 credits. Sophomore seminar. Limited to 15 students. Prerequisite: permission of instructor. Not offered 2005-2006. R. L. Moore.

For description, see HIST 242.]

[RELST 244(2644) Introduction to Ancient Judaism (also NES/JWST 244[2644])

Fall. 3 credits. Not offered 2005-2006. Staff. For description, see NES 244.]

RELST 250(2250) Introduction to Asian Religions (also ASIAN 250[2250])

Spring. 3 credits. D. Boucher.

For description, see ASIAN 250.

[RELST 251(2651) Judaism, Christianity, and Islam (also NES 251[2651], JWST 251[2651])

Spring. 3 credits. Not offered 2005-2006. R. Brann and K. Haines-Eitzen.

For description, see NES 251.]

RELST 255(2655) Introduction to Islamic Civilization (also NES 255[2655], HIST 253[2530])

Spring. 3 credits. D. Powers.

For description, see NES 255.

[RELST 256(2556) Introduction to the Qur'an (also NES/JWST 256[2556])

Spring. 3 credits. Not offered 2005-2006. S. Toorawa.

For description, see NES 256.]

[RELST 259(2559) Islam in Theory and Practice (also NES 259[2559])

Fall. 3 credits. Not offered 2005-2006. S. Toorawa.

For description, see NES 259.]

[RELST 261(2662) Daily Life in the Biblical World (also ARKEO 260[2662], JWST/NES 262[2662])

Spring. 3 credits. Not offered 2005-2006. J. Zorn.

For description, see NES 262.]

[RELST 262(2630) Religion and Reason (also PHIL 263[2630])

Spring. 4 credits. Not offered 2005-2006. S. MacDonald.

For description, see PHIL 263.]

RELST 263(2663) Introduction to Biblical History and Archaeology (also NES/JWST/ARKEO 263[2663])

Spring. 3 credits. J. Zorn.

For description, see NES 263.

RELST 265(2565) Law, Society, and Culture in the Middle East (also NES 265[2565], HIST 222[2220])

Fall. 4 credits. D. Powers.

For description, see NES 265.

[RELST 266(2666) Jerusalem Through the Ages (also NES/JWST 266[2666])

Fall. 3 credits. Not offered 2005-2006. J. Zorn.

For description, see NES 266.]

RELST 275(2765) Religions of Ancient Israel (also NES/JWST 275[2765], ARKEO 276[2765])

Fall. 3 credits. J. Zorn.

For description, see NES 275.

RELST 277(2277) Meditation in Indian Culture (also ASIAN 277[2277])

Spring. 3 credits. D. Gold.

For description, see ASIAN 277.

[RELST 295(2695) Introduction to Christian History (also NES/JWST 295[2695], HIST 299[2990])

Spring. 3 credits. Not offered 2005-2006. K. Haines-Eitzen.

For description, see NES 295.]

RELST 310(3710) The Language of the Quran (also NES 310[3710])

Spring. 4 credits. Prerequisite: NES 113 (Intermediate Arabic I) or equivalent. D. Powers and M. Younes.

For description, see NES 310.

[RELST 315(3150) Medieval Philosophy (also PHIL 315[3150])

Fall. 4 credits. Not offered 2005-2006. S. MacDonald.

For description, see PHIL 315.]

RELST 320(3720) Women in the Hebrew Bible (also NES/JWST 320[3720], FGSS 322[3720])

Fall. 4 credits. Staff.

For description, see NES 320.

RELST 326(3260) Christianity and Judaism (also COM L 326[3260])

Spring. 4 credits. C. Carmichael.

For description, see COM L 326.

RELST 328(3280) Literature of Old Testament (also COM L 328[3280])

Fall. 4 credits. C. Carmichael.

For description, see COM L 328.

RELST 329(3629) Introduction to New Testament Seminar (also NES/JWST 329[3629])

Fall. 1 credit. Prerequisite: one year of ancient Greek. Co-requisite: RELST 229. K. Haines-Eitzen.

For description, see NES 329.

**RELST 332(3644) Sages and Saints/
Ancient World (also CLASS
332[3644], NES 328) (HA)**

Spring. 4 credits. E. Rebillard.
For description, see CLASS 332[3644].

**[RELST 333(3643) Greek and Roman
Mystery Cults and Early Christianity
(also CLASS 333[3643])**

Fall. 4 credits. Not offered 2005-2006.
K. Clinton.
For description, see CLASS 333.]

**[RELST 334(3539) Islamic Spain:
Culture and Society (also NES
339/639[3539/6539], JWST
339[3539], COM L 334[3340], SPANL
639[6390])**

Spring. 4 credits. Not offered 2005-2006.
R. Brann.
For description, see NES 339.]

**[RELST 342(3343) Introduction to the
History of Daoism (also ASIAN
343[3343])**

Spring. 3 credits. Not offered 2005-2006.
T. Hahn.
For description, see ASIAN 343.]

**RELST 347(3347) Tantric Traditions (also
ASIAN 347[3347])**

Fall. 4 credits. D. Gold.
For description, see ASIAN 347.

**[RELST 348(3348) Indian Devotional
Poetry (also ASIAN 348[3348])**

Spring. 4 credits. Not offered 2005-2006.
D. Gold.
For description, see ASIAN 348.]

**[RELST 351(3351) Indian Religious
Worlds (also ASIAN 351[3351])**

Fall. 4 credits. Not offered 2005-2006.
D. Gold.
For description, see ASIAN 351.]

**[RELST 354(3354) Indian Buddhism
(also RELST 654[6654], ASIAN
354/654[3354/6654])**

Fall. 4 credits. Not offered 2005-2006.
D. Boucher.
For description, see ASIAN 354/654.]

**[RELST 355(3355) Japanese Religions:
A Study of Practice (also ASIAN
355[3355])**

Spring. 4 credits. Not offered 2005-2006.
J. M. Law.
For description, see ASIAN 355.]

**[RELST 357(3357) Chinese Religions
(also ASIAN 357[3357])**

Fall. 4 credits. Not offered 2005-2006.
D. Boucher.
For description, see ASIAN 357.]

**RELST 359(3359) Japanese Buddhism
(also ASIAN 359[3359])**

Spring. 4 credits. J. M. Law.
For description, see ASIAN 359.

**[RELST 368(3680) Marriage and
Sexuality in Medieval Europe (also
HIST/FGSS 368[3680])**

Fall. 4 credits. Not offered 2005-2006.
P. Hyams.
For description, see HIST 368.]

**[RELST 381(3481) Anthropology and
Religion (also ANTHR 381[3481])**

Spring. 4 credits. Not offered 2005-2006.
A. Willford.
For description, see ANTHR 381.]

**[RELST 393(3693) Jews and Christians
in the Modern Middle East (also NES
393[3693])**

Fall. 4 credits. Not offered 2005-2006.
M. Campos.
For description, see NES 393.]

**RELST 405(4665) Augustine's
Confessions (also CLASS 405[4665],
PHIL 415[4150])**

Spring. 4 credits. C. Brittain.
For description, see CLASS 405.

**RELST 410(4100) Latin Philosophical
Texts (also PHIL 410[4100])**

Spring. Variable credit. Prerequisite:
knowledge of Latin and permission of
instructor. S. MacDonald.
For description, see PHIL 410.

**RELST 420(4720) Readings in the
Biblical Hebrew Prose (also NES
420[4720])**

Spring. 4 credits. Staff.
For description, see NES 420.

**[RELST 421(4421) Religious Reflections
on the Human Body (also ASIAN
421[4421])**

Spring. 4 credits. Not offered 2005-2006.
J. M. Law.
For description, see ASIAN 421.]

**RELST 425(4250) Religion, Conflict, and
Media (also S HUM 426)**

Spring. 4 credits. D. Schultz.
For description, see S HUM 426.

**RELST 426(4260) New Testament
Seminar (also COM L 426[4260])**

Spring. 4 credits. C. Carmichael.
For description, see COM L 426.

**RELST 427(4280) Biblical Seminar (also
COM L 428[4280])**

Fall. 4 credits. C. Carmichael.
For description, see COM L 428.

**RELST 428(4628) Gnosticism and
Early Christianity (also NES/JWST
428[4628])**

Fall. 4 credits. K. Haines-Eitzen
For description, see NES 428.

**RELST 429(4290) Adam's Rib and Other
Divine Signs: Reading Biblical
Narrative (also ENGL 429[4290])**

Spring. 4 credits. L. Donaldson.
For description, see ENGL 429.

**[RELST 441(4441) Mahayana Buddhism
(also ASIAN 441[4441])**

Spring. 4 credits. Not offered 2005-2006.
D. Boucher.
For description, see ASIAN 441.]

**RELST 449(4449) History and Methods of
the Academic Study of Religion (also
ASIAN 449[4449])**

Spring. 4 credits. Requirement for Religious
Studies majors. D. Boucher.
For description, see ASIAN 449.

**[RELST 450(4500) Rescreening the
Holocaust (also THETR 450[4500],
GERST 449[4490], COM L 453[4530],
JWST 449[4749])**

Fall. 4 credits. Not offered 2005-2006.
D. Bathrick.
For description, see THETR 450.]

**RELST 453(4453) Immortality and
Enlightenment (also ASIAN
453[4453])**

Spring. 4 credits. D. Boucher.
For description, see ASIAN 453.

**RELST 457(4657) Formation of Islamic
Law (also NES 457[4657], HIST
453[4530])**

Fall. 4 credits. D. Powers.
For description, see NES 457.

**RELST 460(4460) Indian Meditation
Texts (also ASIAN 460[4460])**

Fall. 4 credits. D. Gold.
For description, see ASIAN 460.

**RELST 475(4625) Christianization/Roman
World (also CLASS 475[4625], NES
475[4675], HIST 483[4830])**

Fall. 3 credits. E. Rebillard.
For description, see CLASS 475.

**RELST 490-491(4990-4991) Directed
Study**

490, fall; 491, spring. 2-4 credits each
semester. For majors in Religious Studies;
permission of director required. Staff.

RELST 495(4995) Senior Honors Essay

Fall and spring (two semesters). 8 credits.
Requirement for honors in Religious
Studies. Staff.

**[RELST 639(6539) Islamic Spain:
Culture and Society (also COM L/
RELST 334[3340/3539], JWST/NES
339[3539], NES 639[6539], SPANL
339/639[3390/6390])**

Spring. 4 credits. Not offered 2005-2006.
R. Brann.
For description, see NES 339/639.]

**RELST 650(6650) Seminar on Asian
Religions (also ASIAN 650[6650])**

Fall. 4 credits. Limited to 10 students.
Prerequisite: graduate standing. Reading
knowledge of modern Japanese desirable.
J. M. Law.
For description, see ASIAN 650(6650).

**[RELST 654(6654) Indian Buddhism
(also RELST 354[3354], ASIAN
354/654[3354/6654])**

Fall. 3 credits. Not offered 2005-2006.
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

M. Greenberg, chair; T. Alkire, S. Amigo-Silvestre, M. Baraldi, K. Bättig von Wittelsbach, A. Berger, B. Bosteels, T. Campbell, F. Cervesi, D. Castillo, N. Díaz-Insensé, E. Dozier (associate chair of language instruction), M. A. Garcés, J. Rodríguez García, C. Howie, Z. Iguina, R. Klein, C. Lawless, P. Lewis, S. LoBello, K. Long, J. Luks, N. Maldonado-Mendez, T. McNulty, M. Migiel, L. Morató-Peña, J. Oliveira, J. E. Paz-Soldán (director of graduate study), S. Pinet, K. Proux, M. K. Redmond, J. R. Resina, J. Routier-Pucci, E. Sánchez-Blake, C. Sparfel, S. Stewart-Steinberg, A. Stratakos-Tió, M. Stycos, B. Teutli, S. Tun, M. C. Vallois, C. Waldron. Emeriti: C. Morón Arroyo, J. Béraud, A. Colby-Hall, N. Furman, A. Grossvogel, D. I. Grossvogel, J. W. Kronik, A. Seznec. Adjunct Associate Professor: S. Tarrow. Visiting: L. Dubreuil, J. Hernandez, L. Ferri

The Department of Romance Studies 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

CATAL 121-122(1210-1220) Elementary Catalan

121, fall; 122, spring, 4 credits each semester. 121 must be taken before 122.

CATAL 122 provides language qualification. Recommended: knowledge of another Romance language. Fall:

A. Sosa-Velasco; spring: A. Herz.

Catalan is a Romance language spoken by some 10 million people in four European states (Andorra, France, Italy, and Spain). This 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

M. Greenberg, chair; T. Alkire, A. Berger, C. Howie, 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. Béraud, A. Colby-Hall, N. Furman, D. I. Grossvogel, A. Seznec. Adjunct Associate Professor: S. Tarrow. Visiting: L. Dubreuil, L. Ferri

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. See Professor M. C. Vallois, the director of undergraduate studies, in 310 Morrill Hall, mv46@cornell.edu. 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 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 adviser 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 before the 19th century. The remaining two may be in related fields such as comparative literature; history; art history; visual studies; government; linguistics; feminist, gender, and sexuality 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 221 or 224.

To complete the major, a student must:

- Acquire advanced knowledge of and competence in 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 adviser or of the director of undergraduate studies.
- 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.
- 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: French literature, comparative literature, women's studies, government, history, history of art, visual studies, linguistics, or any other relevant discipline. These courses must be approved by the major adviser 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.

Concentration in French Studies

At Cornell, a concentration is the functional equivalent of a minor. Its purpose is to supplement a student's major with a complementary focus or concentration that is indicated on the graduate's transcript. The

concentration in French Studies, organized by the interdisciplinary Program in French Studies, is designed to be compatible with all kinds of majors and is open to students in all the undergraduate colleges. The concentration promotes broad understanding of French culture, as well as Francophone literatures, societies, and their political/economic systems; it also encourages students to refine and practice their language skills. Students pursuing the concentration must attain proficiency (by taking a placement exam or completing a 200-level course in French) and must take the core course The French Experience or an approved equivalent of the core course. The French Experience will be offered only as FRLIT 224 (not HIST 270) in 2005-2006. Three alternatives have been approved for 2005-2006: FRLIT 325, FRLIT 370, and HIST 356. Students may also petition the program director to use a 400-level seminar conducted in French as their core course. Completion of the concentration requires, in addition to the core, three non-language courses on French and Francophone topics. Only one of the four courses required for the concentration can be taken S-U.

Applications for the concentration are accessible at the French Studies web site, www.einaudi.cornell.edu/french_studies/about/index.asp and should be submitted to the Institute for European Studies (120 Uris Hall) or to Bonnie Bailey at bab3@cornell.edu.

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 FRROM 219 or its equivalent in advanced credit or placement by the Cornell CASE examination. Taking FRROM 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 University. 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 the EDUCO Program for one semester, admission will be given first 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 semesters, 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 3.00 and a grade point average of at least 3.5 in the 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. Because of the high demand for language courses, a student who fails to attend the first class meeting will be dropped so others may register.

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(1210-1220) Elementary French

121, fall; 122, spring. 4 credits each semester. Prerequisites: for 121, no experience in French or LPF lower than 37 or SAT II lower than 410; for 122, LPF 37-44 or SAT II 410-480, FRRM 121. Fall: J. Luks (course coordinator) and staff; spring: J. Luks (course coordinator), S. Tun, and staff.

Provides a thorough grounding in the language and insights into French language and francophone cultures so that students can 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(1230) Continuing French

Fall or spring. 4 credits. *Provides language qualification.* Prerequisite: FRRM 122 or LPF 45-55 or SAT II 490-590. Recommended courses after FRRM 123: FRRM 206 or 209. Fall: K. Proux (course coordinator) and staff; spring: K. Proux.

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 encourages the student to see the language within the context of its culture.

FRRM 206(2060) French Intermediate Reading and Writing

Fall. 3 credits. *Provides language proficiency and satisfies Option 1.* Prerequisite: FRRM 123, LPF 56-64, or SAT II 600-680. Conducted in French. Recommended courses after FRRM 206: FRRM 219 or FRLIT 221. S. Tun.

Designed for students who want to focus on their reading and writing skills. Emphasizes 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(2090) French Intermediate Composition and Conversation I

Fall, spring, or summer. 3 credits. *Provides language proficiency and satisfies Option 1.* Prerequisite: FRRM 123, LPF 56-64, or SAT II 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.

Designed to strengthen grammar skills; improve reading, speaking, and writing ability; and help students become independent learners.

FRRM 210(2100) Pronunciation of Standard French

Spring. 3 credits. Prerequisites: FRRM 206 or 209 or higher, CASE Q+, or permission of instructor. T. Alkire.

Intermediate-level course focusing on accent reduction. Students 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 includes memorization of short dialogues and scenes from films. Students achieve better pronunciation, greater fluency, and increased self-assurance in spoken French by the end of the course.

FRRM 219(2190) French Intermediate Composition and Conversation II

Fall or spring. 4 credits. Prerequisite: FRRM 206 or 209, or permission of instructor, or Q+ on Cornell Advanced Standing Examination (CASE). Conducted in French. Recommended courses after FRRM 219: FRLIT 221, FRRM 301 or 305. FRRM 219 may be taken concurrently with FRLIT 221. Fall: S. LoBello; spring: S. LoBello (course coordinator) and K. Proux.

Emphasizes 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.

FRRM 300(3000) Directed Studies

Fall or spring. 1-4 credits, variable. Prerequisite: permission of instructor. Times TBA with instructor. Staff.

Taught on a specialized basis to address particular student needs.

FRRM 301(3010) Advanced French (I)

Fall or spring. 4 credits. Requirement for French majors. Prerequisite: FRRM 219 or Q++ on Cornell Advanced Standing Examination (CASE). Recommended courses after FRRM 301: FRRM 312. FRLIT 221 may be taken concurrently with 301. S. LoBello (course coordinator) 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.

FRRM 305(3050) French through Film

Fall or spring. 4 credits. *Provides language proficiency and satisfies Option 1.*

Prerequisite: Q++ on Cornell Advanced Standing Examination (CASE), FRRM 219, or permission of instructor. Recommended courses after FRRM 305: FRRM 301, 312 or FRLIT 221. FRRM 305 may be taken concurrently with FRLIT 221. C. Waldron.

Analysis of French contemporary films and related readings. Used as a means of studying the language. Particular emphasis is on the culture and historical context as it relates to French contemporary society. Additionally, guest speakers provide enrichment on selected topics.

FRRM 312(3120) Advanced French (II)

Fall or spring. 4 credits. Prerequisite: FRRM 301 or 305, or Q++ on Cornell Advanced Standing Examination (CASE). T. Alkire.

Course on stylistics and translation aiming 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 exercise de style, and thème. Additional exercises target vocabulary development. Seminar-style participation in class discussions is expected, as are two oral presentations.

FRRM 313(3130) French in the News

Spring. 4 credits. Prerequisite: FRRM 301 or 305, or placement by Cornell Advanced Standing Examination (CASE). C. Waldron. Studying French televised news broadcasts and other media places students at the heart of today's France. Flexible approach allows students to perfect their language skills.

FRROM 315(3150) Translating from French—Translating from Spanish (also SPANR 315[3150], COM L 314) (IV) (LA)

Fall. 4 credits. Prerequisite: successful completion of highest 300-level course in Spanish or French; FRROM 312 or SPANR 312 or permission of instructor. J. Routier-Pucci and C. Porter.

Seminar-type course focusing on translating from the SL (source language) into the TL (target language, i.e., English). The objective is to learn and practice the skill of translating from one of the SLs into English, and in so doing, investigate the various technical, stylistic, and cultural difficulties encountered in the process. To attain this objective, students are exposed to a series of translation tasks, conducted individually or in groups: they are 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(6300) French for Reading—Graduate Students

Spring only. 3 credits. Prerequisite: graduate standing. T. Alkire and staff.

Designed for those with little or no background in French. Aims primarily to develop skill in reading French. Covers grammar basics, extensive vocabulary, and strategies for reading in a foreign language. Some flexibility in selecting texts according to fields of interest is offered.

Literature

FRLIT 221(2210) Introduction to Textual Analysis # (IV)

Fall or spring. 3 credits. Prerequisite: FRROM 206 or 209 or CASE Q+.

Conducted in French. Fall: T. McNulty and staff; spring: C. Howie and staff.

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. Emphasizes the development of analytical skills, in particular close readings of works by a variety of authors from different periods.

FRLIT 224(2240) The French Experience (III or IV) (CA)

Fall. 3 credits. Readings available both in French and in English translation. Conducted in English. P. Lewis.

Examination of French society, culture, and institutions through key moments in French history in an attempt to understand what made French culture so distinctive. Looking attentively at texts, images and contexts, students attempt to unravel some of the defining enigmas of the French experience. Two lectures a 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 221 or equivalent.

FRLIT 321(3210) Readings in Modern French Literature and Culture (IV) (LA)

Fall or spring. 4 credits. Prerequisites: FRLIT 221 or 224, and FRROM 301 or 305 or CASE placement. Conducted in French. Fall: L. Dubreuil; spring: R. Klein.

Designed to teach ways of reading and understanding works created from the Romantic period to the present day, in their cultural context. A range of texts from various genres is presented, and students 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, Sartre.

FRLIT 322(3220) Readings In Early Modern Literature and Culture # (IV) (LA)

Spring. 4 credits. Prerequisites: FRLIT 221 or 224, and FRROM 301 or 305 or CASE placement. Conducted in French.

M. C. Vallois.

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, reflected a dynamic period of significant change for France. Texts by such authors as Ronsard, du Bellay, Montaigne, Molière, Marguerite de Navarre, Corneille, Diderot, de Lafayette, Racine, Perrault, Rousseau.

FRLIT 323 (3230) Readings In Francophone Literatures and Cultures @ (IV) (LA)

Fall. 4 credits. Prerequisite: FRLIT 221 or 224, and FRROM 301 or 305 or CASE placement. Conducted in French.

L. Dubreuil.

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 are considered and various methodologies of analysis are presented. Works by such authors as Cheik Amadou Kane, Ampaté Bâ, Rachid Boudjedra, Aimé Césaire, René Depestre, Raphaël Confiant.

FRLIT 325(3250) Being French: Questions of Identity in Modern French Culture (IV) (CA)

Fall. 4 credits. Prerequisites: FRROM 301, CASE placement, or permission of instructor. P. Lewis.

What does it mean to identify oneself as French or to be identified by others as French? Why do observers often speak of a national identity crisis in France? To explore these questions in their multiple aspects, this course looks at the ways France's culture, history, politics, and society from World War II to the present have both refashioned and unsettled the idea and the experience of Frenchness. In addition to analyzing important texts and documents, the course uses films and Internet sites to construct a critical picture of modern France. Topics for discussion include the status of traditions, the decentralization debate, family and social structures, the crisis of education, the aftermath of colonialism, immigration issues, relations with the United States and the European Union, and the role of intellectuals.

FRLIT 327(3270) In Search of the Origin of Language (also COM L 320) (IV) (KCM)

Spring. 4 credits. Conducted in English. T. McNulty.

Where does language come from, and what does it respond to? What is the relationship between the origin of language and the creation of the world, or between language and myth? What distinguishes human language from the structures of communication common to all animals? What is the relationship of language to sexual difference, the death drive, and the prohibition of incest? What do poetry, mathematics and computer science tell us about the function of writing? Why have so many thinkers across history associated language with the virus or with logics of contamination? This course is broadly interdisciplinary in scope, drawing on works of philosophy, anthropology, psychoanalysis, religion, and the biological sciences, in addition to literature and film. Readings include texts from the Bible, Plato, Descartes, Pascal, Rousseau, Shelley, Freud, Saussure, Artaud, Levi-Strauss, Burroughs, and Derrida. Students may read texts in the original languages or in translation.

FRLIT 333(3330) Contemporary French Thought (IV) (CA)

Spring. 4 credits. Conducted in French. R. Klein.

Surveys the major contemporary post structuralist, psychoanalytic, and deconstructive theorists in French thought today: Lacan, Foucault, Derrida, Barthes, Bourdieu, Baudrillard and Wittig. Particular emphasis is on the contribution of these theorists to the analysis of sexuality and pedagogy.

FRLIT 334(3340) The Novel as Masterwork (also FRLIT 684[6840]) # (IV) (LA)

Spring. 4 credits. Prerequisites: FRLIT 321, 322, 323, and FRROM 301 or 305, or CASE placement, or permission of instructor. Conducted in French. L. Dubreuil.

Study of three 19th-century novels by masters of the genre: Stendhal's *Le rouge et le noir*, Flaubert's *Madame Bovary*, and Zola's *Nana*.

FRLIT 335(3350) Romance to Revolution: The French Novel before 1789 # (IV) (LA)

Spring. 4 credits. Prerequisite: FRLIT 221 or permission of instructor. Conducted in French. Staff.

In addition to considering formal questions relating to the development of the novel in French, this course examines problems such as the appearance of narrative and historical consciousness, the representation of woman, and the relation between literature and society. Texts include such major works as Tristan and Iseult, Perrault's *Contes*, Mme de LaFayette, Prévost, Rousseau, Diderot, Laclos, and Sade.

FRLIT 362(3620) Culture of the Renaissance II (also COM L 362[3620], ENGL 325[3250], HIST 364[3640], MUSIC 390[3242], ART H 351[3420]) # (III or IV) (CA)

Fall. 4 credits. K. Long.

For description, see COM L 362.

FRLIT 370(3700) The French Enlightenment and the Modern Citizen # (IV) (CA)

Spring. 4 credits. Prerequisites: FRLIT 321, 322, 323, and FRRM 301 or 305, or CASE placement, or permission of instructor. Conducted in French. M. C. Vallois.

Through a reading of various works of the French 18th century (by Montesquieu, Voltaire, Diderot, Rousseau, as well as by other, less canonical authors), this course studies 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 391(3910) Fictions of the Self (IV) (LA)

Fall. 4 credits. Prerequisite: FRLIT 221 or permission of instructor. Conducted in French. T. McNulty.

Examines the relationship between the "self" and fiction, or between personhood and the literary personage. How does autobiography, as a "writing of one's own life," shape the relationship between the self and the written word? What is the relationship between the person and the persona (or "mask") from which it derives etymologically? To what extent is the self a fiction? Works studied include selections from Augustine, Montaigne, Descartes, Rousseau, Nietzsche, Freud, Gide, Leiris, Duras, Sarraute, and Jabès.

FRLIT 404(4040) Troubadours and Heretics (also S HUM 408, ASIAN 481, COM L 404[4040])

Fall. 4 credits. Limited to 15 students. R. Klein.

Seminar serving as an introduction to reading old Provençal, with discussions of the structure of the language and problems in translation. Readings include some of the greatest examples of troubadour poetry, as well as extensive historical material for the purpose of understanding the social and ideological conflicts that shaped the environment in which that poetry arose and declined.

FRLIT 409(4090) Races, Métissage, Hybridity (also FRLIT 609[6090])

Spring. 4 credits. L. Dubreuil.

Explores the historical values and the conceptual basis of métissage. Examines the present success of métissage as a theoretical category. In that sense, a confrontation with other close notions (hybridity, créolisation) is necessary. But above all, the course considers the avatars of métissage (since the 19th century) from a philosophical and political point of view. In doing this, the course asks some recurrent questions, such as: why so many francophone writers have first rejected cultural hybridity? Is universalism always a "white western" thought? How could we approach cultural differences in postcolonial works? Because the purpose of the course is definitively interdisciplinary, readings include anthropology, philosophy, history, politics, criticism and literature; e.g., Antenor Firmin, Césaire, Senghor, Lévi-Strauss, Depestre, Gobeineau, and others.

FRLIT 419-420(4190-4200) Special Topics in French Literature

419, fall; 420, spring. 2-4 credits each semester. Prerequisite: permission of instructor. Staff.

Guided independent study of special topics.

FRLIT 429-430(4290-4300) Honors Work in French

429, fall; 430, spring (yearlong). 8 credits. R grade given at end of fall semester and final letter grade at end of spring semester. Open to juniors and seniors. Consult director of honors program for more information. M. C. Vallois and staff.

FRLIT 435(4350) Postcolonial Poetries and the Poetics of Relation (also FRLIT 635[6350], SPANL 435/635[4350/6350] COM L 435/635[4350/6350])

Spring. 4 credits. J. Monroe.

For description, see COM L 4350.

FRLIT 447(4470) Old French: Theory and Practice

Fall. 4 credits. Prerequisite: FRLIT 221 or permission of instructor; some knowledge of modern French.

