

COLLEGE OF ARTS AND SCIENCES

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PROGRAM OF STUDY

Introduction

The College of Arts and Sciences is a community of about 4,300 undergraduates and 525 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 19,500 undergraduate and graduate students and 1,600 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 their 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 advisor 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. 590.)
2. Foreign language: completion of one course at the nonintroductory level or above (Option 1) or at least 11 credits in one language (Option 2).
3. Distribution: nine courses (may overlap with courses counting toward a major).
4. Breadth: two courses (may overlap with courses for distribution, major, or electives).
5. Major (see individual department listings for major requirements).
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.)
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

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 dynamics 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, China