Has a double mission: to serve as an introduction to the vernacular literature of medieval France for students with little or no familiarity with more archaic forms of French; and to raise a series of questions—questions we might even call "theoretical" or "philosophical"—about what it means to deal with the past, and what kinds of languages and desires emerge in medieval texts and in the medievalists who work with them. Readings in all the major medieval genres—lyric, romance, epic, hagiography, lai—and in modern accounts of history, philology, and scholarly practice (e.g., Zumthor, Gumbrecht, Certeau, Agamben, Jauss).

FRLIT 461(4610) Racine: Mythology and the Politics of Sacrifice (also FRLIT 661[6610])

Fall. 4 credits. Conducted in French. M. Greenberg.

Explores the "politics" of Racine's tragedy. Explores such questions as "What is the relation of Racine's tragedy to (1) Absolutism, (2) the Oedipus myth and complex, (3) to modern-day interpretations and audiences?" Also explores the relation of the theater to both individual fantasy and collective myth. The tragedies of Racine is read in conjunction with material in literary theory, psychoanalysis, anthropology, etc.

FRLIT 470(4700) Contemporary Readings of the Ancients: Derrida (also GOVT 470[4705]) (III or IV) (CA)

Fall. 4 credits. Graduate students welcome. D. Rubenstein.

For description, see GOVT 470.

FRLIT 473(4730) Religious Violence in France # (IV) (CA)

Fall. 4 credits. Prerequisite: FRLIT 221 or permission of instructor. Conducted in French. K. Long.

Seminar exploring, by means of literary texts and other documents, representations of religious violence in Western Europe from the Middle Ages to the modern era, with a particular focus on France. From Holy War to religiously motivated resistance, what are the secular mechanisms used to deploy and to deflect religious violence and what is the significance of the ritualistic aspects of such violence for the culture that produces it? How

does violence mark the sacred and secular (for example, the dependence of the Catholic Church upon secular authorities for various aspects of enforcement of religious doctrine, from interrogation to execution of heretics)?

FRLIT 608(6080) Proseminar (also ITALL SPANL 608[6080])

Spring. 2 credits each semester. Staff.

The proseminar is the place for sustained exchanges between graduate students, faculty, 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 609[6090] Races, Métissage, Hybridity

Spring. 4 credits. L. Dubreuil.

For description, see FRLIT 409.

FRLIT 635(6350) Postcolonial Poetries and the Poetics of Relation (also FRLIT 435[4350], SPANL 435/635[4350/6350], COM L 435/635[4350/6350])

Spring. 4 credits. J. Monroe.

For description, see COM L 435.

FRLIT 639-640(6390-6400) Special Topics in French Literature

639, fall; 640, spring. 2-4 credits each semester. Staff.

Guided independent study for graduate students.

FRLIT 641(6410) Sense and Style: Nancy and Agamben.

Spring. 4 credits. C. Howie.

Few contemporary philosophers have given as much attention as Jean Luc Nancy and Giorgio Agamben to the relationship between philosophical discourse, embodiment, and poetic practice. This course is particularly concerned with Nancy's writings on art, Agamben's writings on literature, and the implications that certain modes of exposition might have for the style of philosophy, the style or criticism, and the styles according to which the body's senses apprehend and articulate themselves in and through the world. We'll look at Nancy's "The Birth of Presence," "The Muses," and "Finite Thinking; Agamben's essays on prose and poetics;" and texts by thinkers such as Derrida, Lacoue-Labarthe, and Ferrari, whose work touches upon and exposes itself alongside that of Nancy and Agamben.

FRLIT 661(6610) Racine: Mythology and the Politics of Sacrifice (also FRLIT 461[4610])

Fall. 4 credits. Conducted in French.

M. Greenberg.

For description, see FRLIT 461.

FRLIT 672(6720) Deleuze and Lyotard: Aesthetic Excess and Artistic Practice (also COM L 634[6340], ENGL 629, VISST 634)

Fall. 4 credits. T. Murray.

For description, see COM L 634.

FRLIT 675(6750) Politics and Theology

Spring. 4 credits. T. McNulty.

Examines the link between politics and theology through texts chosen from three critical moments: The handing down of mosaic law and its reception in Pauline Christianity, Enlightenment political thought (Rousseau, Sade, Kant), and modern political theory (Schmitt, Arendt, Freud, Lacan, Badiou, Ranciere, Taubes, Zizek).

FRLIT 676(6760) Media Theory: French Theorists of Television, Film, Photography (also GOVT 666[6665], VISST 666[6466])

Fall. 4 credits. D. Rubenstein.
For description, see GOVT 666.

Italian

T. Alkire, M. Baraldi, K. Bättig von Wittelsbach, T. Campbell (director of undergraduate studies), F. Cervesi, M. Migiel, 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 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 (DUS). Professor Timothy Campbell (tcc9@cornell.edu) 323C Morrill Hall. The DUS will take into account the student's interest, preparation, and career goals and 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. In conjunction 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 10 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 focus before the 18th century. With permission of the adviser, the student may substitute for two of these courses other courses 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 3 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 DUS).

ITALA 402 History of the Italian language and ITALA 403 Linguistic Structure of Italian, may be counted toward the 10 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 (fall), ITALL 295 Italian Cinema (spring), and ITALL 297 Introduction to Italian Literature (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. Students planning on studying abroad for a year or a semester in Italy should plan their course work to emphasize their individual interests. Note: Students must maintain a B- in each of the five Italian studies courses;
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.

Concentration in Italian Studies

In order to complete an undergraduate concentration in Italian Studies, students must take at least five courses (a minimum of 15 credits) by selecting courses from the Italian Studies Concentration Course List, one of which must be ITALL 290 Perspectives in Italian Culture. These courses must be allocated among at least three Cornell departments and must include one introductory course and one course at the advanced level. Courses not on the list may be approved by petition only. Language competence must be demonstrated by successfully completing ITALA 209/219.

Please note that courses taken as part of a study abroad program approved by the Study Abroad Dean may count towards meeting the above requirements.

Students wishing to enroll in the concentration must register their intent by contacting Professor Timothy Campbell, director of undergraduate studies, 323C Morrill Hall, 607-255-8432, who will assign a faculty adviser to students.

Study Abroad in Italy: Italian studies faculty members 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 a full academic year or a second semester at the University of Bologna for credit. 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 at the first scheduled class session. Because of the high demand for language courses, a student who fails to attend the first class meeting will be dropped so others may register.

ITALA 121-122(1210-1220) Elementary Italian

121, fall; 122, spring. 4 credits each semester. Prerequisite: for ITALA 122, 121 or LPI 37-44 or SAT II 370-450. Intended for beginners or students placed by examination. At the end of ITALA 122, students who score lower than 56 on LPI may take ITALA 123, those with 56 or higher on LPI attain qualification and may enter 200-level sequence; otherwise ITALA 123 required for qualification. Evening prelims. Fall: P. Swenson (course coordinator), T. Alkire, K. Bättig von Wittelsbach, C. Dye, and staff; spring: P. Swenson (course coordinator), T. Alkire, C. Dye, and staff.

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(1230) Continuing Italian

Fall or spring. 4 credits. *Provides language qualification.* Prerequisite: study of Italian; LPI 45-55 or SAT II 460-580. K. Bättig von Wittelsbach.

All-skills course designed to improve speaking and reading ability, establish a groundwork for correct writing, and provide a substantial grammar review.

ITALA 209(2090) Italian Intermediate Composition and Conversation I

Fall or spring. 3 credits. *Provides language proficiency and satisfies Option 1.*
Prerequisite: ITALA 123 or LPI 56-64, or SAT II 590-680, or CASE Q. Fall: F. Cervesi (course coordinator) and M. Baraldi; spring: M. Baraldi.

Provides a guided conversation, composition, reading, pronunciation, and grammar review, emphasizing the development of accurate and idiomatic expression in the language.

ITALA 219(2190) Italian Intermediate Composition and Conversation II

Spring. 3 credits. *Provides language proficiency and satisfies Option 1.*
Prerequisite: ITALA 209 or equivalent.
M. Baraldi.

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 for descriptions of these courses.

ITALA 300(3000) Directed Studies

Fall or spring. 1-4 credits, variable.
Prerequisite: permission of instructor.
Times TBA with instructor. Staff.

Taught on a specialized basis to address particular student needs.

ITALA 313(3130) Advanced Italian: Language in Italian Culture (IV) (LA)

Fall. 3 credits. Prerequisite: ITALA 219 or equivalent or permission of instructor.
Conducted in Italian. P. Swenson.

Focuses on developing oral and written language skills through the study of cultural and social issues of contemporary Italy. Students improve their fluency in the language through oral exercises, compositions, as well as group and individual presentations. The course also entails a grammar review of selected points and analysis of present-day Italian.

Literature**ITALL 290(2900) Perspectives in Italian Culture (IV) (LA)**

Fall. 3 credits. "Core course" in Italian studies major; offered every year.
Conducted in English with disc in Italian.
T. Campbell.

Aims to provide students with the tools necessary to understand the most important social, political and artistic developments occurring in contemporary Italian culture. These include the Italian immigrant experience in the 20th century, particularly in the United States; the politics of food; and recent Italian cinema; and are not limited to the role of immigration in Italy. Using a cultural studies perspective, students select an area of Italian culture that complements their principal interest; and at semester's end each presents a research project on the chosen topic. Through background lectures, discussions of readings in anthropology, history, literature, sociology, cultural studies, and film screenings, students are introduced to a full range of resources employed in the production and consumption of Italian culture globally today. Primary readings include selections from Eco Dickie, Sciascia, Carlo Levi, and Sciascia; films from Amelio, Benigni, Sergio Leone, Moretti, and Muccino.

A group of secondary readings stimulates the discussion of the historical and cultural panorama of contemporary Italy.

ITALL 297(2970) Introduction to Italian Literature (IV) (LA)

Fall. 3 credits. Core course in Italian studies major. Students who have taken ITALL 216 or 217 may not take this course.
Conducted in Italian. T. Campbell.

Aims to introduce students to Italian literature of the 20th century. The first half of the semester is dedicated to the short-story genre, in particular to prose works by Pirandello, Buzzati, Sciascia and others. The second half covers the writings of Primo Levi, reading his classic *Se questo è un uomo*. Throughout, there is special interest in representations of Italian modernity. In addition, the course includes significant practice in grammar and composition. To this end, the students are required to write five papers of medium length over the course of the semester.

ITALL 300(3000) 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 290) may opt to take this practicum 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 320(3200) Medieval Italy # (IV) (LA)

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

Introduction to 13th- and 14th-century Italy, with particular attention to the cultural, socioeconomic, and political forms that provided the basis for the Italian Renaissance. Units of study are devoted to: changing notions of the individual, politics, and morality; the impact of the new mercantile economy and culture; gender-relations; the family; mysticism and popular religious movements; relation to non-Western cultures; the rise of Italian literature in the vernacular; the impact of the Black Death (1348).

ITALL 385(3850) Modern Italian Travel Writing (also ITALL 685[6850]) (IV) (LA)

Spring. 4 credits. Prerequisite: permission of instructor. Conducted in Italian.
T. Campbell.

Introduction to modern travel narratives in the Italian context. Students read a range of texts dating from the late 19th to mid-20th centuries that urge travel as their theme, with a particular emphasis placed on Northeast Africa and Latin America. The course begins with missionary accounts from Eritrea, continues with the correspondence of Italian emigrants to Argentina and Brazil, and then turns to minor classic of Italian travel literature: Flaiano's *Tempo de uccidere*, Tobino's *Deserto di Libia*, Carlo Levi's *Cristo si è fermato a Eboli*, and Cecchi's *Messico*. Examines the ways in which travel writing produces a space of displacement, considers the relation between technology, travel and aesthetics, and discusses the forms by which the distinction between foreign and Italian is observed.

ITALL 389(3890) Modern Italian Novel (also ITALL 689[6890]) (IV) (LA)

Spring. 4 credits. *Provides language proficiency and satisfies Option 1.*

Prerequisite: permission of instructor. Students who have taken ITALL 389 previously may retake course for credit, provided that readings are different.
Conducted in Italian. T. Campbell.

Covers the Italian novel from 1895 to 1930. Students develop a critical perspective on both the novel and the concept of reactionary modernism by looking closely at how the Italian novel rewrites modern notions of subjectivity. Significant secondary themes include the discourse of the city and its relation to urban identity, and the concept of the inermo. To this end, the course is designed to give students the necessary critical tools they require in the first weeks of class (theory of the novel, reactionary modernism, dialogic imagination), to be followed by the study of four classic Italian novels from the period: D'Annunzio's *Il piacere*, Bontempelli's *La vita intensa*, Pirandello's *Il fu Mattia Pascal*, and Palazzeschi's *Il codice di Perelà*.

ITALL 419-420(4190-4200) Special Topics in Italian Literature

419, fall; 420, spring. 2-4 credits each semester. Prerequisite: permission of instructor. Fall: T. Campbell; spring: T. Campbell and M. Migiel.

Guided independent study of specific topics.

ITALL 423(4230) Dante and Deviance (also ITALL 623[6230], FGSS 432/632[4320/6320]) (IV) (LA)

Fall. 4 credits. Optional disc for students with some Italian proficiency, but no prior knowledge of Italian required. C. Howie.

Dante Alighieri's 14th-century *Comedy*, divine or not, tells a story of deviance, of love and road. Through circles and spirals and spheres, through Hell, Purgatory, and Heaven, students have plenty of opportunities to ask whether Dante ever sets himself straight, and to witness the aesthetic and erotic techniques by means of which he bends and burns. This course is specifically skeptical of the crippling amount of criticism generated in response to Dante over the past hundred years, and the secondary aim is, instead, to bring the dialogue with Dante's poem some of the more compelling modern and contemporary engagements with embodiment, transcendence, aesthetics, and eroticism, from Maurice Merleau-Ponty, Michel de Certeau, and Anne Cason to queer theorists and theologians.

ITALL 429-430(4290-4300) Honors in Italian Literature

429, fall; 430, spring (yearlong). 8 credits.
R, fall; letter grade, spring. Prerequisite: senior standing; permission of instructor.
T. Campbell and staff.

ITALL 608(6080) Proseminar (also FRLIT/SPANL 608[6080])

Spring. 2 credits each semester. Staff. The proseminar is the place for sustained exchanges between 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 623(6230) Dante and Deviance (also ITALL 423[4230])

Fall. 4 credits. C. Howie.
For description, see ITALL 423.

ITALL 639-640(6390-6400) Special Topics in Italian Literature

639, fall; 640, spring. 4 credits each semester. Fall: T. Campbell; spring: T. Campbell and M. Migiel.

ITALL 685(6850) Modern Italian Travel Writing (also ITALL 385[3850])

Spring. 4 credits. Prerequisite: permission of instructor. Conducted in Italian. T. Campbell.

For description, see ITALL 385.

Portuguese

Faculty: J. Oliveira, M. Sullivan.

PORT 121-122(1210-1220) Elementary Brazilian Portuguese

121, fall; 122, spring. 4 credits each semester. Intended for beginners, those with little or no fluency in Spanish. *PORT 122 provides language qualification.* J. Oliveira.

Gives a thorough grounding in all the language skills: listening, speaking, reading, and writing.

PORT 209(2090) Intermediate Conversation: Portuguese for Spanish Speakers @

Fall or spring. 3 credits. *Provides language proficiency and satisfies Option 1.*

Intended for students who have taken 121/122, and for those who are either native/near-native speakers of Spanish or another Romance language (or CASE Q++). Prerequisites: PORT 122 or permission of instructor. Fall: J. Oliveira and M. Sullivan; spring: M. Sullivan.

Presents a fast-paced review on improving grammatical accuracy and on enriching vocabulary. All-skills course designed to establish a groundwork with particular emphasis on Brazilian Portuguese spoken within the context of its culture. Listening comprehension and speaking activities aim at improving oral communication within its cultural context.

PORT 219(2190) Intermediate Composition: Portuguese for Spanish Speakers @

Spring. 3 credits. *Provides language proficiency and satisfies Option 1.* Prerequisite: PORT 209. J. Oliveira.

Further refines the development of accurate writing and oral expression. Provides a continuation of grammar review with special attention to pronunciation and the development of a more accurate conversational colloquial communication of Brazilian Portuguese. Includes readings in contemporary Portuguese and Brazilian prose and some writing practice.

PORT 319(3190) Readings in Luso-Brazilian Literature of the 19th Century @ # (IV) (LA)

Fall. 4 credits. Prerequisite: permission of instructor. J. Oliveira.

Takes a broad approach to selective writings of representative Luso-Brazilian authors from the 19th century to the present Machado de Assis, Aluisio de Azevedo, Lima Barreto, Manoel Antonio de Almeida, Eça de Queiroz, and others. The course is divided into small sections. The students may read all works in the Portuguese or in translation. Assignments include short book reports, and students select a topic for in-depth research to the writing of a final semester paper.

PORT 320(3200) Readings in Luso-Brazilian Literature of the 20th Century @ (IV) (LA)

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

Takes a broad approach to selective writings of contemporary Brazilian and Portuguese authors such as Graciliano Ramos, J. L. do Rego, Jorge Amado, Clarice Lispector, Moacyr Scliar, Fernando Pessoa, João Saramago and others. Divided into small sections. The students may read all works in the Portuguese or in translation. Assignments include short book reports, and students select a topic for in-depth research to the writing of a final term paper.

PORT 630(6300) Portuguese Reading for Graduates

Fall. 3 credits. Prerequisite: graduate standing. L. Rabben.

Designed for those with little or no background in Portuguese and little exposure to written Portuguese. Aims primarily to develop skill in reading Portuguese. Covers grammar basics, extensive vocabulary, and strategies for reading in a foreign language. The choice of texts depends on the interest of the students in the course.

Quechua

Faculty: L. Moratô-Peña.

QUECH 121-122(1210-1220) Elementary Quechua

121, fall; 122, spring. 4 credits each semester. Prerequisite: for 122, QUECH 121. L. Moratô-Peña.

Beginning conversation course in Quechua.

QUECH 136(1360) Quechua Writing Lab

Spring. 1 credit. Co-requisite: QUECH 122 or permission of instructor. Letter grades only. L. Moratô-Peña.

Computer-assisted drill and writing instruction in elementary Quechua.

QUECH 209-219(2090-2190) Continuing Quechua @

209, fall; 219, spring. 3 credits each semester. *Provides language proficiency and satisfies Option 1.* Prerequisites: for 209, QUECH 122 or equivalent; for 219: QUECH 209 or equivalent. L. Moratô-Peña.

Intermediate conversation and reading course. Study of the Huarochiri manuscript.

QUECH 300(3000) Directed Studies

Fall or spring. 1-4 credits, variable.

Prerequisite: permission of instructor.

Times TBA with instructor. L. Moratô-Peña.

Taught on a specialized basis to address particular student needs.

Romance Studies**ROM S 435(4350) Introduction to Literary Theory (also GERST/COM L 435[4350]) (IV) (LA)**

Fall. 3 credits. G. Waite.

For description, see GERST 435.

ROM S 507(5070) Methodology of Romance Language Learning and Teaching (IV) (LA)

Fall. 4 credits. N. Díaz-Insensé and J. Luks.

Focuses on language teaching as facilitation of learning, thus on the learner's processing of language acquisition and the promotion of reflective teaching. The sessions are divided into two areas of inquiry. The first, strategies for language learning and teaching, addresses pedagogical issues from a learner-centered

perspective involving effective language learning strategies and analysis. The second, language content, promotes development of an analytical grasp of the target language in order to better meet the needs of learners in the understanding and acquisition of linguistic forms, notions, and functions.

Spanish

S. Amigo-Silvestre, B. Bosteels, L. Carrillo, D. Castillo, N. Díaz-Insensé, E. Dozier (associate chair for language instruction), M. A. Garcés (director of undergraduate studies), J. Rodríguez García, J. Hernandez, Z. Iguina, C. Lawless, N. Maldonado-Méndez, L. Meza-Riedewald, L. Moratô-Peña, J. E. Paz-Soldán (director of graduate studies), S. Pinet, T. Platt, M. K. Redmond, J. R. Resina, J. Routier-Pucci, E. Sánchez-Blake, A. Stratakos-Tiö, M. Stycos, B. Teutli. 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 Professor María Antonia Garcés (mg43@cornell.edu), director of undergraduate studies, in 315 Morrill Hall, who will admit them to the major, and assign them an adviser from the Spanish faculty. Spanish majors will then work out a plan of study in consultation with their advisers. 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.

SPANL 218 and 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).
3. one of the two annually designated senior seminars.

The Spanish Literature Option

The Spanish literature option normally includes at least 15 credits of Spanish literature beyond the core courses. Literature majors are strongly urged to include in their programs courses in all the major periods of Hispanic literature.

Area Studies Option (Spanish, Latin American, or U.S. Latino Studies):

At least 15 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 adviser. 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, rural 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 course work 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 coursework 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 completed SPANR 219 at least before 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 Cornell Abroad in 474 Uris Hall and see the Cornell Abroad web site: 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 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 Spanish, and to participate in research and internships with grass-roots 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. Because of the high demand for language courses, a student who fails to attend the first class meeting will be dropped so others may register.

SPANR 112(1120) Elementary Spanish: Review and Continuation

Fall only. 4 credits. Prerequisite: LPS 37-44 or SAT II 370-450. Students who have taken SPANR 121 may enroll. S. Amigo-Silvestre (course coordinator), L. Meza-Riedewald, and staff.

Provides a basic review and then moves on to cover new material for the remainder of the semester. 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(1210-1220) Elementary Spanish

121, fall and summer; 122, spring. 4 credits each semester. Intended for students with no experience in Spanish; students who have previously studied two or more years of Spanish may not attend unless they have LPS lower than 37 or SAT II lower than 370. Prerequisite: for 122, SPANR 121 or LPS 37-44 or SAT II 370-450. N. Díaz-Insensé (course coordinator), B. Teutli, and staff.

Provides a thorough grounding in all language skills.

SPANR 123(1230) Continuing Spanish

Fall, spring, or summer. 4 credits. *Provides language qualification.* Prerequisite: SPANR 112 or 122, or LPS 45-55, or SAT II 460-580. Fall: M. K. Redmond (course coordinator), N. Maldonado-Mendez, L. Morató-Peña, and staff; spring: M. K. Redmond (course coordinator), S. Amigo-Silvestre, N. Maldonado-Mendez, L. Morató-Peña; summer: A. Stratakos-Tiö.

Lower- to intermediate-level course providing 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(2000) Spanish for English/Spanish Bilinguals (also LSP 202[2020])

Fall or spring. 3 credits. *Provides language proficiency and satisfies Option 1.* Prerequisite: LPS 56 or higher, SAT II 590 or higher, CASE placement, or permission of instructor. Not open to students who have taken SPANR 207 or 209. N. Maldonado-Mendez.

Designed to expand bilingual students' knowledge of Spanish by providing them with ample opportunities to develop and improve each of the basic language skills.

SPANR 207(2070) Intermediate Spanish for the Medical and Health Professions

Fall or spring. 3 credits. *Provides language proficiency and satisfies Option 1.*

Prerequisite: SPANR 123, LPS 56-64, or SAT II 590-680, Q on CASE exam, or permission of instructor. Students who have taken SPANR 200 or 209 should speak to instructor. A. Stratakos-Tiö.

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(2090) Spanish Intermediate Composition and Conversation I

Fall or spring. 3 credits. *Provides language proficiency and satisfies Option 1.*

Prerequisite: SPANR 123, LPS 56-64, or SAT II 590-680. Not open to students who have taken SPANR 207. Fall: J. Routier-Pucci (course coordinator), T. Platt, E. Sánchez-Blake, and staff; spring: J. Routier-Pucci (course coordinator), N. Maldonado-Méndez, L. Meza-Riedewald, T. Platt, B. Teutli, and staff.

Provides a conversational grammar review with special attention to the development of accurate and idiomatic oral and written expression. Assignments include composition-writing, reading and discussing Spanish and Spanish American short stories and poetry, and viewing several films.

SPANR 219(2190) 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) and Z. Iguina; spring: Z. Iguina (course coordinator), E. Dozier and N. Maldonado-Méndez.

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(3000) Directed Studies

Fall or spring. 1-4 credits, variable. Prerequisite: permission of instructor. Times TBA with instructor. Staff.

Taught on a specialized basis to address particular student needs.

SPANR 302(3020) Spanish in the Disciplines (also LAT A 302[3020] and HIST 301[3010])

Fall. 1 credit. Staff.

Spanish language discussion section supplementing the course materials during the lecture section including conversation in Spanish, discussion of course lecture in Spanish and Spanish writing exercises.

SPANR 310(3100) Advanced Spanish Conversation and Pronunciation

Fall or spring. 3 credits. *Provides language proficiency and satisfies Option 1.*

Prerequisite: SPANR 219 or CASE Q++ or permission of instructor. Z. Iguina.

Conversation course with intensive oral practice obtained through the production of video programs. Students practice the fundamental aspects of communication in the

standard spoken and written Spanish, with some focus on dialectal variations. There are weekly pronunciation labs.

SPANR 311(3110) Advanced Spanish Composition and Conversation I

Fall or spring, 4 credits. *Provides language proficiency and satisfies Option 1.*

Prerequisite: SPANR 219 or CASE Q++ or equivalent. Fall: M. Stycos (course coordinator) and staff; spring: E. Sánchez-Blake (course coordinator) 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(3120) Advanced Spanish Composition and Conversation II

Fall or spring, 4 credits. *Provides language proficiency and satisfies Option 1.*

Prerequisite: SPANR 311 or permission of instructor. Fall: M. Stycos; spring: E. Sánchez-Blake.

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 314(3140) Hispanic Storytelling Workshop

Spring, 3 credits. Prerequisite: SPANR 219, or CASE Q+, or permission of instructor. D. Castillo.

During the last 20 years, there has been a revitalization of the ancient art of storytelling, taking advantage of the opportunities provided by modern acting and staging techniques. This workshop involves all aspects of presenting an oral story to the public. As an advanced language course, it provides students with ample opportunities to develop their reading and listening comprehension (with expansion of vocabulary and of the idiomatic aspects of language) as well as their oral expression (diction, pronunciation). There is a natural cultural component in the course, because the assigned readings are stories from the Spanish-speaking world. For writing practice, students work on modifying written stories for oral performance, or create their own stories, or translate stories from English-speaking worlds or from other cultures. The course culminates with a public performance by the class members. In preparation for this final performance, students select and prepare stories, train in body movements and gestures, and work together on the stage settings. All preparation for the performance is conducted exclusively in Spanish.

SPANR 315(3150) Translating from Spanish—Translating from French (also FRROM 315[3150], COM L 314)

Fall, 4 credits. Prerequisite: SPANR 312 or FRROM 312, or permission of instructor; successful completion of highest 300-level language course offered in either Spanish or French. J. Routier-Pucci and C. Porter.

Seminar-type course focusing on translating from the SL (source language) into the TL (target language, i.e. English). The objective is to learn and practice the skill of translating from one of the SLs into English, and in so doing, investigate the various technical, stylistic, and cultural difficulties encountered in the process. To attain this objective, the students are exposed to a series of translation tasks, conducted individually or in groups: they are 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(6300) Spanish for Reading

Spring, 3 credits. Prerequisite: graduate standing. J. Routier-Pucci.

Designed for those with little or no background in Spanish and little exposure to written Spanish. Aims primarily to develop skill in reading Spanish. Covers grammar basics, extensive vocabulary, and strategies for reading in a foreign language. The choice of texts depends on the interests of the students.

Literature

SPANL 218(2180) Introduction to Hispanic Literature (also LAT A 218[2180]) @ (IV) (LA)

Fall or spring, 3 credits. *Provides language proficiency and satisfies Option 1.*

Prerequisite: SPANR 200, or 207, or 209 or CASE Q+. Divided into small sec.

Conducted mainly in Spanish. Literature course that normally follows is 316 or 318. C. Lawless (course coordinator) and staff.

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, poetry) from Spain and Spanish America. Emphasizes the development of fluency in reading and of critical and analytical abilities. Considers the cultural, sociological, and aesthetic implications of texts by authors such as Borges, Cortázar, Fuentes, García Márquez, García Lorca, and Cela.

SPANL 230(2300) Sophomore Seminar: Viewing Modern Barcelona (also COM L 226[2260]) (IV) (CA)

Fall, 4 credits. Conducted in English.

J. R. Resina.

Since it hosted the 1992 Olympic Games, Barcelona has quickly become one of the world's most fashionable cities. It not only is a cosmopolitan city, but it also is the capital of Catalonia, home of an old European culture. A bilingual city in which Catalan and Spanish are commonly spoken, Barcelona combines postmodern features with the history of two millennia. The interdisciplinary seminar acquaints students with salient aspects of the history of this city, emphasizing the modern period. Included are issues relating to the city's expansion in the mid-19th century and involving city planning; the art nouveau architecture of Gaudí and other architects; the painting of Picasso, Miró, Tàpies, and other artists like Casas and Nonell; and popular and traditional music. Materials for the course include literary works and films dealing with the city, such as novels by Mercè Rodoreda, Eduardo Mendoza, and others and film directors such as Pedro Almodóvar, Wilt Stillman, and Ventura Pons.

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. Limited to 15 students. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

SPANL 234(2340) Faith, Love and Adventure in Medieval Spain # (IV) (LA)

Spring, 4 credits. Conducted in Spanish. S. Pinet.

Examines a wide variety of cultural objects and practices of Medieval Spain—from art objects to religious practices, from poetry to music—to address questions of identity, faith, institutions, historicity, and nation-building in multicultural Iberia. Students are expected to participate actively in class discussion and to prepare written critical analyses. Primary sources constitute the main corpus, but modern perspectives on the Spain and of the Middle Ages are also included.

SPANL 245(2450) Cinematic Images of Change

Spring, 3 credits. Limited to 20 students.

Prerequisite: SPANL 218 or 219, CASE Q++, or permission of instructor. Conducted in Spanish; films and readings in Spanish. C. Lawless.

How does film reflect special political change in Latin America? Can cinematic images achieve changes in society? Such questions form the base of our historical and cultural seminar-style discussions. The focus is on three major Latin American film producers—Cuba, Mexico, and Argentina—and includes a comparative look at selective Spanish films as well. Examples of films under investigation are: *La hora de los hornos*, *Lucía*, *Amores perros*, and *La vida es silbar*.

SPANL 246(2460) Contemporary Narratives by Latina Writers (also LSP/FGSS 246[2460]) (IV) (LA)

Fall, 3 credits. Conducted in English.

L. Carrillo.

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, among others. Investigates 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 to contemporary feminist activism and women of color movements. Investigate these works as artistic attempts to deal with issues of culture, language and bilingualism, family, gender, sexuality, and domesticity among others. Regional distinctions and contributions are accounted for. Readings include works by Julia Alvarez, Elena Castedo, Sandra Cisneros, Judith Ortiz Cofer, Cristina García, Ana Lydia Vega, and others.

SPANL 247(2470) Spanish through Media and Culture

Fall, 3 credits. Prerequisite: SPANR 219, CASE Q++, or permission of instructor.

E. Sánchez-Blake.

Offers hands-on media analysis and production. Oriented to students with interest in Spain and Latin America and uses media to support research on topics in their areas of interest. Emphasizes intensive use of Spanish in a cultural context. Conducted in a computer classroom with access to electronic media and sources of information in the Spanish world. Students conduct a research project that is produced and presented as a news media program.

SPANL 248(2480) Poetry of the Latino Experience (also LSP 248[2480]) (IV) (LA)

Spring. 3 credits. L. Carrillo.

Survey of the central importance of poetry in the modern and contemporary Latino/a experience. Readings 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, 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 255(2550) Sophomore Seminar: Maladies of the Soul: Don Quijote (IV) (LA)

Fall. 3 credits. Conducted in English. M. A. Garcês.

The year 2005 marks the 400th anniversary of the publication of the First Part of Don Quijote, a work hailed by the philosopher Michel Foucault as a first modern work of literature. In effect, Foucault claimed that Cervantes' 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 multicultural reading of Don Quijote, using various theoretical perspectives. If Cervantes' subversion of deep-rooted Spanish beliefs, his fascination with Islam, and his display of humor, make him a most modern author, his interest in the problem of fantasy and reality and his explorations of madness in relation to meaning turn him into a forerunner of Freud.

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. Limited to 15 students. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

SPANL 266(2660) Latin American Vanguards @ (IV) (LA)

Spring. 3 credits. B. Bosteels.

Introductory study of the principal movements and figures of the Latin American avant-garde in literature and the visual arts.

SPANL 301(3010) Hispanic Theater Production (also LAT A 301[3010])

Fall or spring. 1-3 credits. E. Sánchez-Blake.

Students develop a specific dramatic text for full-scale production. The course involves selection of an appropriate text, close analysis of the literary aspects of the play, and group evaluation of its representational value and effectiveness. All students in 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 50 hours of work is required for 1 credit; a maximum of 2 credits are awarded for 100 hours or more of work.

SPANL 313(3130) Creative Writing Workshop (in Spanish)

Spring. 4 credits. Prerequisite: SPANL 218 or 219, or CASE Q++, or permission of instructor. Conducted in Spanish. E. Paz-Soldán.

Focuses on the practice of narrative writing in Spanish. Explores what makes a novel and a short story work, paying close attention to narrative structure, plot, beginnings/endings, character development, theme, etc. Students read classic novels and short stories as points of departure for the discussion. Because the course is a workshop, students are expected to write their own fiction.

SPANL 316(3160) Readings in Modern Spanish Literature (IV) (LA)

Fall or spring. 4 credits. Prerequisite: SPANL 218, and either SPANL 311, or placement by CASE exam, or permission of instructor. Conducted in Spanish. Fall: C. Lawless; spring: J. R. Resina.

From realism to punk, this course spans 20th-century Spanish literature from Pérez Galdós to Ray Loriga. Students do close, analytical readings of Spanish novels, poems, short stories, and theater with a focus on questions of national identity and history. Authors may include Carmen Martín Gaité, García Lorca, Carmen Riera and Miguel de Unamuno, as well as visual stimuli from film and photographs.

SPANL 318(3180) Readings in Modern Spanish American Literature (also LAT A 318[3180]) @ (IV) (LA)

Fall or spring. 4 credits. Prerequisite: SPANL 218, and either SPANR 311 or placement by CASE exam, or permission of instructor. Conducted in Spanish. Fall: E. Paz-Soldán and M. Stycos; spring: C. Lawless and J. M. Rodríguez-García.

Readings and discussion of representative texts of the 19th and 20th centuries from various regions of Spanish America. Among the authors considered are Sarmiento, Hernández, Martí, Darío, Agustini, Borges Cortázar, García Márquez, Poniatowska, and Valenzuela.

SPANL 319(3190) Renaissance Hispanisms (also LAT A 315[3150]) # (IV) (LA)

Fall or spring. 4 credits. Prerequisite: SPANL 316 and 318. Recommended: SPANR 312. Conducted in Spanish. Fall: S. Pinet; spring: M. A. Garcês.

Fall: In the study of Hispanic culture, 1492 works not only as the date of a watershed event but as cipher of the main discourses that came into conflict as the new continent was put on the map. The Golden Age is addressed in this course from both sides of the Atlantic, setting out tendencies and continuities, conflicts and ruptures. Readings may include texts by Columbus, Garcilaso, Cabeza de Vaca, Cervantes, Inca Garcilaso, Lope de Vega, Sor Juana, Calderón, and others.

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, among others.

SPANL 320(3200) Perspectives on Latin America (also LAT A 320[3200]) @ (IV) (CA)

Spring. 3 credits. Highly recommended for Latin American studies concentrators. Conducted in English. M. Roldán and E. Sánchez-Blake.

Interdisciplinary, co-taught course offered every spring through Latin American Program. Topics 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(3230) Perspectives on Spain (IV) (LA)

Fall. 4 credits. Prerequisite: SPANR 311 or permission of instructor. C. Lawless.

The question of a "national" culture versus other types of collective culture: Women's Studies, Religious Studies, etc. Discussions on the identity and the problems of Spanish culture in the 20th century: Unamuno, Ortega y Gasset, Eugenio D'Ors, Lain 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 346(3460) Hispanic Caribbean Culture and Literature (also LAT A 346[3460]) @ (IV) (LA)

Fall. 4 credits. Prerequisite: SPANL 318 or permission of instructor. Conducted in Spanish. J. Hernandez.

Introduction to the history, culture and literature of the Hispanic Caribbean, with major emphasis on Cuba, Puerto Rico and the Dominican Republic. Analysis of the cultural and social peculiarities of the Caribbean area. Includes discourses of national identity and the emergence of alternative subjectivities in the literatures of the region. Topics include: racial, generic and sexual otherness, hybridity and translocality in the context of contemporary globalization; and postmodernity in the region. Authors such as Martí, Hostos, Ortiz, Guillén, Palés Matos, Carpentier, Lezama Lima, Píera, Arenas, Sánchez, Ferré, Valdés, Estévez, Vergés, Veloz Maggiolo, Hernández, Díaz, Ramos Otero, Rodríguez Juliá, Vega, García Ramis and Santos-Febres are included. Supplemental theoretical readings include such authors as Ortiz, Cornejo Polar, Benítez Rojo, García Canclini, Ramos, Sommer, Bhadha, Butler.

SPANL 392(3920) Latin American Theater (also LAT A 392[3920]) (IV) (LA)

Fall. 4 credits. Prerequisite: SPANL 318 or permission of instructor. M. Sullivan.

Deals with the genesis of contemporary Latin American theater as it alternately reflected and individuated from European movements. The shift in technique from absurdist to Brechtian tendencies is viewed as a necessary

expression on political realities inherent in the Latin American experience. Students engage in close textual analysis of scripts from the following playwrights: Cubans, Virgilio Piñera and José Triana; Puerto Ricans, René Marqués and Luis Rafael Sánchez; Argentinian, Griselda Gambaro; Colombian, Enrique Buenaventura; and Mexicans, Emilio Carballido and Rosario Castellanos among others. Format: In keeping with the course focus on the direction of performance theorists, such as Augusto Boal, students should be prepared for extensive oral participation in addition to written exams.

SPANL 405(4050) Mappings in Medieval and Modern Hispanisms @ # (IV) (CA)

Fall. 4 credits. Prerequisite: SPANL 318 and 319 or permission of instructor. B. Bosteels and S. Pinet.

Examines medieval and modern engagements with maps and mapping in Hispanic literatures and culture. Discusses the nature of maps as well as their history as metaphor and as ideology, as an art form, and as a general structuring device. Primary sources may include *Libro de Alexandre*, Alfonso X's *General estoria*, *Beatus of Liébana*, *Saint Isidore*; J. L. Borges, Belén Gopegui, Julio Cortázar, Guillermo Kuitca; plus theoretical readings by Brian Harley, Denis Cosgrove, situationists, Giordana Bruno, Michel de Certeau, Henri Lefebvre.

SPANL 413(4130) Classics of Latino/a Literature (also LSP 413[4130], COM L 434[4340]) (IV) (LA)

Spring. 4 credits. D. Castillo.

What makes a book a "classic"? When does it become a "must-read"? What do we mean when we talk about Latino/a literary canon? This course looks at foundational texts of U.S. latinidad, in Spanish and in English, from colonial times to the present, in all the major literary genres (novel, short story, drama, film, essay, poetry). Readings are likely to range from *Cabeza de Vaca's* chronicles, to José Martí's newspaper articles on late 19th-century New York, to the mid-20th century "Chicana Big Three" (Rivera, Anaya, Hinojosa), to contemporary poetry (Cervantes, Cisneros), to Pulitzer Prize-winners like Cruz and Hijuelos.

SPANL 416(4160) Intertextualities (also SPANL 616[6160]) (IV) (LA)

Spring. 4 credits. J. M. Rodríguez-García.

Survey of 20th-century Spanish and Spanish American poets who engaged in intense intertextual work through one or more exercises: (1) the appropriation and manipulation of medieval and/or Renaissance texts for either literary-historical or political purposes; (2) the practice of interartistic discourse (i.e., the verbal rendition of visual art objects); and (3) the translation of French and Anglo-American poetry and the importation into the Hispanic literary system of the poetics informing those foreign-language texts.

SPANL 419-420(4190-4200) Special Topics in Hispanic Literature

419, fall; 420, spring. 2-4 credits each semester. Prerequisite: permission of instructor. Staff.

Guided independent study of specific topics. For undergraduates interested in special problems not covered in courses.

SPANL 422(4220) Late Medieval Devotional Image in Iberia (also ART H 422[4322], NES 422[4722])

Fall. 4 credits. Prerequisite: SPANR 219 or permission of instructor. C. Robinson. For description, see ART H 422.

SPANL 429-430(4290-4300) Honors Work in Hispanic Literature

429, fall; 430, spring (yearlong). 8 credits. R grade fall semester, letter grade spring semester. Prerequisite: seniors with superior academic record; permission of instructor. M. A. Garcés and staff.

SPANL 440(4400) Medieval Spanish Literature # (IV) (LA)

Spring. 4 credits. Conducted in English; readings available in English and Spanish. S. Pinet.

Explores recurrent themes and problems in the study of Hispanic literatures through the consideration of major texts of the Hispanic tradition from the 11th through the 15th centuries. Discussion of materials in the classroom provides the grounds for an understanding of more general questions, such as the relationship between literature, history and myth; the "opposition" high/popular culture (questions of orality, tradition, transmission); genre configuration (sources, techniques, motifs); questions of representation.

SPANL 448(4480) The Mediterranean in the Times of Cervantes (also SPANL 658[6580], HIST 429[658/4290/6580], NES 449[649/4490/6490]) (IV) (LA)

Fall. 4 credits. Prerequisites: SPANL 316, 318, and 319 or permission of instructor. Conducted in Spanish. M. A. Garcés.

Concentrates on the twin themes of cultural exchanges and cultural frontiers in the early modern Mediterranean, in which the writer Miguel de Cervantes played an important role as soldier, captive, and spy. Using Braudel's classic work on the Mediterranean as a point of departure, the course focuses on the 16th- and 17th-century Ottoman-Habsburg frontiers. Beginning with the fall of Granada in 1492, and its aftermaths in Spain and the Mediterranean, the historical and literary voyage goes from Algiers in North Africa to Venice, Cyprus, and Istanbul. Readings include historical documents, spy reports, and soldier's autobiographies, as well as plays, novels, and chronicles by Cervantes, Diego Galán, Vicente Espinel, Pérez de Hita, Antonio de Sosa, Cristóbal de Villalón, and the Catalan novelist Carme Riera.

SPANL 451(4510) Spanish Theater of the Golden Age # (IV) (LA)

Spring. 4 credits. Prerequisite: SPANL 316, 318 and 319 or permission of instructor; junior, senior, or graduate standing. Conducted in Spanish. M. A. Garcés.

Seminar exploring the rise of Spain's remarkable national theater in the 16th and 17th centuries, from the truly popular *comedia*, which produced outstanding art, to the highly sophisticated drama of Calderón. Summarizing various interdisciplinary approaches to the Golden Age Spanish drama, such as performance studies, historical and cultural approaches, students read a collection of Spanish *comedias*, including captivity plays and dramas on the New World. Readings are drawn from Cervantes, Lope de Vega, Tirso de Molina, Ruiz de Alarcón, and Calderón, among others. A trip to New York City's Repertorio español may be added.

SPANL 488(4880) Contemporary Poetry and Poetics (also COM L 486[4860], ENGL 488[4880])

Fall. 4 credits. J. Monroe. For description, see COM L 486.

SPANL 499(4990) Spanish Film (IV) (LA)

Fall. 4 credits. Prerequisite: undergraduate standing; SPANL 218 or 311 or permission of instructor. Screenings TBA. Conducted in Spanish. J. R. Resina.

Examines the evolution of Spanish cinema since Franco's death in 1975, both from a historical and a cinematic perspective. Focuses on documentary, fictional and allegorical reconstruction of the past, and on the images of the new democratic society that illustrate a postmodern aesthetic. Selected films include works by directors who started their careers under the dictatorship (Saura, Erice, Borau) and by members of the younger generation, such as Almodóvar.

SPANL 608(6080) Proseminar (also FRLIT/ITAL 608[6080])

Spring. 2 credits. Staff.

The proseminar is the place for sustained exchanges between graduate students, faculty, 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 624(6240) Critical Theories: Marx and Freud in Latin America

Fall. 4 credits. B. Bosteels.

Seminar studying some of the most important models of critical theory available for the study of literature, culture and society in Latin America. Particular attention is given to creative and theoretical works that elaborate upon the doctrines of Marx and Freud and their followers.

SPANL 635(6350) Postcolonial Poetics and the Poetics of Relation (also SPANL 435[4350], FRLIT 435/635[4350/6350], COM L 435/635[[4350/6350])

Spring. 4 credits. J. Monroe. For description, see COM L 435.

SPANL 639-640(6390-6400) Special Topics in Hispanic Literature

639, fall; 640, spring. 2-4 credits each semester. Staff.

SPANL 648(6480) Andean Modernities

Spring. 4 credits. E. Paz-Soldán. Explores the traumatic relationship between modernity and tradition in the Andean countries. Focuses on cultural and literary projects in different periods: 1890s, 1920s, 1960s, and today.

SPANL 656 (6560) Modern Catalan Literature (also SPANL 456[4560])

Spring. 4 credits. J. R. Resina. For description, see SPANL 456.

SPANL 658(6580) The Mediterranean in the Times of Cervantes (also SPANL 448[4480], HIST 429[4290/658], NES 449[649/4490/6490])

Fall. 4 credits. M. A. Garcés. For description, see SPANL 448.

RUSSIAN

N. Pollak, chair (226F Morrill Hall, 255-8614); P. Carden, director of undergraduate studies (on leave spring 2006) (226B Morrill Hall); S. Paperno, director of Russian language program (226E Morrill Hall); W. Browne, R. Krivitsky, S. Senderovich (on leave fall 2005), G. Shapiro, V. Tsimberov. Visiting: G. Nehler

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, 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 1 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 1-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. Students may complete the language requirement also by taking RUSSL 212.

2. Under Option 2:

- In two semesters: RUSSA 103 and 121 in the fall, RUSSA 104 and 122 in the spring.
- In three semesters: RUSSA 121 in the fall, 122 in the spring, 203 the following fall.
- In four semesters: RUSSA 121 in the fall, 122 in the spring, 125 the following fall, 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 Professor 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 nonintensive: 121 in the fall, 122 in the spring
- Second-year intensive: 125 + 203 in the fall, 126 + 204 in the spring
- Second-year nonintensive: 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(1103-1104) Conversation Practice

103, fall; 104, spring. 2 credits each semester. Students must enroll in one sec of 103 and one sec of 121 in fall and one sec of 104 and one sec of 122 in spring. R. Krivitsky.

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(1121-1122) Elementary Russian through Film

121, fall or summer; 122, spring or summer. 4 credits each semester. Prerequisite: for RUSSA 122, RUSSA 121. R. Krivitsky, S. Paperno, and V. Tsimberov.

Gives a thorough grounding 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(1125-1126) Reading Russian Press

125, fall; 126, spring. 2 credits each semester. Sec 1 for non-native speakers of Russian; sec 2 for native speakers of Russian. Prerequisite: for 125 sec 1, RUSSA 122 or placement by department; for 126 sec 1, RUSSA 125 or placement by department; for 125 and 126 sec. 2: placement by department. Times TBA with instructors.* See starred (*) note at end of RUSSA section. S. Paperno and 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(2203-2204) Intermediate Composition and Conversation

203, fall; 204, spring. 3 credits each semester. **Provides language proficiency.** Prerequisite: for RUSSA 203, RUSSA 122 and 104, or RUSSA 122 with grade higher than B, or placement by department; for RUSSA 204, 203 or equivalent. R. Krivitsky, S. Paperno, and 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(3300) Directed Studies

Fall or spring. 1-4 credits, variable. Prerequisite: permission of instructor. Times TBA with instructor.* See starred (*) note at end of RUSSA section. Staff. Taught on a specialized basis for students with special projects (e.g., to supplement a nonlanguage course or thesis work).

RUSSA 303-304(3303-3304) Advanced Composition and Conversation

303, fall; 304, spring. 4 credits each semester. Prerequisite: for RUSSA 303, RUSSA 204 or equivalent; for RUSSA 304, RUSSA 303 or equivalent. R. Krivitsky, S. Paperno, and 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(3305-3306) Reading and Writing for Heritage Speakers of Russian

305, fall; 306, spring. 2-3 credits, variable. Prerequisite: placement by department. Times TBA with instructor.* Please see starred (*) note at end of RUSSA section. Course may be cancelled if enrollment is insufficient. S. Paperno and R. Krivitsky.

Intended for students who speak grammatically correct Russian at home but do not know Russian grammar and have not learned to read or write Russian well (or have not learned written Russian at all). The two courses are very similar and do not constitute a sequence. Each may be taught slightly faster or slower in a given year, depending on the needs and interests of the students. Two classes a week teach writing and grammar and include related reading. These classes are required, and the students who take them receive 2 credit hours. The third (optional) class teaches reading and discussion and grants an additional credit hour.

RUSSA 308(3308) Russian Through Popular Culture

Spring. 2-3 credits, variable. Prerequisite: RUSSA 304 for non-native speakers of Russian; RUSSA 305 or 306 for "heritage" speakers of Russian; for all others with advanced knowledge of Russian, placement by department. Not open to fluent native speakers of Russian (recommended: RUSSA 309/310 and RUSSL courses). Conducted in Russian. Times TBA with instructor.* Please see starred (*) note at end of RUSSA section. R. Krivitsky. Aims to expand the students' vocabulary and their comprehension, speaking, reading, and writing skills, as well as cultural competence,

through a mosaic study and discussion of a variety of styles in contemporary Russian popular culture (1970s through the present). Course materials include traditional and urban folklore, film, animation, published texts (prose and poetry), and recordings of songs. Includes two or three essays or similar writing assignments. Work is distributed so that a student may attend all three weekly meetings for 3 credit hours or only two of the meetings for 2 credit hours.

RUSSA 309-310(3309-3310) Advanced Reading

309, fall; 310, spring. 4 credits each semester. Sec 1 for non-native speakers of Russian; sec 2 for native speakers of Russian. Prerequisites: for sec 1 of RUSSA 309, RUSSA 204; for RUSSA 310, RUSSA 309 or equivalent; for sec 2 of 309 and 310, placement by department. Times TBA with instructors.* See starred (*) note at end of RUSSA section. May be canceled if enrollment is insufficient. S. Paperno and V. Tsimberov.

Designed to teach advanced reading and discussion 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](4401-[4402]) History of the Russian Language (also LING 417-418[4417-4418]) (III) (HA)

401, spring; [402], 4 credits each semester. Prerequisites: for RUSSA 401, permission of instructor; for RUSSA 402, RUSSA 401 or equivalent. Offered alternate years; RUSSA 402 not offered 2005-2006. Times TBA with instructor.** See double-starred (**) note at end of RUSSA section. W. Browne. For description, see LING 417-418.]

RUSSA 403-[404](4403-[4404]) Linguistic Structure of Russian (also LING 443-444[4443-4444]) (III) (KCM)

403, fall; [404, spring.] 4 credits each semester. Prerequisite: for RUSSA 403, reading knowledge of Russian; for RUSSA 404, RUSSA 403 or equivalent. Offered alternate years; RUSSA 404 not offered 2005-2006. Times TBA with instructor.** See double-starred (**) note at end of RUSSA section. W. Browne. For description, see LING 443-444.

[RUSSA 409(4409) Teaching Russian as a Foreign Language

Fall or spring. 1 credit each semester. Prerequisite: very good command of Russian language. Not offered 2005-2006. Times TBA with instructor.* See starred (*) note at end of RUSSA section. S. Paperno.]

RUSSA 413-414(4413-4414) Advanced Conversation and Stylistics

413, fall; 414, spring. 2 credits each semester. Prerequisites: for RUSSA 413, RUSSA 304 or equivalent; for RUSSA 414, RUSSA 413 or equivalent. Times TBA with instructor.* Please see starred (*) note at end of RUSSA section. V. Tsimberov. Involves discussion of authentic Russian texts and films (feature or documentary) in a variety of nonliterary styles and genres.

RUSSA 491(4491) Reading Course: Russian Literature in the Original Language

Fall or spring. 1 credit each semester. Prerequisite: permission of instructor. Times TBA with instructor.* Please see starred (*) note at end of RUSSA section. Staff.

To be taken in conjunction with any Russian literature course at the advanced level. Students receive 1 credit for reading and discussing works in Russian in addition to their normal course work.

RUSSA 601(6601) Old Church Slavonic (also LING 661[6661])

Fall. 4 credits. Prerequisite: knowledge of Slavic or ancient Indo-European language. Prerequisite for RUSSA 602 and 651. Offered alternate years. Times TBA with instructor.** Please see double-starred (**) note at end of RUSSA section. W. Browne. For description, see LING 661.

RUSSA 602(6602) Old Russian Texts (also LING 662[6662])

Spring. 4 credits. Prerequisite: RUSSA 601 or LING 661. Offered alternate years. Times TBA with instructor.** Please see double-starred (**) note at end of RUSSA section. W. Browne. For description, see LING 662.

RUSSA 633-634(6633-6634) Russian for Russian Specialists

633, fall; 634, spring. 1-4 credits, variable. Prerequisite: four years of college Russian or equivalent; advanced undergraduate or graduate standing. Times TBA with instructor.* Please see starred (*) note at end of RUSSA section. Staff.

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. Syllabus varies from year to year.

[RUSSA 651-652(6651-6652) Comparative Slavic Linguistics (also LING 671-672[6671-6672])

651, spring; 652, fall. 4 credits each semester. Prerequisites: 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; not offered 2005-2006. Times TBA with instructor.** Please see double-starred (**) note at end of RUSSA section. W. Browne. For description, see LING 671-672.]

[RUSSA 700(7700) Seminar in Slavic Linguistics

Offered according to demand. 1-4 credits. Times TBA with instructor.** See double-starred (**) note at end of RUSSA section. Not offered 2005-2006. W. Browne.]

* For RUSSA courses marked "Times TBA (TBA) with instructor(*)," students should bring their 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 "Times TBA 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. 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 2005-2006.

[RUSSL 207-208(2207-2208) Themes from Russian Culture # (IV) (LA)

207, fall; 208, spring. 3 credits. Not offered 2005-2006. 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 18th century. RUSSL 208 covers the 19th and 20th 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(2209) Readings in Russian Prose and Poetry # (LA)

Fall. 3 credits. N. Pollak.

Short 19th- to early 20th-century classics including Pushkin, Dostoevsky, Tolstoy, Blok, Pasternak (in Russian). Conducted in English. Prerequisite: two or more 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(2212) Readings in 20th-Century Russian Literature (IV) (LA)

Spring. 3 credits. *Provides language proficiency and satisfies Option 1.* G. Shapiro.

Goals are to introduce students to 20th-century Russian literature in the original and to improve their Russian reading and writing skills. Readings are from 20th-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(2233) Soviet Social and Family Life, WW II (also HIST 233[2330]) (III) (CA)

Not offered 2005-2006. P. Holquist. For description, see HIST 233.]

[RUSSL 279(2279) The Russian Connection, 1830 to 1867 (also COM L 279) # (IV) (LA)

Fall. 4 credits. Not offered 2005-2006. 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(2280) The Russian Connection, 1870 to 1960 (also COM L 280) (IV) (LA)

Spring. 4 credits. Not offered 2005–2006. 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(3331) Introduction to Russian Poetry # (IV) (LA)

Spring. 4 credits. Prerequisite: proficiency in Russian or permission of instructor. May be counted toward 12 credits of Russian literature in original language for Russian major. S. Senderovich.

Survey of Russian poetry, with primary emphasis on the analysis of individual poems by major poets.

[RUSSL 332(3332) Russian Drama and Theater (also THETR 322[3220], COM L 322) # (IV) (LA)

Spring. 4 credits. Not offered 2005–2006; next offered 2006–2007. S. Senderovich.

Covers selected topics. Includes discussion of several of the most representative Russian plays of the 19th and 20th 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(3333) 20th-Century Russian Poetry (IV) (LA)

Spring. 4 credits. May be counted toward 12 credits of Russian literature in original language for Russian major. Not offered 2005–2006. N. Pollak.

Close readings of lyrics by major 20th-century poets. All readings are in Russian.]

[RUSSL 334(3334) The Russian Short Story # (IV) (LA)

Spring. 4 credits. Prerequisite: proficiency in Russian or permission of instructor. May be counted toward 12 credits of Russian literature in original language for Russian major. Not offered 2005–2006. P. Carden. Surveys two centuries of Russian storytelling. Emphasizes the analysis of individual stories by major writers, on narrative structure, and on related landmarks of Russian literary criticism.]

[RUSSL 335(3335) Gogol # (IV) (LA)

Fall. 4 credits. Not offered 2005–2006. 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(3337) Films of Russian Literary Masterpieces (also COM L 338) (IV)

Fall. 4 credits. Not offered 2005–2006. S. Senderovich.]

[RUSSL 338(3338) Lermontov's Hero of Our Time # (IV) (LA)

Spring. 4 credits. Not offered 2005–2006. N. Pollak.

Focuses on 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(3350) Education and the Philosophical Fantasies (also COM L 350) # (IV) (LA)

Fall. 4 credits. Not offered 2005–2006. 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. Students examine several key philosophical fantasies, among them Plato's *Republic*, Rousseau's *Emile*, and Tolstoy's *War and Peace*. The aim is to understand how the discourse on education became a central part of our modern tradition.]

RUSSL 367(3367) The Russian Novel # (IV) (LA)

Spring. 4 credits; students who read Russian may sign up for disc of Russian text for 1 credit (RUSSA 491). N. Pollak. The rise of the Russian novel in the 19th century. May include works by Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov. Readings in English translation.

[RUSSL 368(3368) Russian Literature from 1917 to the Present (IV) (LA)

Spring. 4 credits; students who read Russian may sign up for disc of Russian text for 1 credit (RUSSA 491). Not offered 2005–2006. Next offered 2007–2008. Staff.]

RUSSL 369(3369) Dostoevsky # (IV) (LA)

Fall. 4 credits. Limited to 40 students. P. Carden.

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 literature and philosophy 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*. Readings in English translation.

[RUSSL 373(3373) Chekhov in the Context of Contemporary European Literature and Art (also COM L 375) # (IV) (LA)

Spring. 4 credits. Not offered 2005–2006. 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(3385) Reading Nabokov (also ENGL 379) (IV) (LA)

Spring. 4 credits. Limited to 18 students; priority given to seniors. G. Shapiro.

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 World War II, 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 *Prig* (1957).

RUSSL 393(3393) Honors Essay Tutorial

Fall and spring. 8 credits. Must be taken in two consecutive semesters in senior year; credit for first semester is awarded upon completion of second semester. For information, see director of undergraduate studies. Times TBA with instructor. Staff.

[RUSSL 409(4409) Russian Stylistics (IV) (LA)

Spring. 4 credits. Also open to graduate students. Prerequisite: proficiency in Russian or permission of instructor. May be counted toward 12 credits of Russian literature in original language for Russian major. S. Senderovich.

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(4415) Post-Symbolist Russian Poetry (IV) (LA)

Fall. 4 credits. Prerequisite: proficiency in Russian or permission of instructor. May be counted toward 12 credits of Russian literature in original language for Russian major. Times TBA with instructor. Not offered 2005–2006. N. Pollak.

Examines works by three poets in the first quarter of the 20th 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(4427) Russian Formalism (IV) (LA)]

Fall. 4 credits. Not offered 2005–2006. N. Pollak.]

[RUSSL 430(4430) Practice in Translation (IV) (LA)]

Spring. 4 credits. Prerequisite: proficiency in Russian or permission of instructor. Not offered 2005–2006. W. Browne and S. Senderovich.]

[RUSSL 431(4431) Contemporary Russian Prose (IV) (LA)]

Spring. 4 credits. Prerequisite: proficiency in Russian or permission of instructor. May be counted toward 12 credits of Russian literature in original language for Russian major. Graduate students may audit. Not offered 2005–2006. Staff.

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(4432) Pushkin # (IV) (LA)]

Spring. 4 credits. Prerequisite: proficiency in Russian or permission of instructor. May be counted toward 12 credits of Russian literature in original language for Russian major. Not offered 2005–2006. S. Senderovich.

Reading in the original language and discussion of selected works by Pushkin: lyrics, narrative poems, and *Eugene Onegin*.]

[RUSSL 437(4437) A Moralist and a Pornographer (also COM L 437) (IV) (LA)]

Spring. 4 credits. Limited to 15 students. Not offered 2005–2006. S. Senderovich.

Two great novels of the 20th 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(4485) The World of Anna Karenina (also HIST 485) (III or IV) (CA)]

Not offered 2005–2006. P. Holquist. For description, see HIST 485.]

[RUSSL 492(4492) Supervised Reading in Russian Literature]

Fall or spring. 1–4 credits each semester. Independent study. Prerequisite: students must find an adviser and submit a plan before signing up. Times TBA with instructor. Staff.

[RUSSL 493(4493) Anton Chekhov # (IV) (LA)]

Fall. 4 credits. Prerequisite: proficiency in Russian or permission of instructor. Not offered 2005–2006. 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(4499) The Avant-Garde in Russian Literature and the Arts (IV) (LA)]

Fall. 4 credits. Prerequisite: proficiency in Russian or permission of instructor. May be counted toward 12 credits of Russian literature in original language for Russian major. P. Carden.

The first decade of the 20th 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(6605) Russian Analytical Approaches to Literature (also COM L 605)]

Fall. 4 credits. Prerequisite: proficiency in Russian or permission of instructor. Not offered 2005–2006. S. Senderovich.

Designed for graduate and 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 19th and 20th 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(6611) Supervised Reading and Research]

Fall or spring. 2–4 credits each semester. Prerequisite: proficiency in Russian or permission of instructor. Times TBA with instructor. Staff.

Related Languages

Czech

CZECH 300(3300) Directed Studies

Fall or spring. 1–4 credits, variable. Prerequisite: permission of instructor. Times TBA with instructor.** See double-starred (**) note at end of UKRAN section. W. Browne.

Taught on a specialized basis to address particular student needs.

Hungarian

HUNGR [131]-132([1131]-1132) Elementary Hungarian

[131];132, Fall. 3 credits. Prerequisite: For 132: HUNGR 131 or permission of instructor. This language series (131-132) is not sufficient to satisfy the language requirement. G. Nehler.

Teaches the basic grammar of Hungarian. Designed to aid the student in all facets of language acquisition: speaking, listening comprehension, reading, and writing. Second-semester Hungarian (132) teaches more advanced grammar of the language at an intermediate level.

HUNGR 300(3300) Directed Studies

Fall or spring. 1–4 credits, variable. Prerequisite: permission of instructor. Times TBA with instructor.** See double-starred (**) note at end of UKRAN section. W. Browne.

Taught on a specialized basis to address particular student needs.

[HUNGR 427(4427) Structure of Hungarian (also LING 427(4427)) (III) (KCM)]

Fall. 4 credits. Prerequisite: LING 101 or equivalent. Offered alternate years. Times TBA with instructor.** See double-starred (**) note at end of UKRAN section. Not offered 2005–2006. W. Browne.

For description, see LING 427.]

Polish

[POLSH 131-132(1131-1132) Elementary Polish]

131, fall; 132, spring. 3 credits each semester. Prerequisite: for POLSH 132, POLSH 131 or equivalent. This language series (131–132) is not sufficient to satisfy the language requirement. Offered alternate years. Not offered 2005–2006. K. Golkowska.

Covers all language skills: speaking, listening comprehension, reading, and writing.]

POLSH 133-134(1133-1134) Continuing Polish

133, fall; 134, spring. 3 credits each semester. *POLSH 134 provides language qualification*. Prerequisites: for POLSH 133, POLSH 132 or permission of instructor; for POLSH 134, POLSH 133 or equivalent. Offered alternate years. Times TBA with instructor.** See double-starred (**) note at end of UKRAN section. K. Golkowska.

An intermediate conversation and reading course.

POLSH 300(3300) Directed Studies

Fall or spring. 1-4 credits, variable.
Prerequisite: permission of instructor.
Times TBA with instructor.** See double-starred (**) note at end of UKRAN section.
K. Golkowska.

Taught on a specialized basis to address particular student needs.

[POLSH 301(3301) Polish through Film and Literature (IV)]

Fall. 3 credits. *Provides language proficiency and satisfies Option 1.*
Prerequisite: POLSH 134 or permission of instructor. Times TBA with instructor.** Not offered 2005-2006. Staff.

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(1131-1132) Elementary Serbo-Croatian**

131, fall; 132, spring. 3 credits each semester. Prerequisite for SEBCR 132: SEBCR 131 or equivalent. This language series (131-132) is not sufficient to satisfy language requirement. Offered alternate years. Times TBA with instructor.** 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(1133-1134) Continuing Serbo-Croatian

133, fall; 134, spring. 3 credits each semester. *SEBCR 134 provides language qualification.* Prerequisite for SEBCR 133: SEBCR 132 or equivalent; for SEBCR 134: SEBCR 133 or equivalent. Offered alternate years. Times TBA with instructor.** See double-starred (**) note at end of UKRAN section. Not offered 2005-2006. W. Browne.

An intermediate conversation and reading course.]

SEBCR 300(3300) Directed Studies

Fall or spring. 1-4 credits variable.
Prerequisite: permission of instructor.
Times TBA with instructor.** See double-starred (**) note at end of UKRAN section.
Staff.

Taught on a specialized basis to address particular student needs.

Ukrainian**UKRAN 300(3300) Directed Studies**

Fall or spring. 1-4 credits variable.
Prerequisite: permission of instructor.
Times TBA with instructor.** 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 time and place of organizational meeting(s).

SANSKRIT

See "Asian Studies."

SCIENCE AND TECHNOLOGY STUDIES

T. J. Pinch, chair (309 Rockefeller Hall, 255-6048); 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 and 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 and 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 and 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, 330, 357, 447, or 475)
- 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, 282, 286, 292, 349, 354, 355, 356, 381, 387, 400, 409, 431, 438, 453, 481)
- Science, Technology, and Public Policy (S&TS 281, 282, 324, 331, 352, 357, 360, 390, 391, 401, 406, 407, 411, 412, 427, 433, 442, 444, 466, 467, 471, 473, 483, 487, 490)
- Life in Its Environment (S&TS 205, 206, 233, 281, 282, 285, 286, 287, 301, 311, 324, 331, 333, 411, 425, 427, 431, 444, 446, 447, 471, 487, 495)

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 and 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 (GPA) of at least 3.00 and a 3.30 cumulative GPA 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 and Society Major

The Department of Science and Technology Studies also offers the Biology and Society major, which includes faculty from throughout the university. The Biology and 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 and Society students obtain background in the social dimensions of modern biology and in the biological dimensions of contemporary social issues.

The Biology and Society major is offered to students enrolled in the College of Arts and Sciences, 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 and 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 and Society major can be found on p. 477 of this catalog.

The Concentration in Science and Technology Studies

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The concentration (or minor) in Science and Technology Studies (S&TS) is designed for students who wish to engage in a systematic, interdisciplinary exploration of the role of science and technology in modern societies. The concentration is intended for students with varied academic interests and career goals. 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:

1. Minds and Machines
2. Science, Technology, and Public Policy
3. 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

First-Year Writing Seminars and Introductory Courses

Consult the John S. Knight Institute web site for times, instructors, and descriptions. Web site: www.arts.cornell.edu/Knight_institute/index.html.

S&TS 101(1101) Science and Technology in the Public Arena (III) (SBA)

Fall. 3 credits. S&TS 101 and 102 may be taken separately or in any order. Recommended as introduction to field; not required and may not be used to fulfill a major requirement. R. Prentice.

Introduction to public policy issues involving developments in science and technology. Studies such topics as secrecy and national security, the politics of expertise, public understanding of science, computers and privacy, and the management of risk. Applies concepts from the field of science and technology studies to analyze how issues are framed and public policy produced.

S&TS 102(1102) Histories of the Future (IV) (CA)

Spring. 3 credits. Recommended as introduction to field; not required and may not be used to fulfill a major requirement.

S&TS 101 and 102 may be taken separately or in any order. R. Prentice and S. Seth.

From *Frankenstein* to *The Matrix*, science fiction and film have depicted contemporary science, technology, and medicine for almost two centuries. This course introduces students to historical and social studies of science and technology using science fiction films and novels, as well as key readings in science and technology studies. What social questions can fictional accounts raise that factual ones can only anticipate? How have "intelligent machines" from Babbage's Analytical Engine to Hal raised questions about what it means to be human? What can Marvel Comics teach us about changes in science and technology? When can robots be women and, in general, what roles did gender play in scientific, technological, and medical stories? How was the discovery that one could look inside the human body received? How do dreams and nightmares of the future emerge from the

everyday work of scientific and technological research?

Core Courses

Foundation Course

S&TS 201(2011) What Is Science? An Introduction to the Social Studies of Science and Technology (also SOC 210[2100]) (III) (CA)

Spring. 3 credits. F. T. Pinch.

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 and Society or in Science and 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 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 the grade.

Ethics

S&TS 205(2051) Ethical Issues in Health and Medicine (also B&SOC 205[2051]) (IV) (KCM)

Fall. 4 credits. Limited to 150 students. K. Vogel.

For description, see B&SOC 205.

S&TS 206(2061) Ethics and the Environment (also B&SOC 206[2061], PHIL 246[2460]) (IV) (KCM)

Spring. 4 credits. Limited to 50 students. J. Turner.

For description, see B&SOC 206.

S&TS 360(3601) Ethical Issues in Engineering (also ENGRG 360[3600])

Spring. 3 credits. Limited to juniors and seniors only. P. Doing.

For description, see ENGRG 360.

[S&TS 490(4901) The Integrity of Scientific Practice (III) (SBA)

Fall. 4 credits. Limited to 15 juniors, seniors, and graduate students. Not offered 2005-2006. S. Hilgartner.]

History

S&TS 233(2331) Agriculture, History, and Society: From Squanto to Biotechnology (III) (HA)

Fall. 3 credits. M. Rossiter.

For description, see "Life in Its Environment" theme.

[S&TS 250(2501) Technology in Society (also ENGRG/ECE/HIST 250[2500]) (III) (HA)

Fall. 3 credits. Offered alternate years; not offered 2005-2006. R. Kline.

For description, see ENGRG 250.]

S&TS 281(2811) Science in Western Civilization (also HIST 281[2810]) # (III) (HA)

Fall. 4 credits. P. Dear.

For description, see HIST 281.

S&TS 282(2821) Science in Western Civilization (also HIST 282[2820]) # (III) (HA)

Spring. 4 credits. S&TS 281 is not a prerequisite to 282. P. Dear. For description, see HIST 282.

S&TS 330(3301) Physical Sciences in the Modern Age (III) (HA)

Fall. 4 credits. S. Seth. Examines the history of the physical sciences in Europe and the United States from 1800 to the present. Students study such topics as the development of thermodynamics and electrostatics, the quantum and relativity theories, science during the world wars, and post-war "big science." As well as a history of ideas, the course emphasizes the broader historical contexts in which physical science has been produced, focusing 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 ranges 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(3571) Engineering in American Culture (also ENGRG/HIST 357[3570])

Fall. 3 credits. R. Kline. For description, see ENGRG 357.

S&TS 447(4471) Why Is Evolutionary Biology So Controversial (also BIOEE 467[4670], B&SOC 447[4471], HIST 415[4150])

Summer. 4 credits. W. Provine. For description, see BIOEE 467.

S&TS 475(4751) Historical Issues of Science, Technology, Race, and Colonialism (also HIST 464[4640])

Fall. 4 credits. S. Seth. The interrelations between science and technology on the one hand, and colonialism and the construction of the modern nation-state on the other have become topics of increasing scholarly interest and debate in the last two decades. This seminar examines the ways in which specific sciences and technologies both supported and were supported by colonialist and imperialist projects from the early nineteenth to the mid-20th centuries. While texts of broad conception like Michael Ada'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, the field awaits a genuinely synthetic treatment. This course provides the framework for such a treatment by looking at a number of key areas of current interest. The first third of the course begins with a survey of the history of ideas of race and the development of race-sciences in the 19th century. The second third considers a sampling of primary materials on Darwinian theories of race and later formulations of social Darwinism. The latter part explores a number of specific themes, including the importance of social statistics and technologies of identification (fingerprinting), medicine and hygiene, scientific nationalism and nationalist science, the periphery as laboratory, and gender, savagery and criminality. Readings consist of a mixture of primary and secondary sources, and students are encouraged to contribute topics and texts of particular interest.

Theme Courses**Minds and Machines****[S&TS 212(2121) Sophomore Seminar: Sound Studies (III) (CA)]**

Fall. 4 credits. Not offered 2005-2006. T. Pinch.]

[S&TS 250(2501) Technology In Society (also ECE/ENGRG/HIST 250[2500]) (III) (HA)]

Fall. 3 credits. Offered alternate years. Not offered 2005-2006. R. Kline. For description, see ENGRG 250.]

S&TS 281(2811) Science in Western Civilization (also HIST 281[2810]) # (III) (HA)

Fall. 4 credits. P. Dear. For description, see HIST 281.

S&TS 282(2821) Science in Western Civilization (also HIST 282[2820]) # (III) (HA)

Spring. 4 credits. P. Dear. For description, see HIST 282.

S&TS 286(2861) Science and Human Nature (also PHIL 286[2860]) (IV) (KCM)

Spring. 4 credits. R. Boyd. For description, see PHIL 286.

S&TS 292(2921) Inventing an Information Society (also ECE/ENGRG 298[2980], HIST 292[2920]) (III) (HA)

Spring. 3 credits. R. Kline. For description, see ENGRG 298.

[S&TS 349(3491) Media Technologies (also INFO 349[3491], COMM 349[3490]) (III) (HA)]

Spring. 3 credits. Not offered 2005-2006. T. Gillespie.]

[S&TS 354(3541) The Sociology of Contemporary Culture (also SOC 352[3520]) (III) (CA)]

Fall. 4 credits. Not offered 2005-2006. C. Leuenberger.

Introduces students to the rapidly expanding body of work at the intersection of sociology, cultural studies, and science and technology studies. Provides an introduction to theoretical debates in cultural studies and to sociological studies of culture. Discusses 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(3551) Computers: From the 17 C. to the Dot.com Boom (also INFO 355[3551], COMM 355) (III) (HA)

Fall. 4 credits. No technical knowledge of computer use is presumed or required. S&TS 355 and 356 can be taken separately or in any order. K. Lambert.

Computers have not always been ubiquitous boxes gracing our desktops: in Victorian London, Charles Babbage tried to build an 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. How did computing technology, once useful only to technical specialists, come to colonize industry, academia, the military, and the home? This course explores the history of computing, placing ideas and

technologies in social and historical context; for example, it relates Charles Babbage's difference engines to the factory system, IBM to the population census, and feedback systems and Turing machines to the demands of war. Looking at the history of the computer teaches something of how technology, society and knowledge depend on and change one another. It also helps students discover something about the relationship between machines and society today. This is a course in the history of computing; a background in computer science is not required.

S&TS 356(3561) Computing Cultures (also INFO/VISST 356[3560]) (III) (CA)

Spring. 4 credits. No technical knowledge of computer use presumed or required. S&TS 355 and 356 may be taken separately or in any order. P. Sengers.

Computers are powerful tools for working, playing, thinking, and living. Laptops, PDAs, webcams, cell phones, and iPods are not just devices, they also provide narratives, metaphors, and ways of seeing the world. This course critically examines how computing technology and society shape each other and how this plays out in our everyday lives. Identifies how computers, networks, and information technologies reproduce, reinforce, and rework existing cultural trends, norms and values. Looks at the values embodied in the cultures of computing and consider alternative ways to imagine, build, and work with information technologies.

S&TS 381(3811) Philosophy of Science: Knowledge and Objectivity (also PHIL 381[3810]) (IV) (KCM)

Fall. 4 credits. R. Boyd. For description, see PHIL 381.

[S&TS 387(3871) The Automatic Lifestyle: Consumer Culture and Technology (also INFO 387[3871]) (III) (CA)]

Spring. 4 credits. Not offered 2005-2006. P. Sengers.]

[S&TS 400(4001) Components and Systems: Engineering in a Social Context (also M&AE 400/401[4000/4010]) (III)]

Spring. 3 credits. Offered alternate years; not offered 2005-2006. Z. Warhaft. For description, see M&AE 400.]

[S&TS 409(4091) From the Phonograph to Techno (also SOC 409[4090]) (III)]

Fall. 4 credits. Limited to 15 students. Not offered 2005-2006. T. Pinch.]

S&TS 431(4311) 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 antidepressants and the ways they shape how medical professionals look at and practice upon the human body. Takes 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. Considers how these technologies often are not only treatments for individual patients but also metaphors for larger cultural questions.

[S&TS 438(4381) Minds, Machines, and Intelligence (also COGST 438) (III) (KCM)

Spring. 4 credits. Not offered 2005–2006. Staff.]

S&TS 453(4531) Knowledge and Society (also SOC 453[4530]) (III) (CA)

Fall. 4 credits. Limited to 15 students.

C. Leuenberger.

Focuses on the historical evolution of the sociology of knowledge as a theoretical paradigm and an empirical research field. Examines the phenomenological origins of the sociology of knowledge and many of its central texts. Studies how it has been applied to such areas as personhood, interaction, religion, identity, and the emotions. Also considers 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(4811) Philosophy of Science (also PHIL 481/681[4810/6810]) (IV) (KCM)

Spring. 4 credits. R. Boyd.

For description, see PHIL 681.

Science, Technology, and Public Policy**S&TS 281(2811) Science in Western Civilization (also HIST 281[2810]) # (III) (HA)**

Fall. 3 credits. P. Dear.

For description, see HIST 281.

S&TS 282(2821) Science in Western Civilization (also HIST 282[2820]) # (III) (HA)

Spring. 4 credits. P. Dear.

For description, see HIST 282.

S&TS 324(3241) Environment and Society (also D SOC/SOC 324[3240]) (III) (SBA)

Spring. 3 credits. C. Geisler.

For description, see D SOC 324.

S&TS 331(3311) Environmental Governance (also B&SOC 331[3311], NTRES 331[3310])

Spring. 3 credits. S. Wolf.

For description, see NTRES 331.

S&TS 352(3521) Science Writing for the Mass Media (also COMM 352[3520]) (III)

Fall. 3 credits. B. Lewenstein.

For description, see COMM 352.

S&TS 357(3571) Engineering in American Culture (also ENGRG 357[3570], AM ST 356[3570], HIST 357[3570])

Fall. 4 credits. Offered alternate years.

R. Kline.

For description, see ENGRG 357.

S&TS 360(3601) Ethical Issues in Engineering (also ENGRG 360[3600]) (III)

Spring. 3 credits. P. Doing.

For description, see ENGRG 360.

[S&TS 390(3901) Science in the American Polity, 1800 to 1960 (also GOVT 308[3081], AM ST 388[3901]) (III)

Fall. 4 credits. Not offered 2005–2006.

Staff.]

S&TS 391(3911) Science in the American Polity, 1960 to Now (also GOVT 309[3091], AM ST 389[3911]) (III) (SBA)

Spring. 4 credits. S. Hilgartner.

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 401(4011) Genomics and Society (also NS 401[4010])

Fall. 3–4 credits. Taught in Washington, D.C. D. Pelletier.

For description, see NS 401.]

S&TS 407(4071) Law, Science, and Public Values (also B&SOC 407[4071]) (III) (SBA)

Spring. 4 credits. M. Lynch.

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 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 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(4111) Knowledge, Technology, and Property (III) (SBA)

Spring. 4 credits. Prerequisite: one course in science and technology studies.

S. Hilgartner.

Should the human genome be treated as private property or a public resource? How should copyright be managed in the digital environment of the Internet? Is music "sampling" high-tech theft or artistic expression? Does bioprospecting represent an enlightened strategy for preserving biodiversity or a post-colonial means for transferring resources from the developing world to the North? Debate about the nature and scope of intellectual property is an increasingly salient feature of contemporary politics. This course examines the ownership of knowledge and technology, exploring fundamental tensions that intellectual property systems express and incompletely reconcile. Perspectives from science and technology studies, sociology, law, and economics inform the course. Case studies explore the construction of property in contexts ranging from the early history of copyright to the ownership of life forms, airwaves, algorithms, artistic content,

electronic databases, and the personal identities of celebrities.

S&TS 412(4101) Science, Technology, and Culture (also COM L 410[4100])

Fall. 4 credits. A. Banerjee.

For description, see COM L 410.

S&TS 433(4331) International History of Science (III) (HA)

Spring. 4 credits. M. Rossiter.

Survey of the major scientific events and institutions in several foreign nations, including developing countries. Covers the period 1660 to the present and gives some attention to who in each country becomes a scientist, who rises to the top, and who emigrates. Weekly readings and a research paper.

[S&TS 442(4421) The Sociology of Science (also B&SOC 442[4421], CRP 442[4420], SOC 442[4420]) (III) (SBA)

Fall. 4 credits. Not offered 2005–2006. Staff.

A view of science less as an autonomous activity than as a social institution. Discusses such issues as controversies in science, analysis of scientific text, gender, and the social shaping of scientific knowledge.]

S&TS 444(4441) Historical Issues of Gender and Science (also FGSS 444[4440]) (III) (CA)

Spring. 4 credits. Not open to freshmen.

M. Rossiter.

For description, see "Life in Its Environment" theme.

S&TS 466(4661) Public Communication of Science and Technology (also COMM 466[4660]) (III)

Fall. 3 credits. Limited to 15 students.

B. Lewenstein.

For description, see COMM 466.

[S&TS 467(4671) Innovation: Theory and Policy (III) (SBA)

Fall. 4 credits. Open to upper-level

undergraduates and interested graduate students. Prerequisite: ECON 102 or permission of instructor. Not offered 2005–2006. J. Reppy.

Studies the innovation process (i.e., 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 471(4711) The Dark Side of Biology: Biological Weapons, Bioterrorism, and Biocriminality (also B&SOC 471[4711]) (III) (SBA)

Fall. 4 credits. K. Vogel.

For description, see B SOC 471.]

[S&TS 473(4731) Knowledge and Politics in 17th-Century England (also HIST 471[4710]) # (III) (CA)

Spring. 4 credits. Limited to 15 students.

Not offered 2005–2006. P. Dear and

R. Weil.

For description, see HIST 471.]

S&TS 483(4831) The Military and New Technology (also GOVT 483[4837]) (III) (SBA)

Spring. 4 credits. K. Vogel.
For description, see GOVT 483.

[S&TS 487(4871) Seminar in the History of the Environment (III) (HA)

Fall. 4 credits. Not offered 2005-2006.
M. Rossiter.]

[S&TS 490(4901) The Integrity of Scientific Practice (III) (KCM)

Fall. 4 credits. Not offered 2005-2006.
S. Hilgartner.]

[S&TS 493(4931) Economics Meets Science Studies (III) (CA)

Fall. 4 credits. Not offered 2005-2006.
J. Reppy.]

Life in Its Environment**S&TS 205(2051) Ethical Issues in Health and Medicine (also B&SOC 205[2051]) (IV) (KCM)**

Fall. 4 credits. K. Vogel.
For description, see B&SOC 205.

S&TS 206(2061) Ethics and the Environment (also B&SOC 206[2061], PHIL 246[2460]) (IV) (KCM)

Spring. 4 credits. J. Turner.
For description, see B&SOC 206.

S&TS 233(2331) Agriculture, History, and Society: From Squanto to Biotechnology (III) (HA)

Fall. 3 credits. M. Rossiter.
Surveys the major themes in the development of agriculture and agribusiness in the United States in the 19th and 20th centuries. These include particular individuals (e.g., Liberty Hyde Bailey, Luther Burbank, G. W. Carver, Henry A. Wallace, and Norman Borlaug), the rise of government support and institutions (including U.S.D.A. and Cornell), noteworthy events (the dust bowl, World War II, and the environmental movement), and the achievements of the Green and "Gene" Revolutions.

S&TS 281(2811) Science in Western Civilization (also HIST 281[2810]) # (III) (HA)

Fall. 3 credits. P. Dear.
For description, see HIST 281.

S&TS 282(2821) Science in Western Civilization (also HIST 282[2820]) # (III) (HA)

Spring. 4 credits. P. Dear.
For description, see HIST 282.

S&TS 285(2851) Communication in the Life Sciences (also COMM 285[2850]) (III)

Spring. 3 credits. B. Lewenstein.
For description, see COMM 285.

S&TS 286(2861) Science and Human Nature (also PHIL 286[2860]) (IV) (KCM)

Spring. 4 credits. R. Boyd.
For description, see PHIL 286.

S&TS 287(2871) Evolution (also BIOEE 207[2070], HIST 287[2870]) (I or III) (PBS)

Fall. 3 credits. W. Provine.
For description, see BIOEE 207.

S&TS 301(3011) Life Sciences and Society (also B&SOC 301[3011]) (III) (SBA)

Spring. 4 credits. C. Silverman.
For description, see B&SOC 301.

S&TS 311(3110) Sociology of Medicine (III) (SBA)

Spring. 4 credits. C. Leuenberger.
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. This course examines the structure of the medical profession; medical training and professional socialization; the social organization of the hospital; and doctor-patient interactions. 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(3241) Environment and Society (also D SOC/SOC 324[3240]) (III) (SBA)

Spring. 3 credits. C. Geisler.
For description, see D SOC 324.

S&TS 331(3311) Environmental Governance (also B&SOC 331[3311], NTRES 331[3310])

Spring. 3 credits. S. Wolf.
For description, see NTRES 331.

[S&TS 333(3331) Genomics and Society (also D SOC 333[3330]) (III)]

Fall. 3 credits. Not offered 2005-2006. Staff.
For description, see D SOC 333.]

S&TS 411(4111) Knowledge, Technology, and Property (III) (SBA)

Spring. 4 credits. Prerequisite: one course in science and technology studies.

S. Hilgartner.
For description, see S&TS 411, "Science, Technology, and Public Policy" theme.

S&TS 412(4101) Science, Technology, and Culture (also COM L 410[4100])

Fall. 4 credits. A. Banerjee.
For description, see COM L 410.

S&TS 420(4201) The Darwinian Scientific Revolution (also B&SOC 420[4201])

Fall. 4 credits. Offered only fall 2005.
K. Lambert.

For description, see B&SOC 420.

S&TS 425(4251) From "Cold Mothers" to "Autistic Dads"—Autism in 20th-Century America (also B&SOC 425[4251]) (III) (SBA)

Spring. 4 credits. Offered only spring 2006.
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 20th century and the present, paying close attention to the role of interactions between parent groups, medical practitioners, researchers, and legislators.

S&TS 431(4311) From Surgery to Simulation (III) (SBA)

Fall. 4 credits. R. Prentice.
For description, see "Minds and Machines."

S&TS 444(4441) Historical Issues of Gender and Science (also FGSS 444[4440]) (III) (CA)

Spring. 4 credits. Not open to freshmen.
M. Rossiter.

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 20th 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, students attain a broad view of the problems that have faced women entering science and those that still remain.

[S&TS 446(4461) Biomedical Ethics (also B&SOC 446[4461]) (IV) (KCM)]

Spring. 4 credits. Not offered 2005-2006.
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 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(4471) Seminar in the History of Biology (also B&SOC 447[4471], HIST 415[4150], BIOEE 467[4670]) (I or III) (PBS)

Summer. 4 credits. Limited to 18 students.
S-U grades optional. Staff.

For description, see BIOEE 467.

[S&TS 464(4641) Madness to Mental Illness in American Cultural History (also B&SOC 464[4641]) (IV) (CA)]

Fall. 4 credits. Not offered 2005-2006.
C. Silverman.]

[S&TS 471(4711) The Dark Side of Biology: Biological Weapons, Bioterrorism, and Biocriminality (also B&SOC 471[4711]) (III) (SBA)]

Fall. 4 credits. Not offered 2005-2006.
K. Vogel.

For description, see B&SOC 471.]

[S&TS 487(4871) Seminar in the History of the Environment (III) (HA)]

Spring. 4 credits. Not offered 2005-2006.
M. Rossiter.]

S&TS 495(4951) Social Studies of the Human Sciences (III) (CA)

Spring. 4 credits. C. Leuenberger.
Explores how the human and social sciences have provided the knowledge and categories we use to make sense of people and their behavior. Looking across a range of disciplines—including sociology, psychology, psychiatry, and economics—the course examines how human beings have become

objects of scientific investigation. Discusses the rise of the human sciences and their role in politics, culture, and society.

Independent Study

S&TS 399(3991) Undergraduate Independent Study

Fall, spring. 1–4 credits. No more than 8 hours total of independent study (not including honors) can count toward S&TS major. Prerequisite: permission of instructor.

More information and applications available in 306 Rockefeller Hall.

S&TS 499(4991/4992) Honors Project

Fall and spring (yearlong)*. Prerequisite: senior S&TS students by permission of department; overall Cornell cumulative GPA of 3.00 and 3.30 cumulative GPA in courses taken for major. Apply in 306 Rockefeller Hall.

Students 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. The student must find a project supervisor and a second faculty member willing to serve as faculty reader; at least one of these must be a member of the S&TS department.

*Students must register for total credits desired for the whole project each semester (e.g., 8 credits for the fall semester and 8 credits for the spring semester). After the fall semester, students will receive a letter grade of "R" for the first semester with a letter grade for both semesters submitted at the end of the second semester whether or not they complete a thesis, and whether or not they are recommended for honors. Minimally, an honors thesis outline and bibliography should be completed during the first semester. In consultation with the advisers, the director of undergraduate studies will evaluate whether the student should continue working on an honors project. Students should note that these courses are to be taken in addition to those courses that meet the regular major requirements. If students do not complete the second semester of the honors project, they must change the first semester to independent study to clear the "R" and receive a grade. Otherwise, the "R" will remain on their record and prevent them from graduating.

Graduate Seminars

[S&TS 616(6161) Enlightened Science (also HIST 616[6160])

Fall. 3 credits. Limited to graduate students. Not offered 2005–2006. P. Dear. For description, see HIST 616.]

[S&TS 620(6201) Intelligibility in Science (also HIST 620[6200])

Spring. 4 credits. Not offered 2005–2006. P. Dear. For description, see HIST 620.]

[S&TS 625(6251) Visualization and Discourse in Science

Fall. 4 credits. Not offered 2005–2006. M. Lynch.]

S&TS 626(6261) Seminar in the History of Technology (also HIST 625[6260])

Spring. 4 credits. R. Kline.

Exploration of the history of technology in Europe and the United States from the 18th century to the present. Typical topics include the industrial revolution in Britain, the emergence of engineering as a profession, military support of technological change, labor and technology, the "incorporation" of science and engineering, technological utopias, cultural myths of engineers and inventors, social aspects of urbanization in the city and on the farm, post-war consumerism, and gender and technology. The interests of students and recent literature in the field are considered in selecting the topics for the seminar.

S&TS 628(6281) 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? Students in this course 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. The course focuses on how culture, politics, science, as well as bureaucratic and economic imperatives help shape modern and postmodern conceptions of the self.

[S&TS 629(6291) Knowledge and Politics in 17th-Century England (also HIST 629[6290])

Spring. 4 credits. Not offered 2005–2006. P. Dear. For description, see HIST 629.]

S&TS 631(6311) Qualitative Research Methods for Studying Science (also SOC 631[6310])

Spring. 4 credits. R. Prentice. Much has been learned about the nature of science by sociologists and anthropologists donning lab coats and studying scientists in action. This course looks at the methods used in this new wave of science studies. Examines what can be learned by interviewing scientist, 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 632(6321) Inside Technology: The Social Construction of Technology (also SOC 632[6320])

Fall. 4 credits. Not offered 2005–2006. T. Pinch.

Rather than analyze the social impact of technology upon society, this course investigates 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 634(6341) Information Technology in Sociocultural Context

Fall. 4 credits. Not offered 2005–2006. P. Sengers.

Analyzes information technology using historical, qualitative, and critical approaches. Discusses 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 investigates these issues through the lenses of long-standing debates and current controversies.]

S&TS 640(6401) Science, Technology, Gender: Historical Issues (also FGSS 640[6400])

Spring. 4 credits. S. Seth.

Explores five, often interrelated, aspects of the literature on gender, science, and technology: (1) The historical participation of women (and men) in scientific work, (2) the embodiment of scientific, medical and technical knowledge, (3) the scientific construction of sexuality, (4) the gendering of technological systems and artifacts, and (5) feminist critiques of scientific knowledge. Examines the origins of modern western science in the scientific revolution, considering the claim that "science," by its very nature, is an androcentric enterprise. The rise of scientific and medical disciplines and professions in the 19th century provides a focus for discussions of the systematic exclusion of women from the production of scientific knowledge at precisely the point that women's bodies become the object of intensive scientific study. Drawing on a range of material, the course considers the construction of homosexual and intersexual individuals in scientific discourse. In later weeks, it discusses so-called "postmodernist" critiques of science, and debates the possibilities for "feminist science."

[S&TS 644(6441) Topics in the History of Women in Science (also FGSS 644[6440])

Spring. 4 credits. Not offered 2005–2006. M. Rossiter.]

[S&TS 664(6641) Constructionism in Social Science

Spring. 4 credits. Not offered 2005–2006. M. Lynch.]

[S&TS 675(6751) Science, Race, and Colonialism

Spring. 4 credits. Not offered 2005–2006. 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 aims 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," the course moves 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 comprise a mixture of primary and secondary sources, and students are encouraged to contribute topics and texts of particular interest.]

**[S&TS 680(6801) Seminar In
Historiographical Approaches to
Sciences (also HIST 680[6800])**

Spring. 4 credits. Not offered 2005-2006.
P. Dear.

For description, see HIST 680.]

**[S&TS 681(6811) Philosophy of Science
(also PHIL 681[6810])**

Fall. 4 credits. R. Boyd.

For description, see PHIL 681.]

**[S&TS 682(6821) Topics in the Scientific
Revolution (also HIST 682)**

Fall. 4 credits. Not offered 2005-2006.
P. Dear.

For description, see HIST 682.]

**[S&TS 683(6831) From Electric to
Electronic Media (also GERST
683[6830], VISST 683[6830], COM L
653[6530])**

Fall. 4 credits. W. Kittler.

For description, see GERST 683.]

**S&TS 684(6841) Radio, Radar, Television
(also GERST 684[6840], COM L
683[6830])**

Fall. 4 credits. W. Kittler.

For description, see GERST 684.

**S&TS 693(6931) Economics Meets
Science Studies**

Fall. 4 credits. J. Reppy.

Covers a variety of possible interactions between the disciplines of economics and science and technology studies. Some economists are interested in science and technology as important components in economic growth, while scholars in science studies often appeal to economic motives and institutions to explain behavior in the production of scientific and technological knowledge. This course explores ways in which economics can provide new questions and theoretical approaches for science and technology studies. From another perspective, economics, as the most "scientific" of the social sciences, is itself a subject for study. Internal critiques by economists are compared to external analyses in the science studies literature. Readings include works on the epistemology and use of rhetoric in economics and on the "new economics of science," and examples of the use of economic analysis in the science studies literature.

**S&TS 700(7001) Special Topic 1: Science
Studies and the Politics of Science**

Fall. 4 credits. Prerequisites: S&TS 711 or permission of instructor. M. Rossiter.

Theoretical developments in science and technology studies have called attention to the contingent and socially embedded character of both knowledge claims and technological systems. Drawing on literature from several disciplines, this seminar explores the consequences of these findings for social and political studies of science. Issues and problems considered include trust

and skepticism, political and legal agency, reflexive institutions, relativism and social action, science and norms, and the co-production of knowledge and social order.

**[S&TS 700(7002) Special Topic 2:
Technology Transfer Issues**

Fall. 4 credits. Not offered 2005-2006.

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. Studies 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(7003) Special Topic 3: Issues
in the Social and Cultural History of
Technology**

Fall. 4 credits. Not offered 2005-2006.

R. Kline.]

**S&TS 711(7111) Introduction to Science
and Technology Studies (also HIST
711[7110])**

Fall. 4 credits. P. Dear.

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(7151) Ethnographies of
Scientific Practice**

Fall. 4 credits. Not offered 2005-2006.

M. Lynch.]

[S&TS 720(7201) Emerging Technologies

Spring. 4 credits. Prerequisite: graduate students in social sciences, sciences, and humanities. Not offered 2005-2006.

S. Hilgartner and B. Lewenstein.

Examines 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 examines the epistemic, discursive, institutional, and political dimensions of emerging technologies in an effort to understand the social worlds that shape technological change.]

**S&TS 721(7211) Archiving Contemporary
Science**

Spring. 4 credits. B. Lewenstein.

Methodology course exploring the conceptual and practical issues associated with creating archives of science "as it happens." Readings focus on issues in historiography of contemporary science and on issues in contemporary archiving. Practical examples are drawn from several Cornell-based archives (on cold fusion, on the role of science in the O. J. Simpson trial, on the "Y2K bug," and on voting technologies in the 2000 presidential election).

Independent Study

**S&TS 699(6991) 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 515).

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 SES program seeks to train students in a strong set of fundamental skills that 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 SES 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 and an introduction to the science 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). The required introductory course is EAS 220. 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/ASTRO 331 Climate Dynamics
- EAS 302 Evolution of the Earth System
- EAS/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 are ordinarily 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 Professor 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 2005–2006

Petrine Archer-Straw (Art historian/Curator, Jamaica/United Kingdom)

Natasha Barnes (University of Illinois, Chicago)

Peter Bojanic (Institute for Philosophy and Social Theory, Belgrade)

Michelle Campos (Cornell University)

Walter Cohen (Cornell University)

Oren Falk (Cornell University)

Stefano Jedrkiewicz (Private researcher, diplomat)

Andrew Jewett (University of California, Berkeley)

Nae-hui Kang (Chung-Ang University)

Richard Klein (Cornell University)

Steven Pond (Cornell University)

Jeffrey Rusten (Cornell University)

Dorothea Schulz (Indiana University)

Michael Shin (Cornell University)

Baki Tezcan (University of California, Davis)

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 2005–2006 is "Culture and Conflict."

S HUM 403 The Literature of Imperialism (also COM L 407[4070], ENGL 448[4480])

Spring. 4 credits. Limited to 15 students. W. Cohen.

Treats the literary engagement with global imperialism, then and now, moving from Renaissance European expansion to the post-World War II U.S. sphere of influence. Writers include Shakespeare, Cervantes, Kundera, Greene, Garcia Marquez, and Hagedorn.

S HUM 404 The Literature of Revolution (also COM L 440[4440], ENGL 498[4980])

Fall. 4 credits. Limited to 15 students. W. Cohen.

Considers ambivalent and oppositional literary responses to popular revolutions in 17th-century England, 18th- and 19th-century France and the United States, and 20th-century Russia and Cuba. Readings from Milton, Behn, Chateaubriand, Balzac, Melville, Douglas, Babel, Nabokov, Cabrera Infante, and Cortazar.

S HUM 408 Troubadours and Heretics (also COM L/FRLIT 404[4040])

Fall. 4 credits. Limited to 15 students. R. Klein.

Serves as an introduction to reading old Provencal with discussions of the structure of the language and problems in translation. Readings include some of the greatest examples of troubadour poetry, as well as extensive historical material for the purpose of understanding the social and ideological conflicts that shaped the environment in which that poetry arose and declined.

S HUM 411 Fascism, Culture, Literature

Fall. 4 credits. Limited to 15 students. M. Shin.

First, examines the major theories of fascism, including works by Nicos Poulantzas, Hannah Arendt, and Wilhelm Reich. Then focuses more specifically on theories of fascist culture and literature. Last, examines specific works of art that have been labeled fascist and some that are anti-fascist. The selection of works depends on the interests of the students, but the aim is to cover fascism in its major historical contexts such as Germany, Italy, and Japan, as well as France.

S HUM 412 Ethnic and Religious Conflict (also NES 407[4607])

Fall. 4 credits. Limited to 15 students. M. Campos.

Examines political, social, religious, and cultural dimensions of ethnic and religious contact and conflict in various sites around the modern Middle East, including Lebanon, Israel/Palestine, and Turkey. Also examines the contours of communal interactions; the impact of colonialism, nationalism, and Islamism on creating or exacerbating conflicts; the implications for social and spatial boundaries between groups; and the

ways conflicts are remembered. These studies draw on a wide variety of sources, including memoirs, ethnography, novels, and films.

S HUM 413 Lynching Violence in America (also AS&RC/AM ST 413)

Fall. 4 credits. Limited to 15 students. N. Barnes.

Examines both the history and representation of racial violence that surrounds the post-bellum lynching practices. Students chart its rise during the Reconstruction era and beyond, paying attention to the myriad of ways that lynching becomes "memorialized" in postcard photography, film, fictional narrative, oral history, and local community activism. Along with the study of some particularly important spectator lynchings, which took place both in both northern as well as southern states, the course shows how organizations such as the NAACP and important black individuals such as Ida B. Wells, Walter White, and W. E. B. Du Bois developed a cogent moral and political opposition toward the practice. Also looks at how literary representation by writers as diverse as James Weldon Johnson, Ralph Ellison, William Faulkner, and Lillian Smith, turned the spectacle of racial violence into moral crusades against the treatment of blacks in Jim Crow America. The course makes use of the Allen-Littlefield collection of lynching "trophy" photography, "Without Sanctuary," which has reopened the discussion of lynching and its meanings in our present. An important aspect of this course examines multiracial, grass roots efforts in the South to engage in "truth and reconciliation" type healing strategies for redress and racial healing.

S HUM 416 Towards a Prehistory of Terrorism (also HIST 460[4601])

Spring. 4 credits. Limited to 15 students. O. Falk.

Puts contemporary terrorism in a long-term historical context. Students read modern theoreticians of terror and counter-terrorism, as well as accounts by practitioners and witnesses. They also look at pre-modern acts of fearsome violence. Does a current perspective on terrorism help us understand pre-modern ruthlessness in a new light? Can ancient and medieval texts illuminate the current crisis of terror?

S HUM 419 Stop Taking (My) Notes

Spring. 4 credits. Limited to 15 students. S. Pond.

How do (musical and other) ethnographers reinforce minority Other-ness, and how can we overcome this? This fieldwork-based seminar examines how to foster insiders' voices on an equal footing with other research. The semester project's goal is to promote insider-outsider dialog within an academic atmosphere and promotes collaborative research.

S HUM 420 Theories and Narratives of Decline (also CLASS 402[4603], GOVT 452[4520])

Spring. 4 credits. Limited to 15 students. J. Rusten.

A critical look at some theories of the decadence of states and cultures, and also of the rhetorical or programmatic uses of the discourse of decline itself: describing decadence can serve not merely analytical purposes but also diagnostic, antiquarian, or revolutionary ones. Students observe distinctions between decline-narratives and

catastrophes, and consider whether modern faith in technology has rendered decline unpersuasive. Most readings are from ancient Greek sources, including myths (Hesiod, Atlantis), historians (Thucydides) and philosophers (Plato, Aristotle), but comparing the decline-projects of Gibbon and Spengler, narratives of Marxism, Habermas and others, and recent books like Jared Diamond's *Collapse* and the *Left Behind* series of novels.

S HUM 421 Neoliberalism and Culture (also ASIAN 443[4443])

Spring. 4 credits. Limited to 15 students.
N. Kang.

Examines the relationship between neoliberalism and culture in South Korea. Focuses on how the concept and social position of culture has vacillated in the course of neoliberal globalization and how South Korean society has reacted to the changes.

S HUM 423 The Right of Prevention (also GOVT 453)

Spring. 4 credits. Limited to 15 students.
P. Bojanic.

Examines how the "institution" of the right of prevention (*ius praeventionis*)—preventive violence, attack, war—can "cultivate" the law of peoples. Also demonstrates the logic of the construction of different texts, including the form of the "relation" between violence and right. Readings include works of Kant, Schmitt, Heidegger, Benjamin.

S HUM 424 Socrates (also CLASS 404[4604], GOVT 451[4510], HIST 434[4340])

Spring. 4 credits. Limited to 15 students.
S. Jedrkiewicz.

Seminar focusing on one aspect of the crisis affecting Athens in the final years of the Peloponnesian War: the ideological conflict between Socrates and the Athenian polis. Readings include Aristophanes' *Wasps*, Xenophon's *Apology* and Plato's *Apology* and *Crito*, together with a choice of connected contemporary works, relevant comments and modern studies.

S HUM 425 Rastafari, Race, and Resistance (also AS&RC 426, VISST 425[4250])

Spring. 4 credits. Limited to 15 students.
P. Archer-Straw.

Seminar focusing on Jamaican artists whose images stem from Rastafarianism. Examines how their cultural expression born out of a clash of European and African civilizations challenged western cultural values and posited new ways of talking about race and spirituality. Rastafarianism is viewed as an aberrant modern paradox, at once a vehicle for racial resistance and a belief system advocating universal equality.

S HUM 426 Religion, Conflict, and Media (also RELST 425[4250])

Spring. 4 credits. Limited to 15 students.
D. Schulz.

Assesses the relevance of transnational, often "mass-mediated" religious communities for anthropological and political theorizing on the particular dilemmas of contemporary postcolonial nation-state politics. Combines selected readings in cultural studies and critical social theory with studies that explore how religious movements articulate with, and contribute to, ongoing transformations in state-society relationships in postcolonial contexts.

S HUM 428 Race in the Medieval Islamic World (also HIST 472, NES 429)

Spring. 4 credits. Limited to 15 students.
B. Tezcan.

This seminar explores the relationship between ethnicity, masculinity, race, and slavery in the pre-modern Islamic world. It will concentrate on the eventual development of two slave elites, one "white" and the other "black," focusing on the role of ethnicity, masculinity, and slave trade in the creation of these two groups.

S HUM 429 Science and Democracy (also GOVT 417, HIST 470)

Spring. 4 credits. Limited to 15 students.
A. Jewett.

This course will explore the relationship between the extension of science's intellectual and cultural authority since the Civil War and changes in how Americans have thought about political democracy. Readings will be interdisciplinary, introducing concepts from sociology, cultural studies, and political theory within a broadly historical frame.

SOCIOLOGY

M. Macy, chair (372 Uris Hall, 255-4187, -3820), A. Basu, M. Berezin, E. Brown, S. Caldwell, S. Correll, D. Harris, D. Heckathorn, E. Lawler, P. McLaughlin, S. Morgan, V. Nee, T. Pinch, T. Sorek, D. Strang, R. Swedberg, S. Tarrow, K. Weeden, 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 is 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 standing.

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 21 professors 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 sociology 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, students must also fulfill requirements toward a specified major. Ten courses are 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 (GPA) 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

Students in the College of Arts and Sciences who wish to declare a major in sociology should do so as soon as possible. Students who are *not* currently in the College of Arts and Sciences need to be admitted to A&S *before* declaring the major. To declare the sociology major, students need to take the following steps:

- Obtain a **campus copy** of their 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 the meeting, the student fills out a major declaration form.
- Leave this form and the transcript with the undergraduate assistant. The declaration will be reviewed by the director of undergraduate studies and sent on to the College of Arts and Sciences for official notification that the student has declared a major. Please allow two weeks for the declaration to be approved and entered into the campus computer.

A student file will be set up to maintain the student's records in the department. Once the students is officially recognized as a major in sociology, the Sociology Department will receive a copy of the transcript at the end of each semester, which will be kept in the student's file at 316 Uris Hall. Records are maintained until five years after graduation.

Academic Advising in Sociology

Cornell students are ultimately responsible for the policies, procedures, and requirements regarding their degree as stated in the current *Courses of Study*. After reading this document, students may find that they are still confused or unclear about some of the requirements, and may have questions and concerns that pertain to their individual situation. Several sources of academic assistance and advice are available.

College Adviser: Because sociology majors are students in the College of Arts and Sciences, college advisers are available by appointment in the Office of Undergraduate Admissions and Academic Advising (Goldwin Smith Hall). It is recommended that students consult with a college adviser sometime before their last semester to discuss the completion of college requirements, graduation, and residency requirements.

Undergraduate Program Coordinator: The undergraduate assistant (Susan Meyer) in the Department of Sociology 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 adviser 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 a student is a declared sociology major, he or she is assigned a faculty adviser within the Sociology Department. The student is asked to name his or her preference for an adviser; however, if he or she is not sufficiently familiar with the program, the director of undergraduate studies can assist in selecting a faculty member. Faculty advisers are there to:

- discuss education, career goals, and graduate school opportunities.
- meet to talk about courses and plan your program of study within the department.
- go over the student's academic program each semester.

Sociology Peer Advisers: Approximately 10 advanced sociology majors serve as peer advisers in the department. These advisers change from year to year, but a complete list of their names and e-mail addresses is available from the undergraduate assistant in the sociology office (316 Uris Hall). Peer advisers do not provide academic counseling; they are there to help students adjust to life in

the major, as well as to let them 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 GPA and completion of an honors thesis. In addition to the regular requirements of the major, candidates for honors must maintain a cumulative GPA of at least a B+ in all sociology classes, complete SOC 495 and 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 GPA overall and a B+ GPA in the major. In addition, they must secure the permission of a faculty member in the Department of Sociology 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 semester 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 496) with the faculty member who has agreed to serve as the student's thesis adviser. During the first semester 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 semester, 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. 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 395.
- complete **four** additional courses from the following list: ILROB 170, SOC 203, 304, ILROB 171, 321, SOC 311, 326/526, 340, 357, 422, ILROB 427, SOC 445, 446, and ILROB 624, 673.

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 David Strang (the director of undergraduate studies) for additional information on the business and organizational studies concentration.

Introductory Courses

SOC 101(1101) Introduction to Sociology (III) (SBA)

Fall, spring. 3 credits. P. McLaughlin. Introduces students to the distinctive features of the sociological perspective, as opposed to psychological, historical, or economic approaches. First discusses the sociological perspective in the context of small groups and face-to-face interaction. As the course unfolds, the same perspective is applied 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 103(1103) Self and Society (III) (SBA)

Spring. 3 credits. K. Wysienska. "And truly you have no choice./Because you have been seen to./Starting from birth,/By your parents,/And the schools,/And the churches,/And even by the artists and intellectuals(...)" (The Boomer Bible, by R. F. Laird).

Sociologists believe that human beings are crucially shaped by the associations each person has with others. Other people, groups, and societies influence the way we grow and

develop into the selves and persons that we are. What seems "natural" is actually a social construct—patterns of thinking and doing that have evolved over time and that come to be taken for granted. Understanding the social world in which we think, work, and live allows us to be more than just the passive recipients of this "shaping." In this course we will follow the major implications of this way of understanding humans and their behavior. We will study important issues involving the self: self-preservation, the managing of our behavior to create an intended impression of ourselves in the minds of others, and the integration of the self into the social order.

[SOC 104(1104) Race and Ethnicity

Spring. 3 credits. Not offered 2005–2006. E. Brown.

Studies the "social construction" of race and ethnicity. Explores 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 focuses on the experiences of several groups including: whites, blacks, Native Americans, Asian Americans, and Latinos. Uses 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. Uncovers 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(1105) Introduction to Economic Sociology (III) (SBA)

Fall. 3 credits. U. Holtgrewe. 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(1150) 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. This course discusses the literary utopias of Moore, Morris, and Bellamy, and the dystopias of Huxley, Orwell, and Zamiatin. Also examines real social experiments, including 19th-century intentional communities, 20th-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(2202) Population Dynamics (also D SOC 201[2010]) (III) (CA)

Spring. 3 credits. P. Eloundou-Enyeque. For description, see D SOC 201.

SOC 203(2203) Work and Family in Comparative Perspective

Fall. 4 credits. U. Holtgrewe. Family life is often portrayed in the popular media as a haven away from the harsh realities of public life, suggesting that work and family constitute separate and distinct spheres. By contrast, many sociologists point out the links between work and family, and how these links have different consequences for men and women. This course highlights the responses of individuals, employers, and governments, both in the United States and internationally, to the dilemmas posed by the interface between work and family.

SOC 206(2206) International Development (also D SOC 205[2050]) (III) (HA)

Spring. 3 credits. Staff. For description, see D SOC 205.

SOC 207(2070) Problems in Contemporary Society (III) (SBA)

Fall. 4 credits. D. Heckathorn. 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 the course emphasizes the institutions through which they are created and perpetuated and the form of institutional change required to address them.

SOC 208(2208) Social Inequality (also D SOC 209[2090]) (III) (SBA)

Fall. 4 credits. K. Weeden. 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(2100) What Is Science? (also S&TS 201[2011]) (III) (CA)

Spring. 3 credits. T. Pinch. For description, see S&TS 201.

SOC 215(2150) Organizations: An Introduction (SBA)

Spring. 4 credits. D. Jung.

This course examines the fundamental and pervasive role that organizations play in modern society. From universities, hospitals, banks, factories, prisons and churches to museums, art galleries and NGOs, contemporary society is inconceivable without organizations. Whether one struggles for change, seeks to protect the status quo, or simply wants to get things done in the modern world, it is crucially important to understand how organizations work. This course will explore such issues as the historical origins of complex organizations, the internal structure and dynamics of organizations, organizations interactions with their external environments, and how organizations change over time.

[SOC 220(2200) Consumerism and Modernity (III) (SBA)]

Spring. 3 credits. Not offered 2005–2006. B. Vasi.]

SOC 221(2210) Race, Class, and Gender Research in Practice (III) (SBA)

Spring. 4 credits. Sophomore seminar. 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.

This is a special seminar sponsored by the John S. Knight Institutes Sophomore Seminars Program Seminars offer discipline-specific study within and 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 the knowledge. Limited to 15 students. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

SOC 222(2220) Controversies about Inequality (also PAM/ILROB/D SOC 222[2220], GOVT 222, PHIL 195[1950]) (III or IV) (SBA)

Spring. 3 credits. S. Morgan.

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 students who take opposing positions on pressing inequality-relevant issues (e.g., welfare reform, school vouchers, immigration policy, affirmative action).

SOC 230(2300) Knowledge and Power (III) (SBA)

Spring. 3 credits. K. Wysienka.

The aim of the course is to familiarize students with historical and contemporary approaches to explaining the forms, content and nature of power and power related processes. Debates over the notion of power have been present in sociology since its beginnings. Therefore, classical positions on power in social systems such as those of Marx and Weber will be discussed. However, most of the meetings will be devoted to analyzing power's nature, dimensions, distribution, determinants, and consequences as studied in contemporary sociology. Both organizational and interpersonal theories of power will be presented. Central to class discussion will be such questions as: Is power a characteristic of an individual or a relation? Is the potential to affect others sufficient to talk about power or must the use of power be observed? Is the exercise of power destructive and based on conflict, or constructive and consensual? Emphasis will be placed on applications of the presented approaches to concrete social situations often encountered in everyday life.

SOC 248(2480) Politics and Culture (also GOVT 363) (III) (HA)

Spring. 4 credits. M. Berezin.

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 supplement readings.

[SOC 251(2510) Aging and the Life Course (also HD 251) (III)]

Fall. 3 credits. Not offered 2005–2006.

E. Wethington.

For description, see HD 251.]

SOC 265(2650) Latinos in the United States (also LSP 201[2010], D SOC 265[2650]) (III) (SBA)

Spring. 3 credits; 4-credit option available. H. Velez.

Exploration and analysis of the Hispanic experience in the United States. 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(2700) Gender: Meanings and Practice (also FGSS 270) (III) (SBA)

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. This course critically examines the ways that gender structures the social world in which we live. After laying the theoretical groundwork, the course examines cultural conceptions about gender, paying special attention to how beliefs about masculinity and femininity create and enforce

a system of gender difference and inequality. Next it attempts 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, it explores how gender stereotypes and the interactions between and among women and men create and recreate gender. Then it briefly examines the link between gender, friendship, and sex/sexuality. Concludes by considering the possibilities of a “degendered” or less-gendered society.

SOC 280(2800) Social Movements (III) (SBA)

Fall. 3 credits. P. McLaughlin.

This course will examine the fundamental and pervasive role played by social movements in contemporary society. From the civil rights, environmental, feminist, and gay rights movements, to the cooperation and anti-globalization movements and Al-Qaeda, social movements continually challenge our taken-for-granted conceptions of social reality. Participants in this course will become acquainted with the major social movements of our era as well as the various theoretical perspectives that scholars have employed to interpret their dynamics. They will consider how political opportunities shape and constrain social movement activity, how social movements generate new symbols and meanings and how they use those symbols to mobilize constituents and resources in order to redefine the social landscape.

SOC 293(2930) Inequality, Diversity, and Justice (also CRP 293, GOVT 293[2935], PHIL 193[1930]) (III or IV) (KCM)

Fall. 4 credits. Prerequisites: none.

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(3010) Evaluating Statistical Evidence (II) (MQR)**

Fall. 4 credits. Prerequisite: Arts and Sciences students only. D. Jung.

First course in statistical evidence in the social sciences, with emphasis on statistical inference and multiple regression models. Theory is supplemented with numerous applications.

SOC 303(3030) Design and Measurement (III) (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. This course uses methods texts, and examples from real research projects, to investigate the research methods and logic employed by sociologists. Topics explored include surveys, experimentation, sampling, observation, causal inference, and ethics. By the end of the course, students are able to identify methodological weaknesses in others' research, and design projects that can withstand a critical eye.

SOC 304(3040) 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. Focuses on models that can be explored through computer simulation and improved through observation.

Intermediate Courses**[SOC 311(3110) Group Solidarity (also ILROB 321(3210)) (III)]**

Spring. 4 credits. Not offered 2005-2006. 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? This course explore these questions from an interdisciplinary perspective, drawing on sociobiology, economics, and social psychology, as it applies 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(3120) Urban Sociology (III) (SBA)]

Spring. 4 credits. Not offered 2005-2006. E. Brown.

The long, slow march of human populations from rural and 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. This course explores 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. Considers the city in its preindustrial, industrial, and postindustrial forms, with primary emphasis on the latter contemporary situation. The focus is primarily, but not exclusively, on urban life in the United States. Particular attention is given to the cities and

metropolitan areas of New York, Chicago, Detroit, and Los Angeles.]

SOC 324(3240) Environment and Society (also S&TS 324(3241), D SOC 324(3240)) (III) (SBA)

Spring. 3 credits. P. McLaughlin.

This course will provide an overview of the field of environmental sociology. The course will begin by examining the history of various Western ideas—e.g., essentialism, the idea of progress, the Great Chain of Being and Darwinian evolution—that have shaped understanding of environmental sociology and conduct a brief overview of the various theoretical perspectives in the field. The core of the course will be devoted to using these perspectives to illuminate various historical and current environmental problems such as overpopulation, the energy crisis, toxic wastes, the ecological impacts of the green and biotechnological revolutions, rainforest destruction in the Amazon and vulnerability to climate change. In the final section of the course we will examine the origins, growth and diversification of the U.S. environmental movement.

SOC 326(3260) Social Policy (also SOC 526(5260)) (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(3270) Extremism and Tolerant in Contemporary Society (SBA)]

Spring. Not offered 2005-2006. M. Berezin.]

SOC 330(3300) Sociology of Sport (also NES/JWST 389) @ (III) (SBA)

Fall. 4 credits. T. Sorek.

Sports is popularly considered a sphere separate from "important" aspects of social and political dynamics. Especially in the past two decades, sociologists and anthropologists have proven the opposite. Both active and passive involvements in competitive sports take part in shaping and undermining collective identities and in political mobilization around these identities. This course follows the processes through which national, ethnic, civic, religious, local and gender identities are constructed by sports. The theoretical themes are illustrated through various particular case studies around the globe, including the United States, Europe, Africa, India and the Middle East.

SOC 341(3410) Modern European Society and Politics (also GOVT 341) (III) (SBA)

Spring. 4 credits. Staff.

For description, see GOVT 341.

SOC 357(3570) Schooling, Racial Inequality, and Public Policy in America (III) (SBA)

Fall. 4 credits. Sophomore seminar. S. Morgan.

After examining alternative explanations for why individuals obtain different amounts and types of educational training, the course focuses on how an individual's family background and race affect his or her

trajectory through the educational system. The course covers the specific challenges that have confronted urban schooling in America since the 1960s, including the classic literature on the effects of school and community resources on student achievement and as well as the development and later evaluation of school desegregation policies. Also considers case studies of current policy debates in the United States, such as housing segregation and school resegregation, voucher programs for school choice, and the motivation for and consequences of the establishment of state-mandated testing requirements. Throughout the course, emphasis is placed upon the alternative modes of inquiry and writing which opposing scholars, policymakers, and journalists use to address these contentious topics.

This is a special seminar sponsored by the John S. Knight Institutes Sophomore Seminars Program Seminars Program Seminars offer discipline-specific study within and 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 the knowledge. Limited to 15 students. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

SOC 359(3590) Sociology of Pseudoscience (III) (SBA)

Fall. 4 credits. K. Wysienka.

Survey data show that circa 90 percent of adult Americans accept some type of pseudoscientific or paranormal claims. While it is easy to refute astrology, numerology or reports on alien encounters, many other superstitions are widely accepted even by smart people. Why then, paraphrasing Shermer's title, "do we believe weird things?" Numerous explanations have been provided to explain the abundance of irrationality in our everyday life. During the course we will focus on psychological and sociological processes that lead to the widespread acceptance of irrational statements. First, however, we will review judgment and decision-making relevant to our topic, followed by analyses of social influence and social impact theories, attitudes and attribution formation theories and communication processes. Finally we will critically analyze specific cases of pseudoscientific/irrational claims.

SOC 371(3710) Comparative Social Stratification (also D SOC 370(3700)) (III) (SBA)

Fall. 3 credits. Not offered 2005-2006.

T. Lyson.

For description, see D SOC 370.]

SOC 375(3750) Classical Theory (III) (SBA)

Fall. 3 credits. R. Swedberg.

Introduction to the classics in sociology, primarily works by Karl Marx, Max Weber, Emile Durkheim, and Georg Simmel. Students also study the works of Alexis de Tocqueville, Montesquieu, and Joseph Schumpeter. Special emphasis is put on the concepts, ideas, and modes of explanation that characterize the classics. Students also look at these writers' empirical material, and what may be termed the social construction of the classics. Course requirements include active class participation and three tests in class.

SOC 390(3900) Israeli Society (also NES/JWST 395) @ (III) (SBA)

Spring. 4 credits. T. Sorek.

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(3950) Advanced Economic Sociology (III) (SBA)

Spring. 4 credits. R. Swedberg.

Aims at reinforcing and adding to the insights presented in SOC 105 Introduction to Economic Sociology (taught by Professor Victor Nee in the fall). Begins with the theoretical foundation of economic sociology (classical and modern). The contributions by Max Weber, Joseph Schumpeter, Mark Granovetter, and others are 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 are then discussed. Normative aspects of economic sociology are also on the agenda.

[SOC 397(3970) Israeli-Palestinian Conflict (also NES 397) @ (III) (HA)

Fall. 4 credits. Not offered 2005–2006. T. Sorek.

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 19th 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. Requirements: three knowledge quizzes, midterm paper, movie report, active participation in course web site forum, and final exam.]

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(4080) Qualitative Methods (also SOC 508[5080]) (III) (SBA)

Spring. 4 credits. Not offered 2005–2006. M. Berezin.

Aims to acquaint students with the practice of non-quantitative research methods. Rather than offering a laundry list of techniques, students are asked 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(4100) Health and Survival Inequalities (also FGSS 410[4100]) (III) (SBA)

Fall. 4 credits. A. Basu.

Reviews the ways of measuring such inequalities (life expectancy, age-specific death rates, cause specific mortality and morbidity, disability and so on) and some of the historical and contemporary socioeconomic markers of such inequalities, including region, class, race, gender and age. Then examines some of the determinants of these differences, paying particular attention to notions of biology, poverty, and politics. Also considers the role of medical advances in promoting or reducing health inequalities. Besides looking at macro-level determinants, the course covers some of the growing literature on individual and family behaviors that impinge on inequality in health and survival—both unintentional (e.g., through differences in lifestyle) as well as deliberate (e.g., through active discrimination against certain categories of individuals, girls in parts of Asia). Policy prescriptions arising from these studies are evaluated for feasibility and effectiveness and new innovative approaches proposed.

SOC 421(4210) Theories of Reproduction (also FGSS/D SOC 421[4210]) (III) (SBA)

Spring. 4 credits. A. Basu.

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 425(4250) Artificial Societies (also SOC 527[5270]) (III) (SBA)

Fall. 4 credits. Not offered 2005–2006. M. Macy.

Seminar introducing computer simulation. 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 students to program in Delphi and gives them simulation programs to modify as a class project.]

SOC 430(4300) Cultural Sociology (also SOC 630) (III) (SBA)

Fall. 4 credits. M. Berezin.

Cultural sociology is a flourishing subfield within sociology that incorporates a wide range of substantive areas (art, inequality, family, politics) and uses a wide range of methods from the ethnographic to the textual. This course proposes to explore some of the leading works and ideas in that field and to analyze how culture operates in social life. It begins by analyzing the different meanings that sociologists have ascribed to culture. Students begin by reading classics like Durkheim's *Elementary Forms of Religious Life* move on to contemporary theorists such as Geertz, Bourdieu, Alexander and Swidler. They then read a series of empirically grounded case studies that make culture the basis of the analysis (i.e., Lamont, *Money Manners and Morals*). They analyze certain cultural objects such as films, art, etc., to put into practice some of the ideas from the readings.

[SOC 442(4420) Sociology of Science (also S&TS 442) (III) (SBA)

Fall. 4 credits. Not offered 2005–2006. H. Mialot.

For description, see S&TS 442.]

[SOC 446(4460) Economic Sociology (also SOC 646[6460]) (III) (SBA)

4 credits. Not offered 2005–2006. V. Nee.

Introduces the field of economic sociology and covers major topics addressed by sociologists studying the intersection of economy and society. Begins with classic statements on economic sociology and then moves 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(4570) Health and Social Behavior (also HD 457[4570]) (III)

Fall. 3 credits. Prerequisites: HD 250, SOC/D SOC 101, or SOC 251 and statistics course. Letter grades only. Not offered 2005–2006. E. Wethington.

For description, see HD 457.]

SOC 491(4910) Independent Study

Fall or spring. 1–4 credits. For undergraduates who wish to obtain research experience or do extensive reading on a special topic. Prerequisite: acceptable prospectus and agreement of a faculty member to serve as supervisor for project throughout semester. Graduate students should enroll in 891–892.

SOC 492(4920) Economic Sociology of Entrepreneurship

Spring. 4 credits. V. Nee.

This course introduces the classical and contemporary writings on the rise of entrepreneurial capitalism in the West and the global diffusion of the modern entrepreneurship in its rational orientation to profit-making and innovative drive to apply new technologies and ideas to production. Contemporary approaches shift the emphasis away from the analysis of individual attributes and agency to focus on examining the role of social networks, organizational forms and institutional environment in facilitating the entrepreneurs and the firm. In the second part of the course, we will examine case studies

of entrepreneurs, drawing selectively from novels, movies and autobiographies.

SOC 495(4950) Honors Research
Fall or spring. 4 credits. Prerequisite: sociology seniors; permission of instructor.

SOC 496(4960) 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(5010) Basic Problems in Sociology I]
Fall. 4 credits. Not offered 2005-2006.
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(5020) Basic Problems in Sociology II

Spring. 4 credits. D. Heckathorn.
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(5050) Research Methods I: The Logic of Social Inference]

Fall. 4 credits. Prerequisite: first course in statistics and probability. Not offered 2005-2006. Staff.

Introduction to techniques of social inference. Covers research methods, sources of evidence, model design, and questions of empirical validity.]

SOC 506(5060) Research Methods II
Spring. 4 credits. Staff.

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(5070) 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 semester 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 semester.

[SOC 508(5080) Qualitative Methods (also SOC 408(4080))]

Spring. 4 credits. Not offered 2005-2006.
M. Berezin.
For description, see SOC 408.]

[SOC 510(5100) Seminar on Comparative Societal Analysis]

Spring 3 credits. Prerequisite: advanced graduate students throughout social sciences; permission of instructor. Not offered 2005-2006. M. Berezin.
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 518(5180) Social Inequality: Contemporary Theories, Debates, and Models]

Fall. 4 credits. Not offered 2005-2006.
K. Weeden.
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(5190) Workshop on Social Inequality

Spring. 4 credits. Prerequisite: SOC 518; sociology Ph.D. students, or permission of instructor. K. Weeden.

Provides a forum in which students and others can present, discuss, and receive instant feedback on their inequality-related research. Its primary goal is to help students advance their own research; its secondary goal is to introduce selected debates in the contemporary inequality literature in a more comprehensive fashion than is possible in the introductory graduate-level seminar on inequality.

SOC 526(5260) Social Policy (also SOC 326(3260))

Fall. 4 credits. S. Caldwell.
For description, see SOC 326.

[SOC 527(5270) Artificial Societies (also SOC 425(4250))]

Fall. 4 credits. Not offered 2005-2006.
M. Macy.
For description, see SOC 425.]

SOC 528(5280) Conflict and the Nation-State

Fall. 4 credits. 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. This course examines 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 540(5400) Organizational Research]

Fall. 4 credits. Not offered 2005-2006.
D. Strang.
Seminar focusing 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 591(5910) 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(5950) The Sociological Classics]

Spring. 3 credits. Not offered 2005-2006.
R. Swedberg.
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 include a discussion of the former, the readings 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 consists of lecture and discussion. The requirements include active class participation and a research paper on some aspect of the classic.]

SOC 606-607(6060-6070) Sociology Colloquium

Fall and spring. 0 credits. Requirement for sociology graduate students. Staff. A series of talks representative of current research interests in sociology, given by distinguished visitors and faculty members.

SOC 608(6080) Proseminar in Sociology

Fall. 1 credit. Prerequisite: 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 612(6120) Seminar in Sociology of Gender (also FGSS 613)]

Spring. 4 credits. Not offered 2005-2006. 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. This course begins with an examination of the key theoretical works in sociology that address this conceptualization. Then it applies these theoretical approaches as it explores the processes by which gender difference and inequality are maintained or changed in contemporary American society. While key social processes are examined at multiple levels of analysis, the primary focus is on processes that occur at the interactional level. The goal is to understand both how gender shapes what happens in interaction and how what happens in interaction affects gender difference and inequality. These interactional processes are examined in specific social institutions, including schools, families, and work.]

[SOC 631(6310) Qualitative Research Methods for Studying Science (also S&TS 631[6311])]

Spring. 4 credits. Not offered 2005-2006. T. Pinch. For description, see S&TS 631.]

[SOC 632(6320) Inside Technology: The Social Construction of Technology (also S&TS 632[6321])]

Fall. 4 credits. Not offered 2005-2006. G. Gillespie. For description, see S&TS 532.]

[SOC 646(6460) Economic Sociology (also SOC 446[4460])]

Not offered 2005-2006. For description, see SOC 446.]

SOC 660(6600) States and Social Movements (also GOVT 660[6603])]

Spring. 4 credits. S. Tarrow. For description, see GOVT 660.

SOC 680(6800) Workshop on Transnational Contention (also GOVT 681[6817])]

Spring. 4 credits. S. Tarrow. For description, see GOVT 681.

SOC 691(6910) Independent Study

Fall or spring. 2-4 credits. Prerequisite: graduate status and permission of faculty member willing to supervise 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 is 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 semester.

[SOC 778(7780) Solidarity in Groups (also ILOB 778[7780])]

Fall. 3 credits. Not offered 2005-2006. E. Lawler. For description, see ILOB 778.]

SOC 891-892(8910-8920) Graduate Research

891, fall; 892, spring. Variable to 4 credits each semester. Prerequisite: graduate standing and permission of faculty member willing to supervise project.

SOC 895-896(8950-8960) Thesis Research

895, fall; 896, spring. Variable to 6 credits each semester. Prerequisite: permission of thesis supervisor.

SOUTH ASIA PROGRAM

A. Basu, director; A. Banerjee, K. Basu, A. Blackburn, D. Bor, D. Boucher, I. Dadi, L. Derry, C. Fairbanks, S. Feldman, D. Gold, D. Ghosh, M. Hatch, R. Herring, D. Holmberg, R. Kanbur, M. Katzenstein, K. A. R. Kennedy, N. Kudva, S. Kuruvilla, M. Latham, B. Lust, B. MacDougall, M. Majumdar, K. March, K. McGowan, C. Minkowski, S. Mohanty, S. Mukherjee, V. Munasinghe, A. Nussbaum, S. Oja, P. Olpadwala, B. Perlus, T. Poleman, J. Rigi, N. Sethi, S. Singh, D. Sisler, S. Toorawa, R. Travers, N. Uphoff, M. Walter, M. Weiss, A. Willford.

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, Sanskrit, and Urdu. 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

T. Chaloeintiarana, director (180 Uris Hall); I. Azis, W. Bailey, A. Blackburn, A. Cohn, M. Hatch, S. Kuruvilla, F. Logevall, T. Loos, K. McGowan, L. Paterson, L. Ryter, J. Siegel, E. Tagliacozzo, K. Taylor, A. Willford, L. Williams, Emeritus: B. Anderson, R. Barker, 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. Seventeen 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 development 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 at www.einaudi.cornell.edu/southeastasia. Inquiries for further information should be directed to the program office, 180 Uris Hall, 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 under "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, AND DANCE

K. Goetz, chair; R. Archer, D. Bathrick (on leave spring 2006), S. Bernstein, S. Brookhouse, J. Chu, S. Cole, W. Cross, D. Feldshuh, A. Fogelsanger, (director of undergraduate program in dance); D. Frederickson (director of undergraduate program in film; on leave spring 2006); J. E. Gainor (on leave 2005-2007) (director of graduate studies); S. Haenni (on leave fall 2005), D. Hall, E. Intemann, J. Kovar, B. Levitt, P. Lillard, R. MacPike, B. Milles, 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 bachelor of arts degrees in each of those areas. These majors educate students in accordance with the general liberal arts ethic of the college. The department invites and encourages academic

and studio participation by students from all disciplines.

Theatre Arts Major

R. Archer, D. Bathrick, S. Bernstein, S. Brookhouse, S. Cole, W. Cross, D. Feldshuh, J. E. Gainor (on leave 2005-2007); 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 major requirements Credits

1. **THETR 240** and **241**, and **242** (three-semester Introduction to World Theatre) 12
2. **THETR 250** Introduction to Theatre Design and Technology 4
3. **THETR 280** Introduction to Acting 3
4. Four laboratory courses distributed as follows:
 - THETR 151** Production Lab I 1-3
 - THETR 153, 253,** or **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 **351** Production Lab II or III 1-4
5. 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-20th century.
6. 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.
7. 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 AUTP 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 see listing of courses at end of departmental listings.) Approval process includes 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(3000) Independent Study

Fall, spring, or summer. 1-4 credits. Independent study in 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(4850) Undergraduate Internship

Fall, spring, or summer. 1-3 credits. Prerequisite: 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 for this course, the internship must be unpaid. Students must follow the rules and procedures stated in the departmental internship form.

THETR 495(4950) Honors Research Tutorial

Fall, spring. 4 credits. Prerequisite: honors students in theatre. First of a two-semester sequence (the second is THETR 496) for seniors engaged in an honors project.

THETR 496(4960) Honors Research Tutorial

Fall or spring. 4 credits. Prerequisite: honors students in theatre. 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.

Theatre Studies

THETR 206(2060) Introduction to Black Theatre (also AS&RC 206[2502]) (IV) (LA)

Fall. L. Grady-Willis. For description, see AS&RC 206.

THETR 207(2070) Black Theatre (also AS&RC 207[2500])

Spring. 3 credits. Limited to 16 students.
L. Grady-Willis.

For description, see AS&RC 207.

THETR 214(2140) Comedy and Humanism (also COM L 211[2110]) (IV) (LA)

Spring. 4 credits. S. Donatelli.

For description, see COM L 211.

[THETR 223(2230) The Comic Theater (also COM L 223[2230], CLASS 223[2641]) # (IV) (LA)

Spring. 3 credits. Not offered 2005–2006.
J. Rusten.

For description, see CLASS 223.]

[THETR 240(2400) Introduction to World Theatre I—Antiquity to 1500 @ # (IV) (LA)

Spring. 4 credits. Not offered 2005–2006.
S. Warner.

A survey of practices, literatures, and themes of theatrical performance in Africa, America, Asia, and Europe from antiquity to around 1500. Examines 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. Looks at issues of masking and identity, storytelling and ritual, stage and society, tradition and modernity. Lectures are combined with periodic student projects.]

THETR 241(2410) Introduction to World Theatre II—Early Modernity # (IV) (LA)

Spring. 4 credits. S. Warner.

Survey of world theatrical performance from around 1500 to 1800. Examines 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 are combined with periodic student projects.

THETR 242(2420) Introduction to World Theatre III—1800 to the Present (IV) (LA)

Fall. 4 credits. S. Warner.

Traces the emergence of theatrical modernity as a global phenomenon. In Europe and North America, traces the progression from romanticism through realism and the modernist avant-gardes, to post-modernism and beyond. Traces 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 are combined with periodic student projects.

THETR 273(2730) Opera (also MUSIC 274[2241]) # (IV) (LA)

Fall. 3 credits. A. Groos.

For description, see MUSIC 274.

THETR 278(2780) Desire (also ENGL/COM L/FGSS 276[2760]) (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. This course begins with the theory that desire has a history, even a literary history, and students 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, cyberspace, 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(3190) Music, Dance, and Light (also DANCE 319[3590], VISST 319[3519]) (IV) (LA)

Fall. 3 credits. Attendance at dance concerts and music concerts required. Not offered 2005–2006. 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 326(3260) Queer Performance (also FGSS 325[3250]) (IV) (LA)

Spring. 3 credits. Limited to 15 students.
Not offered 2005–2006. 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 335(3350) Modern Western Drama, Modern Western Theatre: Theory and Practice (also COM L/ VISST 335[3735]) (IV) (LA)

Fall. 4 credits. Not offered 2005–2006.
Staff.]

THETR 337(3370) Contemporary American Theatre (also ENGL 337) (IV) (LA)

Fall. 3 credits. Limited to 15 students.
S. Warner.

How has theatre helped shape our notion of what it means to be an American in the second half of the 20th century? What role has politics played in recent theatrical experimentation? How has performance been used as a platform for constructing and deconstructing conceptions of identity,

community, and nationality? In this course we will examine major trends in American drama from 1960 to the present. Readings for the class focus on theatre that responds directly to or intervenes in moments of social crisis, including: the Vietnam War, the Civil Rights Movement, the Women's Movement, the Gay and Lesbian Liberation Movement, and AIDS.

[THETR 345(3450) The Tragic Theatre (also CLASS 345[3645], COM L 344[3440]) # (IV) (LA)

Spring. 4 credits. Limited to 40 students.
Not offered 2005–2006. F. Ahl.

For description, see CLASS 345.]

THETR 372(3720) Medieval and Renaissance Drama (also ENGL 372/677[3720/6770]) # (IV) (LA)

Spring. 4 credits. M. Raskolnikov.

For description, see ENGL 372.

[THETR 373(3730) English Drama from 1700 to the Present (also ENGL 373) # (IV) (LA)

Spring. 4 credits. Not offered 2005–2006.
S. McMillin.

For description, see ENGL 373.]

THETR 403(4030) Ritual, Play, Spectacle, Act: Performing Culture (also ART H 403, THETR 603[6030])

Spring. 4 credits. S. Warner.

Takes a broad-spectrum approach to performance. Includes anthropological texts on ritual and play, sociological texts on performances in everyday life, literary studies texts on "performatives" in speech and writing, folklore studies on parades and reenactments, psychological and philosophical studies on the role of performance in the formation of identity, as well as standard texts of the theater. Considers the distinctions between play, ritual, spectacle, festival, theater, and the "visual" arts. Explores the differences between spectating and witnessing and examine studies on audience behavior. At the base of the inquiry is the broad issue of the role of representational practices within culture and among cultures. If, as Barbara Meyerhoff has written, we understand ourselves by showing ourselves to ourselves, what role does "showing" have in construction of the selves we seek to understand? Why is postmodern culture often called the "society of the spectacle" (Debord)? If, as Aristotle claimed, we are mimetic creatures at base, which comes first—representation or reality? Looking closely at the notion of "live" art, students weigh theorists who claim that performance is ephemeral and disappearing against those who claim that performance, such as oral history, is resilient and enduring. Students have the opportunity to do fieldwork, create performative works, and engage in scholarly study.

[THETR 404(4040) Mythology and Postmodern Performance (also THETR 604[6040], VISST 404[4504]) (IV) (LA)

Spring. 4 credits. Limited to 15 students.
Not offered 2005–2006. 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 course investigates the critical potentiality

mythology holds for both performance theory and social activism. Specifically, it looks 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 426(4260) Adaptation: Text/Theatricality (also VISST 426[4260])(IV) (LA)

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2005-2006. 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: Cesaire's *A Tempest*, Paula Vogel's *Desdemona: A Play about a Handkerchief*, Heiner Muller'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 *Mahabharata*. This course challenges the boundaries of text to discover the possibilities of performance. Asks: How do we translate inspiration into tangible (or intangible) theatrical imagery? Working in workshop format as actors and writers, students explore the process of developing theatre pieces based on a variety of sources.]

[THETR 431(4310) Theory of the Theatre and Drama (also COM L 405[4050], GERST 431[4310]) # (IV) (LA)

Fall. 4 credits. Not offered 2005-2006. D. Bathrick.

Surveys dramatic theory and theories of theatrical representation from Aristotle to the present. Although covering a span of over two thousand years, the point is to focus the analysis on a smaller number of key representative texts from the European, American, and postcolonial traditions. In so doing the goal is 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 are 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(4360) The Female Dramatic Tradition (also FGSS 433[4330]) (IV) (LA)

Spring. 4 credits. Not offered 2005-2006. S. Warner.

Is there a "female dramaturgy?" What is the female tradition in the theatre? This 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 440(4400) Romantic Drama (also THETR 644[6440], ENGL 440/644[4440/6440])

Fall. 4 credits. T 2:30-4:25. R. Parker
Readings include plays by a range of British writers, such as Baillie, Coleridge, Shelley, Byron, and Wordsworth, along with earlier or contemporary plays by writers such as Racine, Goethe, Schiller, and Kleist. This course also studies contemporary adaptations of Shakespeare, and the pantomime and melodrama versions of "Obi, or Three Finger'd Jack." Though some attention focuses on aspects of staging and performance, the primary work is on drama as a literary form and cultural phenomenon.

[THETR 445(4450) Text Analysis for Production: How to Get from the Text onto the Stage (also VISST 445, ENGL 444[4440]) (IV)

Spring. 4 credits. Limited to 15 students. Prerequisite: THETR 281 or 250 or 398, or permission of instructor. Not offered 2005-2006. B. Levitt.

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(4460) Shakespeare in (Con)text (also THETR 203[2030], VISST 446[4460], ENGL 445[4450]) # (IV) (LA)

Fall. 4 credits. Limited to 15 students. Prerequisite: permission of instructor. B. Levitt.

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. Limited to 15 students. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

THETR 447(4470) Hamlet: The Seminar (also ENGL 482[4820]) # (IV) (LA)

Spring. 4 credits. Limited to 15 students. Prerequisites: THETR 240, 241, 242 or equivalent and permission of instructor. B. Levitt

The most studied and written about work in Western Literature outside the Bible, Hamlet, according to Harold Bloom, is our secular savior and our ambassador to death. This course centers on a close reading of the play. Through research and assigned readings the course tests theoretical viewpoints about the play against the text itself by reading the theory in relationship to the production history.

THETR 454(4540) American Musical Theatre (also ENGL 454[4540], MUSIC 490[3311]) (IV) (LA)

Fall. 4 credits. S. McMillin.
For description, see ENGL 454.

[THETR 459(4590) Contemporary British Drama (also ENGL 459[4590]) (IV) (LA)

Fall. 4 credits. Limited to 15 students. Not offered 2005-2006. S. McMillin
For description, see ENGL 459.]

[THETR 472(4720) Sondheim and Musical Theatre (also ENGL 473[4730]) (IV) (LA)

Fall. 4 credits. Not offered 2005-2006. S. McMillin.
For description, see ENGL 473.]

THETR 483(4830) Seminar in Comparative 20th-Century Anglophone Drama (also ENGL 483[4601]) (IV) (LA)

Fall. 4 credits. Recommended: some knowledge of classical and avant-garde theories of drama and theatre. B. Jeyifo.
Explores 20th-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(5800) Problems in Asian Art: Dancing the Stone: Body, Memory, and Architecture (also ART H 580[5850], ASIAN 580)

Spring. 4 credits. Not offered 2005-2006. K. McGowan.
For description, see 580.]

THETR 600(6000) Proseminar in Theatre Studies

Spring. 4 credits. Prerequisite: graduate standing.
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(6370) Seminar in Dramatic Theory: Digital Bodies, Virtual Identities (also ENGL 696, ART H 575[5075])

Spring. 4 credits. Prerequisite: permission of instructor. T. Murray.
For description, see ENGL 696.

[THETR 648(6480) East and West German Drama: Post-1945 (also THETR 438[4380], GERST 438)

3 credits. Not offered 2005-2006. D. Bathrick.]

[THETR 679(6790) Bertolt Brecht In Context (also GERST/COM L 679[6790])

4 credits. Not offered 2005-2006. D. Bathrick.
Requirements: seminar paper that forms the basis for an oral presentation for class discussion. For description, see GERST 679.]

[THETR 680(6800) Brecht, Müller, and Avant-Garde (also GERST 680[6800], COM L 676[6760])

Fall. 4 credits. Not offered 2005-2006. D. Bathrick.]

[THETR 703(7030) Theorizing Film (also ENGL 703[7030], FRLIT 695)]

Fall. 4 credits. Not offered 2005–2006.

T. Murray.

For description, see ENGL 703.]

THETR 710(7100) The Pedagogy of Theatre

Fall. 4 credits. Co-requisite: relevant undergraduate class and permission of instructor. Staff.

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(1550) 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 course in semester in which credit is earned. Prerequisite: students who are assigned roles after tryouts at 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(2050) Rehearsal Workshop

Fall or spring. 2 credits. Limited to 30 students. Prerequisites: participation in a particular department production and permission of instructor. Staff.

Enables students participating in a particular production to gain expertise and/or knowledge to contribute to that production. The focus of the course depends on the needs of a particular production (e.g., history, choreography, textwork, dramaturgy).

THETR 280(2800) Introduction to Acting (IV) (LA)

Fall or spring. 3 credits. Limited to 16 students per sec. Preregistration and registration only through roster in department office, 225 Schwartz Center. No online registration. 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(2810) Acting I (IV) (LA)

Fall or spring. 3 credits. Limited to 14 students per sec. Prerequisites: sophomore standing and above; THETR 280 and audition. Registration only through roster in department office, 225 Schwartz Center.

Practical exploration of the actor's craft through exercises in physical and psychological action, improvisation and scene study.

THETR 282(2820) Standard American Stage Speech (IV) (LA)

Fall. 3 credits. Limited to 10 students. Prerequisites: THETR 280 and permission of instructor. A. Van Dyke.

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, Checkov, Moliere, etc.

[THETR 283(2830) Voice and Speech for Performance (IV) (LA)]

Fall. 3 credits. Limited to 12 students.

Primarily for department majors.

Prerequisite: permission of instructor. Not offered 2005–2006. Staff.

Registration only through department roster 225 Schwartz Center. Development of the speaking voice with additional emphasis on dramatic interpretation.]

THETR 284(2840) 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(3800) Acting II (IV) (LA)

Fall. 3 credits. Limited to 12 students.

Prerequisite: THETR 281 and audition.

S. Cole.

Continuation of Acting I. Special consideration is given to a physical approach to characterization.

THETR 381(3810) Acting III: Advanced Scene Study (IV) (LA)

Spring. 3 credits. Limited to 10 students.

Prerequisite: audition. Strong preference given to those who have taken THETR 446. B. Levitt.

Focuses on advanced problems for the stage. Monologues and scenes are drawn from Shakespeare and classical sources.

THETR 384(3840) Commedia: A Contemporization of Physical Acting Styles and the Comic Approach (also VISST 384[3684]) (IV) (LA)

Spring. 3 credits. Limited to 10 students.

Prerequisite: THETR 281 and permission of instructor. B. Milles.

A wholly physical acting course based in the practices of Commedia dell'arte—stock characters, physical lazzi, improvisation, street theatre—using 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(3850) Advanced Studies in Acting Techniques (IV) (LA)

Fall. 3 credits; may be repeated for credit.

Limited to 8 students. Prerequisites: THETR 281, audition, and permission of instructor. For fall: solo performance. B. Levitt.

[THETR 387(3870) Movement for the Actor]

Fall. 3 credits. Limited to 10 students.

Prerequisites: THETR 281 and permission of instructor. Not offered 2005–2006. Faculty.

Physical skills for the actor are developed through work with LeCoq-based Neutral Mask corporeal mime and physical acting techniques.]

[THETR 388(3880) Stage Combat]

Spring 3 credits. Limited to 8 students.

Prerequisite: permission of instructor. Not offered 2005–2006.

Course 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 course focuses on stage fighting, both unarmed and armed. The Society of American Fight Directors' guidelines of safety and skills is used.]

Directing**THETR 177(1770) Student Laboratory Theatre Company**

Spring. 1–2 credits.

The Student Laboratory Theatre Company (SLTC) 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 earn 1 credit for two projects and 2 credits for three projects. SLTC also meets with directors once a week.

THETR 398(3980) Fundamentals of Directing I (also VISST 398) (IV) (LA)

Fall. 3 credits. Limited to 9 students.

Prerequisite: permission of instructor.

Special consideration given to students who have completed THETR 280 or are intending to continue in 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(4980) Fundamentals of Directing II (IV) (LA)

Spring. 4 credits. Limited enrollment.

Prerequisite: THETR 280 and 398, and permission of instructor. Recommended: THETR 250 and 281. D. Feldshuh.

Builds on the staging techniques learned in Fundamentals of Directing I. In this course each student directs actors from the Student Laboratory Theatre Company in a series of projects and public presentations focusing on specific directorial challenges.

THETR 499(4990) Practicum in Directing

Fall or spring. 1–4 credits. Prerequisites:

THETR 240, 250, 280, 398, 498, and permission of instructor. D. Feldshuh.

Allows the student who has completed the appropriate prerequisites the opportunity to direct a full presentation of theatre in conjunction with a faculty mentor. 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(3480) 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(3490) Advanced Playwriting (IV) (LA)]

Spring. 4 credits. Prerequisite: THETR 348 or permission of instructor. Not offered 2005-2006. Staff.

Continuation of THETR 348, emphasizing advanced techniques and culminating in the completion of a full-length play.]

[THETR 497(4970) Seminar in Playwriting

1-4 credits. Prerequisite: THETR 348 and 349 and permission of instructor. Not offered 2005-2006. Staff.

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(2500) Fundamentals of Theatre Design and Technology (IV) (LA)**

Fall and spring. 4 credits. Limited to 12 students. Not open to first-semester freshmen. Registration only through department roster in 225 Schwartz Center. Highly recommended: concurrent enrollment in 1 credit of Production Lab (THETR 151 or 251). Students required to purchase materials that instructors specify (approx. cost \$50). K. Goetz, W. Cross, E. Intemann, and 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(2540) Theatrical Makeup Studio

Spring. 3 credits. Limited to 10 students. Prerequisite: permission of instructor. Students are required to purchase makeup kits that instructor provides (approx. 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.

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(3190) Music, Dance, and Light (also DANCE 319[3590], VISST 319[3519]) (IV) (LA)]

Fall. 3 credits. Attendance at dance concerts and music concerts required. Not offered 2005-2006. 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(3430) Costume History: From Fig Leaf to Vanity # (IV) (LA)

Fall. 3 credits. Limited to 20 students. S. Bernstein.

Offers an overview of the history of clothing from the first signs of clothing to the early 20th century. It investigates social, political, economic, technological, geographic, ecological, and artistic influences on costume.

THETR 362(3620) Lighting Design Studio I (also VISST 362[3662]) (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 is on understanding lighting's function in an environment and manipulating light effectively. Artistic style and viewpoint are also covered.

THETR 364(3640) Scenic Design Studio (IV) (LA)

Fall. 3 credits. Limited to 10 students. Prerequisite: THETR 250 and 340 or permission of instructor. Recommended: experience in theatre production and graphic skills. Students are required to purchase materials that instructor will specify (approx. 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.

THETR 365(3650) Automated Lighting and Control Systems

Fall. 3 credits. Limited to 8 students. Prerequisite: permission of instructor. Highly recommended: at least 1 credit of THETR 151 or 251. E. Intemann and F. Sellers.

Covers the understanding and application of light control technologies, including electrical systems, color, optics, dimming protocols, and console programming. Students complete a series of projects culminating in the programming and use of moving fixtures and lighting visualization software.

THETR 366(3660) Costume Design Studio (IV) (LA)

Spring. 3 credits; may be repeated for credit Limited to 10 students. Students are required to purchase materials that instructor will specify (approx. cost \$70). 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.

THETR 368(3680) Sound Design and Digital Audio (also MUSIC 355[3431]) (IV) (LA)

Fall. 4 credits. Prerequisite: permission of instructor. Recommended: some experience with audio/video recording or editing; previous enrollment in 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 require time spent in the studio outside of class. Students create soundtracks for text and moving image, with final projects in 5.1

surround sound, using Pro Tools and Digital Performer.

THETR 369(3690) Digital Performance (IV) (LA)

Spring. 4 credits. Prerequisites: junior standing and above and permission of instructor. Possible lab performances on selected Fridays. Recommended: previous enrollment in one of the following: FILM 377, FILM 391, MUSIC 120, MUSIC 320, THETR 250, or THETR 368. W. Cross.

Introduction to the multimedia programming languages MAX/MSP and Jitter. There are 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 include digital audio/video processing, midi control, sensor use and development, and electroacoustic music. Students must audition a 5- to 10-minute piece—either music, film, theatre, or movement—and clearly indicate how this performance would make use of the technology. These pieces then become the content to be enhanced and performed.

THETR 371(3710) Costume Design Studio II (IV) (LA)

Fall. 3 credits. Limited to 10 students. Prerequisite: THETR 366, or THETR 250 with permission of instructor. Students are required to purchase materials that instructor will specify (approx. cost \$50). S. Bernstein.

Explores unconventional costume designs for theatre and dance. 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. Also covers alternative (some non-Western) ways to create character through costume, make-up, masks, and wearable forms of puppetry.

THETR 462(4620) Lighting Design Studio II (also VISST 462[4662]) (IV) (LA)

Spring. 4 credits. Limited to 6 students. Prerequisite: THETR 250 or 362 or permission of instructor. E. Intemann.

Concentrates on designing lighting for different genres of performance in various venues. Emphasis is 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(4640) Scene Design Studio II (IV) (LA)

Spring. 3 credits. Prerequisite: THETR 364 or permission of instructor. Students are required to purchase materials that instructor will specify (approx. 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(2520) 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(2560) Technical Production Studio II

Spring. 3 credits. Limited to 6 students. Students are required to purchase materials that instructor will specify (approx. 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(3400) Theatrical Drafting and Technical Drawing Studio

Fall. 3 credits. Limited to 5 students. Prerequisite: 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, using both mechanical drafting techniques and AUTOCAD.

THETR 352(3520) 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(3540) Stagecraft Studio

Fall. 3 credits. Prerequisite: THETR 250 or permission of instructor. Highly recommended: concurrent enrollment in at least 1 credit of THETR 151 or 251. R. Archer.

Exploration of the techniques and practice of theatre operation, scenic construction, stage mechanics, rigging, painting, and model building.

THETR 356(3560) Costume Construction Studio

Spring. 3 credits. Highly recommended: concurrent enrollment in at least 1 credit of THETR 151 or 251. Lab fee: \$100 (paid in class). R. MacPike.

Project/lecture/discussion class in costume research, patterning, cutting, construction, and fitting.

THETR 360(3600) Costumes: Special Projects

Fall. 3 credits; may be repeated for credit. Prerequisite: permission of instructor. Lab fee: \$150 (paid in class). R. MacPike.

Designed for students who have completed a basic construction class (in THETR or TXA, or another department). Each fall, this project-oriented course focuses 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(1530) Stage Management Production Laboratory I

Fall and spring. 1–2 credits; may be repeated for credit. Before registering, students must attend orientation meeting at 7:30 P.M. in Kiplinger Theatre at Schwartz Center on 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 SLTC under the supervision of the faculty production manager. THETR 370 complements this course.

THETR 253(2530) Stage Management Laboratory II

Fall and spring. 1–4 credits; may be repeated for credit. Before registering, students must attend orientation meeting at 7:30 P.M. in Kiplinger Theatre at Schwartz Center on 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(3530) Stage Management Laboratory III

Fall and spring. 1–4 credits; may be repeated for credit. Before registering, students must attend orientation meeting at 7:30 P.M. in Kiplinger Theatre at Schwartz Center on 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(3700) Stage Management Studio

Fall. 2 credits. Prerequisite: THETR 250 or 280 or permission of instructor. Students are required to purchase materials that instructor will specify (approx. 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(4530) 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(1510) Production Laboratory I

Fall and spring. 1–3 credits; may be repeated for credit. No prerequisites or experience required. Orientation meeting at 7:30 P.M. first Tuesday of classes each semester in Kiplinger Theatre at Schwartz Center. P. Lillard, S. Brookhouse, and F. Sellers.

Provides practical experiences in theatrical production. Students can work on scenery, costumes, properties, lighting, or stage crew.

THETR 251(2510) Production Laboratory II

Fall and spring. 1–3 credits; may be repeated for credit. Prerequisite: permission of instructor. Orientation meeting at 7:30 P.M. on first Tuesday of classes each semester in Kiplinger Theatre at Schwartz Center. P. Lillard, D. Hall, F. Sellers, and 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(3510) 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, and 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(4510) 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, and 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(3000) 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(4850) 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 *before* 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(4950) Honors Research Tutorial

Fall or spring. 4 credits. Prerequisite: honors students in theatre. First of a two-semester sequence (the second is THETR 496) for seniors engaged in an honors project.

THETR 496(4960) Honors Research Tutorial

Fall or spring. 4 credits. Prerequisite: honors students in theatre. Second of a two-semester sequence (the first is THETR 495) for students engaged in an honors project.

Film

D. Bathrick (on leave spring 2006), D. Fredericksen (director of undergraduate studies in film; on leave spring 2006), S. Haenni (on leave fall 2005), 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, government, 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, and 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 (director of undergraduate studies in film) and the director of the College Scholar Program or the 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 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 the fall semesters of both their junior and senior years 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. **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 324, 377, 383, 422, 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 2006 (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 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 and Dance as below, or (with permission of adviser) by other departments:

FILM 265 Studies in Film Analysis: Monsters and Misfits: Hollywood's Misogynist Myths of Women (offered spring 2005) 4

FILM 276 Survey of American Film (offered spring 2006) 4

[**FILM 341** French Film (offered occasionally; not offered fall 2005)] 4

[**FILM 342** The Cinema and the American City (offered spring 2007)] 4

[**FILM 344** American Film Melodrama (offered spring 2007)] 4

[**FILM 346** Film Noir (offered occasionally; not offered 2005-2006)] 4

FILM 369 Fast-Talking Dames and Sad Ladies: 1940s and Now (offered yearly; offered fall 2005) 4

[**FILM 378** Soviet Film of 20s and French Film of 60s (offered occasionally; Not offered 2005-2006)] 4

[**FILM 379** Modern Documentary Film (offered alternate spring semesters; offered spring 2007)] 4

FILM 383 Screenwriting (offered fall 2005) 4

[**FILM 386** Cinema and Social Change (offered occasionally; not offered 2005-2006)] 4

FILM 391 Media Arts Studio I (offered occasionally; TBA fall 2005) 3

FILM 393 International Film of the 1970s (offered spring 2006) 4

[**FILM 395** Video: Art, Theory, Politics (offered occasionally; Not offered 2005-2006)] 4

FILM 396 German Film (offered occasionally; offered fall 2005)] 4

[**FILM 422** Cinematography (offered spring 2007)] 3

[**AS&RC 435** African Cinema (offered alternate years; not offered 2005-2006)] 4

[**FILM 450** Rescreening the Holocaust (offered occasionally; Not offered 2005-2006)] 4

[**FILM 455** History of Modern Polish Cinema (offered alternate spring semesters; next offered spring 2008)] 4

[**FILM 473** Film and Spiritual Questions (offered alternate spring semesters; next offered spring 2007)] 4

[**FILM 474** Jung, Film, and the Process of Self-Knowledge (offered alternate years; offered fall 2006)] 4

FILM 475 Seminar in the Cinema I (offered most years; offered fall 2005; topic varies; may be repeated for credit; topic for fall 2005: Ingmar Bergman) 4

[FILM 476 Seminar in the Cinema II (offered occasionally; not offered 2005–2006; 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 2005–2006; next offered fall 2006)] 4

FILM 479 1939 (offered occasionally) 4

FILM 493 Advanced Film and Video Projects (offered spring 2006) 4

4. 15 credits of related course work inside or outside the Department of Theatre, Film and 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, or in film and social change 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). Projects in filmmaking and screenwriting require an analytical component related to the creative work.

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 and, through the center, at the University of Paris III. 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 a complement 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(2650) Studies in Film Analysis: Monsters and Misfits: Hollywood's Misogynist Myths of Women (also ENGL/FGSS 263[2630]) (IV) (LA)

Spring. 4 credits. Prerequisite: permission of instructor. Students must be free to view films late afternoons on Mondays and Tuesdays. Lab fee: \$25. L. Bogel. For description, see ENGL 263.

FILM 274(2740) Introduction to Film Analysis: Meaning and Value (also FILM 674[6740], VISST 274[2174]) (IV) (LA)

Fall. 4 credits. Limited to 40 students. Graduate students must enroll in FILM 674. D. Fredericksen.

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(2760) Survey of American Film (also AM ST 230[2760], VISST 230[2300]) (IV) (LA)

Spring. 4 credits. Required film screenings; disc once a week. Offered alternate years. S. Haenni.

Focusing mostly on Hollywood film, this course surveys some major developments in and approaches to 20th-century American cinema. Traces 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. 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(3240) Animation Workshop: Experimental and Traditional Methods (IV) (LA)

Summer. 3 credits. Cost for equipment: \$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 the projects on the work of artists who have pushed the potential of animation in new directions, students 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, students explore a variety of experimental and fine-arts approaches used in modern-day animation.

FILM 329(3290) Political Theory and Cinema (also GERST/COM L 330[3300], GOVT 370[3705]) (III or IV) (CA)

Spring. 4 credits. G. Waite. For description, see GERST 330.

[FILM 341(3410) French Film (also FRLIT 336) (IV) (LA)]

Fall. 4 credits. Offered occasionally; not offered 2005–2006. T. Murray. For description, see FRLIT 336.]

[FILM 342(3420) The Cinema and the American City (also AM ST 309[3090]) (IV)]

Spring. 4 credits. Next offered 2006–2007. S. Haenni.

The emergence of the cinema in the late 19th century coincided with the emergence of a new kind of metropolis, characterized, among other things, by new traffic systems (elevated train, subway, automobile), new racial, ethnic, and sexual regimes, and new urban planning. This course examines how the cinema has participated and intervened in urban transformations by imagining and representing the American city variously as a panorama, a musical symphony, a mystery to be deciphered, a stage for civic theater, a modernist artwork, or a post-apocalyptic wasteland. How does the cinema produce a particularly modern, urban experience? How has it been shaped by urban politics and how, in turn, does it shape the way in which we understand the city? Screenings may include films such as *Manhattan*, *The Crowd*, *Skyscraper Souls*, *42nd Street*, *Naked City*, *Asphalt Jungle*, *Just Another Girl on the I.R.T.*, and *Blade Runner*, and are supplemented by readings in film history, as well as urban history and urban theory.]

[FILM 344(3440) American Film Melodrama (also AM ST 338, ENGL 344, VISST 345) (IV) (LA)]

Spring. 4 credits. Recommended: some background in film analysis. Next offered spring 2007. 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. This course examines how and to what purposes melodrama has been used in the U.S. context. Looks at different aspects of melodrama—its inheritance from 19th-century stage melodrama, its pictorialism, acting style, music; and its uses of paranoia, entrapment, and fast-paced action. Considers the form and function of melodrama in different periods—1950s America, the early 20th century, the Jazz Age, the economic depression of the 1930s, World War II, and the contemporary moment. Asks several questions: How does melodrama position and affect its spectators? How does it allow space for the representation of marginalized voices (e.g., of women and African Americans)? 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 include films by Griffith, Vidor, Cukor, Hitchcock, Ophuls, Sirk, Ray, and Spielberg, and is guided by readings in film history and film theory.]

[FILM 346(3460) Film Noir (also AM ST 348(3480)) (IV) (LA)]

Spring. 4 credits. Recommended: some course work in film. Offered occasionally; not offered 2005-2006. 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. This course explores both the stylistic characteristics and thematic and cultural contexts of *film noir*. Examines 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. Investigates 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*. Discussion of films is guided by readings in film criticism and history.]

[FILM 369(3690) Fast-Talking Dames and Sad Ladies: 1940s and Now (also ENGL 369(3690)) (IV) (LA)]

Fall. 4 credits. L. Bogel.

For description, see ENGL 369.

[FILM 375(3750) History and Theory of the Commercial Narrative Film (also VISST 375(3175)) (IV) (LA)]

Fall. 4 credits. Fee for screening expenses: \$10 (paid in class). Prerequisite: for film majors FILM 274. Offered alternate years; next offered 2006-2007. 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(3760) History and Theory of Documentary and Experimental Film (also VISST 376) (IV) (LA)]

Fall. 4 credits. Fee for screening expenses: \$10 (paid in class). Highly recommended: FILM 274. Offered alternate years.

A. Villarejo.

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. 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(3770) 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: \$150 (paid in class). Average cost to each student for materials and processing is \$500.

M. Rivchin.

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 is shown in a public screening at the end of the semester on campus.

[FILM 378(3780) Soviet Film of the 1920s and French Film of the 1960s (IV) (LA)]

Spring. 4 credits. Fee for screening expenses: \$10 (paid in class). Highly recommended: FILM 375. Offered occasionally; not offered 2005-2006.

D. Fredericksen.

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(3790) Modern Documentary Film (IV) (LA)]

Spring. 4 credits. Highly recommended: FILM 375. Fee for screening expenses: \$10 (paid in class). Offered alternate spring semesters; next offered spring 2007.

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(3830) Screenwriting: Bringing Your Vision to the Page (IV) (LA)]

Fall. 3 credits. Limited to 12 students. Prerequisite: completed application, writing sample, and permission of instructor. Students must go to 225 CT to apply.

J. Hirschberg.

For students who have ever sat in a movie theater and said, "I can do better," now is their chance. This course explores the fundamentals of traditional Hollywood and independent screenplays—concept, theme, structure, story, dialogue, and characters—and the basics of marketing oneself and the finished script. Students are required to create

a pitch for their original idea, treatment, and a first draft of their full-length feature screenplay or short film script(s). The instructor and fellow students critique all work in class. Typical readings: Seger, *Making a Good Script Great*; Vogler, *The Writer's Journey*; and selected screenplays. Requires a great deal of writing and rewriting—only those who are passionate about their craft need apply.

[FILM 386(3860) Cinema and Social Change (was Third Cinema) (IV) (LA)]

Spring. 4 credits. Not offered 2005-2006.

A. Villarejo.

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. Students view major works from Latin America, the United States, 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 391(3910) Media Arts Studio I (also ART/MUSIC/VISST 391) (IV) (LA)]

Fall. 3 credits. Prerequisite: permission of instructor and junior standing, 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.

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(3930) International Film of the 1970s (also AM ST/VISST 393(3930)) (IV) (LA)]

Spring. 4 credits. Recommended: some background in film analysis. Offered occasionally. 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 directors such as Robert Altman, Francis Ford Coppola, Steven Spielberg, Charles Burnett, John Cassavetes, Mario Van Peebles, Michelangelo Antonioni, Lina Wertmuller, Rainer Werner Fassbinder, Wim Wenders, and Stanley Kubrick and are guided by readings in film criticism and film history.

[FILM 395(3950) Video: Art, Theory, Politics (also ENGL 395[3950]) (IV)

Fall. 4 credits. Offered occasionally; not offered 2005–2006. T. Murray.
For description, see ENGL 395.]

[FILM 396(3960) German Film (also GERST 396[3960]) (IV) (LA)

Fall. 4 credits. Offered occasionally.
D. Bathrick.
Explores German film from the Weimar and Nazi periods to the present in relation to the cultural and sociopolitical content 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. Screenings in the course include films such as *Caligari*, *Metropolis*, *Girls in Uniform*, *Triumph of the Will*, *The Marriage of Maria Braun*, *Run, Lola, Run* and others.

[FILM 422(4220) Cinematography (IV) (LA)

Spring. 4 credits. Limited to 8 students.
Pre- or co-requisite to FILM 493.
Prerequisite: permission of instructor. Letter grades only. Equipment fee: \$150.
Advanced camera and lighting techniques, designed for students who have taken at least FILM 377 and/or advanced photography courses. Not offered 2005–2006; next offered 2006–2007. M. Rivchin.
Students 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(4500) Rescreening the Holocaust (also COM L 453[4530], GERST/JWST 449[4490], RELST 450[4500]) (IV) (LA)

Fall. 4 credits. Offered occasionally; not offered 2005–2006. 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*, *Shoah*, *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(4550) History of Modern Polish Film (IV) (LA)

Spring. 4 credits. Prerequisite: some film analysis course work. Not offered 2005–2006; next offered spring 2008.
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 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(4730) Film and Spiritual Questions (also RELST 473[4730]) (IV) (LA)

Spring. 4 credits. Limited to 20 students.
Offered alternate years; next offered 2006–2007. 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 Andrey 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(4740) Jung, Film, and the Process of Self-Knowledge (IV) (LA)

Fall. 4 credits. Limited to 20 students.
Offered alternate years; next offered fall 2006. 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*, and *Archetypes and the Collective Unconscious*, and Murray Stein's *In Midlife*.]

[FILM 475(4750) Seminar in Cinema I (also VISST 475[4375]) (IV) (LA)

Fall. 4 credits. Limited to 20 students.
Recommended: FILM 274. D. Fredericksen.
Topic for fall 2005: Analysis of 12 of Bergman's films, with regard to modes of classical and art cinema narration, Bergman's biography, and Swedish culture.

[FILM 476(4760) Seminar in the Cinema II (IV) (LA)

Fall or spring. 4 credits. Offered occasionally; not offered 2005–2006.]

[FILM 477(4770) Intermediate Film and Video Projects: Documentary and Experimental Workshop (also VISST 477[4770]) (IV) (LA)

Fall. 4 credits. Limited to 8 students.
Prerequisites: FILM 377 as minimum production; priority given to those who have taken FILM 376, 379, or 386 and permission of instructor based on project proposals. Equipment fee: \$150 (paid in class). Film projects costs: \$300–1,500; video: \$100–400. M. Rivchin.
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; digital video camera; and nonlinear (Final Cut Pro and AVID) digital editing.

[FILM 478(4780) Intermediate Film and Video Projects: Narrative Workshop (also VISST 478[4778]) (IV) (LA)

Fall. 4 credits. Limited to 8 students.
Prerequisites: FILM 377 as minimum production; priority 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 2005–2006. M. Rivchin.

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 digital (Final Cut Pro, AVID, and ProTools) editing.]

[FILM 479(4790) 1939 (also VISST 479[4179]) (IV) (LA)

Fall. 4 credits. Prerequisite: FILM 274 or course in film analysis. Screening fee: \$10 (paid in class). Not offered 2005–2006. 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. Looks 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. Students view narrative films alongside documentaries and experimental films (the March of Time meets Porky Pig); they see early television programming and listen to radio broadcasts. Contemporary works of fiction and journalism as well as the visual culture of 1939 supplement readings in film history and theory.]

FILM 485(4850) 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(4930) Advanced Film and Video Projects (also VISST 493(4793)) (IV) (LA)

Spring. 4 credits. Limited to 6-8 students. Prerequisite: minimum FILM 377, priority given to those who have taken 477 or 478. Recommended: FILM 383 and THETR 398. Equipment fee: \$150. Project costs: \$500-2,000. M. Rivchin.

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 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 (Final Cut Pro, AVID, and ProTools) editing.

FILM 610(6100) Sexuality and the Politics of Representation (also FGSS 610(6100))

Spring. 4 credits. One weekly screening required. Prerequisite: advanced course in film or critical theory. Intended primarily for seniors and graduate students.

A. Villarejo.

Seminar exploring 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(6740) Introduction to Film Analysis: Meaning and Value

Fall. 4 credits. Limited to 10 graduate students. D. Fredericksen.

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 read and discuss in tutorials primary sources in film theory.

FILM 722(7220) 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 8 academic credits (1 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. In all courses used for the dance major, a grade of C (not C-) must be achieved. Courses in which this minimum is not achieved must be repeated if the student is to receive credit in the major. 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 adviser: 6-8

One of **MUSIC 103** Introduction to World Music I: Africa and the Americas, **MUSIC 104** Introduction 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, and 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 491-492 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 any Western dance technique course (DANCE 122, 231, 232, 303, 304, 306, 308, and 309) for 0 or 1 academic credit, with a limit of 2 credits per semester and 16 credits total. That is, in a single semester students may take at most two 1-credit dance technique courses; 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 225 Schwartz 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 or 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.

The advanced dance technique courses (DANCE 303, 304, 306, 308, and 309) may be taken with an additional 1-credit academic component, Writing Dance Criticism (DANCE 316). Students may also receive credit for performing in two ways, by being cast in a faculty-choreographed dance (DANCE 155), and by dancing in student-choreographed works made for composition courses (DANCE 156). 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(1200) Dance Technique I (also PE 160[1180])

Fall and spring. 0 to 1 credit; may be repeated. Satisfies PE requirement if taken as PE. Attendance at dance concerts required. S-U grades only. Fall: J. Chu and J. Self; spring: J. Kovar 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(1250) Rehearsal and Performance

Fall and/or spring. 1 credit. Students must register for course in semester in which credit is earned; requests for retroactive credit are not honored. Prerequisite: students cast in faculty-choreographed dances. Students may add this course only after they have been assigned roles. S-U grades only.

Includes the study, development, and performance of roles in departmental dance productions.

DANCE 156(1500) Dance Performance Workshop

Fall and spring. 1 credit. Attendance at dance concerts is required. May be repeated. S-U grades only. Dance faculty. Students learn and perform dances choreographed by Dance Composition students. Course work includes: rehearsing an average of two hours a week with student choreographers, attending dance composition class (faculty led) once a week for 90 minutes, and possibly performing in departmental dance productions or mid or end of semester class showings. Students in this course will receive feedback on their performance from the faculty member teaching the Composition course and from the composition students within class discussion periods, to help them refine their skills as performers (including dynamics, focus, phrasing, rhythm, dramatic presence, etc.) in both classroom and public showing of student work. They will sometimes participate in class discussion of the student compositions, gaining insight into the compositional process. This type of participation will be an introduction to dance composition for students interested in pursuing the composition curriculum.

DANCE 201(2480) Dance Improvisation

Spring. 1 credit. Limited to 12 students. Attendance at dance concerts required. S-U grades only. J. Chu.

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(2210) Dance Technique II/Classical (also PE 1180)]

Spring. 0 to 1 credit; may be repeated. Satisfies PE requirement if taken as PE. Attendance at dance concerts required. S-U grades only. Not offered 2005–2006. 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(2220) Dance Technique II/Modern (also PE 161[1181])

Fall and spring. 0 to 1 credit; may be repeated. S-U grades only. Satisfies PE requirement if taken as PE. Attendance at dance concerts 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(2410) Explorations in Movement and Performance (also PE 162[1181], VISST 233[2533])

Fall. 0 or 1 credit. Limited to 16 students. Satisfies PE requirement if taken as PE. Attendance at dance concerts required. S-U grades only. 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(3410) Masculine, Feminine, or Neutral: Explorations in Movement and Performance II

Spring. 0 or 1 credit. Limited to 16 students. Prerequisite: DANCE 201, 233, or permission of instructor. Satisfies PE requirement if taken as PE. Attendance at dance concerts required. S-U grades only. J. Self.

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(2430) Hip-Hop, Hollywood, and Home Movies: Exploring Movement and Media (also PE 161[1181] and VISST 235[2430])

Fall. 0 or 2 credits. S-U grades only. Limited to 16 students. Attendance at dance concerts required. J. Self. Using media images from Music Television, Hollywood movies, and archival footage, this course is a laboratory for exploring contemporary and popular dance forms. Monday classes are devoted to viewing media and Wednesday classes are used for dancing (e.g., Liquid, Trance) and making simple movement videos. Several sessions include live DJs. Includes attendance at performances with written responses, selected readings, and field trips to club venues.

[DANCE 303(2240) Dance Technique Workshop (also PE 161[1181], VISST 303[3503])]

Fall and spring. 0 to 1 credit; may be repeated. S-U grades only. Satisfies PE requirement if taken as PE. Attendance at dance concerts required. Not offered 2005–2006. Staff.]

DANCE 304(3210) Dance Technique III/ Classical (also PE 161[1181])

Fall. 0 to 1 credit; may be repeated. Satisfies PE requirement if taken as PE. Attendance at dance concerts required. S-U grades only. 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(3220) Dance Technique III/ Modern (also PE 161[1181])

Fall and spring. 0 to 1 credit; may be repeated. Satisfies PE requirement if taken as PE. Attendance at dance concerts required. S-U grades only. Fall, J. Morgenroth; spring, J. Chu.

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(1320) Indian Dance I (also ASIAN 307, PE 163)

Fall. 0, 1, or 3 credits. Satisfies PE requirement if taken as PE. Satisfies @ if taken for 3 credits. 3-credit option not offered 2005-2006. D. Bor.

Designed to give students a working knowledge of Indian classical dance in both movement and theory. The movement section focuses 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 are taught and performed at the end of the semester. The core material of this class can benefit all forms of dance. For 3-credit students, the theory section focuses on history and development of the main styles of South Asian classical dance, their role in society and distinguishing characteristics. This is done through lectures, videos, and reading assignments.

DANCE 308(4220) Dance Technique IV/ Modern (also PE 161[1181], VISST 308)

Fall and spring. 0 to 1 credit; may be repeated. Satisfies PE requirement if taken as PE. Attendance at dance concerts required. S-U grades only. Fall, J. Chu; spring, B. Suber.

Advanced and pre-professional Modern technique. A continuation of and supplement to DANCE 306.

DANCE 309(4210) Dance Technique IV/ Classical (also PE 161[1181])

Fall. 0 to 1 credit; may be repeated. Satisfies PE requirement if taken as PE. Attendance at dance concerts required. S-U grades only. B. Suber.

Advanced and pre-professional Western classical. A continuation of and supplement to DANCE 304.

DANCE 316(3240) Writing Dance Criticism

Fall and spring. 1 credit; may be repeated. Co-requisite: DANCE 303, 304, 306, 308, or 309. Attendance at two or three concerts required. Dance faculty.

Dance criticism for incorporation with technique. Topics rotate depending on instructor, class focus, and relevance to guest dance companies. Attendance at two or three concerts required (same as for

dance technique), additional readings and/or viewing of recorded performances as assigned by instructor, and three five- to seven- page analytic papers.

DANCE 317(2320) Indian Dance II (also ASIAN 308, PE 161[1181])

Fall. 0, 1, or 3 credits. Prerequisite: DANCE 307 or ASIAN 307 or PE 163 or training in Odissi classical dance. Satisfies PE requirement if taken as PE. Attendance at dance concerts required. Staff.

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(3250) Repertory

Spring. 0 or 1 credit. Prerequisite: permission of instructor. Attendance at dance performances required. Not offered 2005-2006. J. Chu.

Reconstructs a dance by an important modern dance choreographer. Through a close examination of the composition process, and with readings, the course studies the historical and aesthetic role of this work and its continued influence today.]

[DANCE 407(4399) Early Dance (also MUSIC 407[4511])

Fall. 1 credit. Not offered 2005-2006. R. Harris-Warrick.

For description, see MUSIC 407.]

Dance Composition**DANCE 210(2500) Beginning Dance Composition (also VISST 211[2711]) (IV) (LA)**

Fall and spring. 3 credits. Attendance at dance concerts required. Fall, J. Chu and B. Suber; spring, J. Morgenroth and J. Self. 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(3500) Intermediate Dance Composition I (IV) (LA)

Fall and spring. 3 credits. Prerequisite: DANCE 210. Fall, J. Chu and B. Suber; spring, J. Morgenroth and J. Self.

Intermediate choreographic projects are critiqued in progress by faculty and peers. Consideration of design problems in costuming and lighting.

DANCE 311(3510) Intermediate Dance Composition II (IV) (LA)

Fall and spring. 3 credits. Prerequisite: DANCE 310. Co- or prerequisite: DANCE 323 or 324. Attendance at dance concerts required. Fall, J. Chu and B. Suber; spring, J. Morgenroth and J. Self.

Continuation of DANCE 310.

DANCE 323(3520) Music Resources II

Spring. 2 credits. Prerequisite: DANCE 212. Attendance at dance concerts and music concerts required. DANCE 212 and 323 together count as a course for purposes of graduation and for satisfying humanities or literature and arts distribution requirement. DANCE 323 not 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(3530) Music and Choreography (also MUSIC 408[4512]) (IV) (LA)

Spring. 3 credits. Attendance at dance concerts and music concerts required. A. Fogelsanger.

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(4500) Advanced Dance Composition I (IV) (LA)

Fall and spring. 3 credits. Prerequisite: DANCE 311. Attendance at dance concerts required. Fall, J. Chu and B. Suber; spring, J. Morgenroth and J. Self.

Students work on advanced choreographic problems, to be presented in performance. Work in progress is critiqued by faculty members on a regular basis.

DANCE 411(4510) Advanced Dance Composition II (IV) (LA)

Fall and spring. 3 credits. Prerequisite: DANCE 410. Attendance at dance concerts required. Fall, J. Chu and B. Suber; spring, J. Morgenroth and J. Self.

Continuation of DANCE 410.

DANCE 491(4010) Senior Project in Dance

Fall and spring. 6 credits over two semesters. Prerequisite: DANCE 311; senior dance majors.

First of a two-semester sequence (the second is DANCE 492) for senior dance majors. Students 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.

DANCE 492(4020) Senior Project in Dance II

Fall or spring. 6 credits over 2 semesters. Prerequisite: DANCE 491.

Second of a two-semester sequence (the first is DANCE 491) for senior dance majors.

History, Criticism, and Theory**[DANCE 204(2080) Sophomore Seminar: Seminar in Dance Studies (also DANCE 418[4080], VISST 419[4719]) (IV) (CA)]**

Fall. 4 credits. Limited to 15 students. Not offered 2005–2006. 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 20th 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. Limited to 15 students. Special emphasis is given to strong thinking and writing and to personalize instruction with top university professors.]

DANCE 312(3120) The Moving Body: Form and Function (I/PBS supplementary list)

Fall. 3 credits. J. Morgenroth.

Examines the bodily systems involved in human movement with particular attention to dance movement. Readings in texts on human anatomy, physiology, and kinesiology. Emphasizes 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(3140) Western Dance History I: Classical Ballet History as a Reflection of Western Ideology # (IV) (LA)

Fall. 4 credits. Attendance at dance concerts required. B. Suber.

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 course explores how ballet has perpetuated or confronted social issues of race, class, gender, sexuality, the body, and abuse.

DANCE 315(3150) Western Dance History II: History of Modern Dance (IV) (LA)

Spring. 4 credits. Attendance at dance concerts required. J. Chu.

Studies the course of modern dance in the 20th-century United States. Examines 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 418(4080) Seminar in Dance Studies (also DANCE 204, VISST 419[4719]) (IV) (CA)]

Fall and spring. 4 credits. Limited to 15 students. Not offered 2005–2006.]

DANCE 490(4000) 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(3550) Techno Soma Kinesics: Repositioning the Performing Body in Space through the Lenses of Digital Media (also VISST 258[2758]) (IV) (LA)**

Spring. 4 credits. B. Suber.

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 course 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 used in the class work (human form-animation software [Life Forms], vocal recording and digital editing [Protocols 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 are 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 used to support conceptual creative work.

[DANCE 319(3590) Music, Dance, and Light (also THETR 319[3190], VISST 319[3519]) (IV) (LA)]

Fall. 3 credits. Attendance at dance concerts and music concerts required. Not offered 2005–2006. 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 are devoted to creating sound, movement, and lighting.]

DANCE 358(4550) Techno Soma Kinesics II: Repositioning the Performing Body in Space through the Lenses of Digital Media (also VISST 358[3758]) (IV) (LA)

Spring. 4 credits. B. Suber.

Continuation of DANCE 258. DANCE 358 expands on principles using more complex and interactive software using MAX/MSP and Jitter, Director, DVD Studio Pro, and Dreamweaver.

DANCE 391(3570) Media Arts Studio I (also ART/MUSIC/FILM 391, ARCH 459/659) (IV) (LA)

Fall or spring. 3 credits. Prerequisite: permission of instructor and junior standing, minimum FILM 377 or 277, or DANCE 258. Equipment fee: \$50 (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(3000) 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(4850) 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 before 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(4050) Honors Research Tutorial

Fall or spring. 4 credits. Prerequisite: honors students in dance.

First of a two-semester sequence (the second is DANCE 496) for seniors engaged in an honors project.

DANCE 496(4060) Honors Research Tutorial

Fall or spring. 4 credits. Prerequisite: honors students in dance.

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 1 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 (one 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 240/241 Introduction to Western Theatre (one 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 VISST 200 Introduction to Visual Studies, 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 rotates among faculty affiliated with the concentration, and the course, as much as possible, entail interdepartmental collaboration in the form of team-teaching or visiting lectures. In addition to the core course, students must take one course within the Theory/Practice group plus three additional courses at the 300 level or above. 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 first discuss it with their current advisers, and then either download the form from the visual studies web site (www.arts.cornell.edu/visualstudies/requirements.htm) or contact the visual studies undergraduate coordinator, Chris Capalongo. After completing the form, students should attach a copy of their transcript and submit it to Chris Capalongo, 409 White Hall. Students who have not been in contact with a visual studies adviser will have one selected for them from among the concentration's affiliated faculty.

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 2005-2006" 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.

Director

Susan Buck-Morss

Visual Studies Concentration Course List

VISST 101(1101) Visual Literacy and Interior Design (also DEA 101)

Fall. 3 credits. J. Elliott.
For description, see DEA 101.

[VISST 104(1704) Introduction to World Music: Asia (also MUSIC 104[1302], ASIAN 192)

3 credits. One-hour discussion TBA. No previous training in music required. Not offered 2005-2006. M. Hatch.
For description, see MUSIC 104.]

VISST 200(2000) Introduction to Visual Studies (IV) (LA)

Spring. 4 credits. Requirement for undergraduate concentrators. T. Murray. 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 is the practical and conceptual relation of 20th-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. Requirements: two objective midterm exams; occasional listserve postings; two five-page papers.

[VISST 201(2701) Cognitive Studies in Context Laboratory (also COGST/PSYCH 201[2010], COM S 201[2710])
4 credits. Limited to 24 students.
Prerequisite: COGST 101/COM S 101/LING 101/PHIL 191/PSYCH 102. Knowledge of programming languages not assumed. Not offered 2005–2006. D. Field.
For description, see COGST 201.]

[VISST 203(2020) Introduction to Feminist Theory (also FGSS 202[2020])
Spring. 3 credits. D. Reese.
For description, see FGSS 202.

[VISST 211(2711) Beginning Dance Composition (also DANCE 210[2500])
Fall. 3 credits. Concurrent enrollment in DANCE 212 and a dance technique class at appropriate level. Attendance at dance concerts required. J. Self.
For description, see DANCE 210.

[VISST 230(2300) Survey of American Film (also FILM 230[2300], AM ST 230[2760])
Spring. 3 credits. S. Haenni.
For description, see AM ST 230.

[VISST 233(2533) Explorations in Movement (also DANCE 233[2410])
Fall. 0 to 1 credit. Limited to 16 students. Attendance at dance concerts required. J. Self.
For description, see DANCE 233.

[VISST 244(2744) Gamelan in Indonesian History and Cultures (also MUSIC 245[1341], ASIAN 245[2245])
Fall and spring. 3 credits. Prerequisite: permission of instructor. No previous knowledge of musical notation or performance experience required. M. Hatch.
For description, see MUSIC 245.

[VISST 245(2645) Renaissance and Baroque (also ART H 245[2400])
Fall. 4 credits. Each student must enroll in a sec. C. Lazzaro.
For description, see ART H 245.

[VISST 252(2652) Late 20th-Century Women Writers and Visual Culture (also ENGL 252[2520])
Spring. 3 credits. Not offered 2005–2006. S. Samuels.
For description, see ENGL 252.]

[VISST 274/674(2174/6174) Introduction to Film Analysis: Meaning and Value (also FILM 274/674[2740/6740])
Fall. 4 credits. Limited to 40 students. Graduate students should enroll in FILM 674. D. Fredericksen.
For description, see FILM 274/674.

[VISST 293(2193) Middle Eastern Cinema (also NES 293[2793], FILM 293[2930], JWST 291[2793])
Fall. 4 credits. D. Starr.
For description, see NES 293.

[VISST 305(NEED #) Visual Perception (also PSYCH 305)
Fall. 4 credits. Limited to 20 students. Prerequisite: PSYCH 205 or permission of instructor. J. Cutting.
For description, see PSYCH 305.

[VISST 308(3508) Modern Dance (also DANCE 308[4220])
Fall and spring. 0 to 1 credit. By placement only; no pre-enrollment. Attendance at dance concerts required. J. Self.
For description, see DANCE 308.

[VISST 309(3609) The Cinema and the American City (also AM ST 309[3090])
Spring. 4 credits. Not offered 2005–2006. S. Haenni.
For description, see AM ST 309.]

[VISST 336(3136) French Film (also FRLIT 336, THETR 341[3410])
4 credits. Not offered 2005–2006. T. Murray.
For description, see FRLIT 336.]

[VISST 342(3342) Human Perception: Application to Computer Graphics, Art, and Visual Display (also PSYCH/COGST 342[3420])
Fall. 3 or 4 credits; 4-credit option involves term paper. Prerequisite: PSYCH 101 or permission of instructor. PSYCH 205 strongly recommended. D. Field.
For description, see PSYCH 342.

[VISST 345(3645) American Film Melodrama (also FILM 344[3440])
Spring. 4 credits. Not offered 2005–2006. S. Haenni.
For description, see FILM 344.]

[VISST 356(3560) Computing Cultures (also S&TS 356[3561])
Spring. 4 credits. P. Sengers.
For description, see S&TS 356.

[VISST 375(3175) History and Theory of Commercial Narrative Film (also FILM 375[3750])
Fall. 4 credits. Fee for screening expenses: \$10 (paid in class). Not offered 2005–2006. S. Haenni.
For description, see FILM 375.]

[VISST 376(3176) History and Theory of Documentary and Experimental Film (also FILM 376[3760])
4 credits. Fee for screening expenses: \$10 (paid in class). A. Villarejo.
For description, see FILM 376.

[VISST 385(3850) Commedia: A Contemporization of Physical Acting Styles and the Comic Approach (also THETR 384[3840])
Spring. 4 credits. B. Milles.
For description, see THETR 384.

[VISST 387(3870) Literature and Film of South Asia (also COM L 386[3860], ASIAN 386[3386])
Spring. 4 credits. A. Banerjee.
For description, see COM L 386.

[VISST 393(3930) International Film of the 1970s (also AM ST 393[3930], FILM 393[3930])
Spring. 4 credits. S. Haenni.
For description, see FILM 393.

[VISST 394(3655) The House and the World: Architecture of Asia (also ART H 395[3855], ASIAN 394[3394])
Spring. 4 credits. K. McGowan.
For description, see ART H 395.

[VISST 398(3798) Fundamentals of Directing I (also THETR 398[3980])
Fall. 3 credits. Limited to 10 students. Prerequisite: permission of instructor. Special consideration given to students who have completed THETR 280 or intend to continue in area of stage or screen directing. Students should see instructor one year in advance to sign up for course. D. Feldshuh.
For description, see THETR 398.

[VISST 400(4200) Proseminar (also ART H 400[4100])
Fall. 4 credits. Limited enrollment. Prerequisite: History of Art majors only. I. Dadi.
For description, see ART H 400.

[VISST 407(4607) The Museum and the Object (also ART H 407[4107])
4 credits. Prerequisites: History of Art majors only. Not open to freshmen or sophomores without permission of instructor. All classes meet in Johnson Art Museum Study Gallery. Not offered 2005–2006. A. Pan.
For description, see ART H 407.]

[VISST 412(4120) Science, Technology and Culture (also COM L 410[4100], S&TS 412[4101])
Fall. 4 credits. A. Banerjee.
For description, see COM L 410.

[VISST 421(4621) The Multicultural Alhambra (also NES 451, SPANL 411, ART H 411[4311])
Fall. 4 credits. Not offered 2005–2006. C. Robinson.
For description, see ART H 411.]

[VISST 425(4250) Rastafari, Race and Resistance (also S HUM 425)
Spring. 4 credits. P. Archer-Straw.
For description, see S HUM 425.

[VISST 426(4260) Adaption: Text/Theatrically (also THETR 426[4260])
Spring. 4 credits. B. Milles.
For description, see THETR 426

[VISST 430(4630) Americans at Play (also AM ST 430)
Fall. 4 credits. Not offered 2005–2006. S. Haenni.
For description, see AM ST 430.]

[VISST 446(4546) Shakespeare in (Con)text (also THETR 446[4460])
Fall. 4 credits. B. Levitt.
For description, see THETR 446.

VISST 475(4375) Seminar in Cinema: Cognitive Film Theory (also FILM 475[4750], AM ST 475[4750])

Fall. 4 credits. Limited to 20 students.
D. Fredericksen.

For description, see FILM 475.

VISST 477(4770) Intermediate Film and Video Projects: Documentary and Experimental Workshop (also FILM 477[4770])

Fall. 4 credits. M. Rivchin.

For description, see FILM 477.

[VISST 478(4778) Intermediate Film and Video Projects, Narrative Workshop (also FILM 478[4780])

Fall. 4 credits. Limited to 8 students.
Prerequisites: FILM 377 or 277. As minimum production; and THETR 383 or 398, and permission of instructor based on proposals. Equipment fee: \$100 (paid in class). Film projects costs: \$500-\$1500. Video \$100-\$200. Not offered 2005-2006.
M. Rivchin.

For description, see FILM 478.]

VISST 480(4800) Gender and Visual Culture in Women's Literature (also ENGL/FGSS 479[4790])

Fall. 4 credits. S. Samuels.

For description, see ENGL 479.

[VISST 490(4690) Art and Collecting: East and West (also ART H 490[4850])

Fall. 4 credits. Not offered 2005-2006.
K. McGowan.

For description, see ART H 490.]

[VISST 493(4793) Advanced Film and Video Projects (also FILM 493[4930])

Spring. 4 credits. Limited to 6-8 students.
Prerequisite: minimum FILM 377 or 277, priority given 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 funded by Melville Shavelson fund. Not offered 2005-2006. M. Rivchin.

For description, see FILM 493.]

[VISST 506(5060) Contemporary African Diaspora Art (also AS&RC 506[6500])

Fall. 4 credits. Not offered 2005-2006.
Faculty.

For description, see AS&RC 506.]

[VISST 580(5280) Dancing the Stone: Body, Memory, and Architecture (also /ASIAN/THETR 580)

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2005-2006.
K. McGowan.

For description, see ART H 580.]

VISST 619(6619) Translation in Theory (also ASIAN 619[6619], COM L 616[6160])

Spring. 4 credits. B. deBary.

For description, see ASIAN 619.

VISST 634 (6340) Deleuze and Lyotard: Aesthetic Excess and Artistic Practice (also ENGL 629[6290], COM L 634[5340], FRLIT 672)

Spring. 4 credits. T. Murray.

For description, see COM L 634.

VISST 650(6500) Contemporary Aesthetic Theory and Its Discontents (also ART H 651[6051], GERST 651[6510])

Spring. 4 credits. P. Gilgen.

For description, see GERST 651.

VISST 666(6466) Media Theory: Film and Photography (also FRLIT 676, GOVT 666[6665])

Fall. 4 credits. D. Rubenstein.

For description, see GOVT 666.

VISST 670(6470) Modern Social Theory (also GERST 670[6700], GOVT 670[6705])

Spring. 4 credits. S. Buck-Morss.

For description, see GOVT 670.

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

Abruña, Hector D., Ph.D., U. of North Carolina, Chapel Hill. Emile M. Chamot Professor of Chemistry, Chemistry and Chemical Biology

Abusch, Dorit, Ph.D., U. of Massachusetts, 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, Austin. Prof., Classics/Comparative Literature

Alexander, James P., Ph.D., U. of Chicago. Prof., Physics/LEPPQ

Alkire, Elbern H., Ph.D., Cornell U. Sr Lec., 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, Irvine. Lec., 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. Lec., 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, 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, Davis; M.A. SUNY Stony Brook. Sr. Lec., English for Academic Purposes

Arroyo, Ciriaco M., Ph.D., U. of Munich (Germany). Emerson-Hinchliff Prof. Emeritus, Romance Studies/Comparative Literature

Ascher, Robert, Ph.D., U. of California, Los Angeles. Prof. Emeritus, Anthropology
Ashcroft, Neil W., Ph.D., Cambridge U. (England). Horace White Professor of Physics, Physics/LASSP*

Assiè-Lumumba, N'Dri, Ph.D., U. of Chicago. Assoc. Prof., Africana Studies and Research Center

Back, Allen H., Ph.D., U. of California, Berkeley. Sr. Lec., 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 Inst. of Technology. Asst. Prof., Computer Science

Banerjee, Anindita, Ph.D., U. of California, Los Angeles. Asst. Prof., Comparative Literature

Baptist, Edward, Ph.D., U. of Pennsylvania. Assoc. Prof., History

Bar, Talia, Ph.D., Yale U. Asst. Prof., Economics

Baraldi, Michela, B.A. equivalent, U. of Bologna. Lec., 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, MSc, 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

Bättig von Wittelsbach, Kora, M.A., U. of Zagreb (Croatia). Sr. Lec., 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, Tadgh 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

Bereaud, Jacques, Doctorat d'Univ., U. of Lille (France). Prof. Emeritus, Romance Studies

Berest, Yuri, Ph.D., U. of Montreal (Canada). Assoc. 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. Sr. Lec., 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
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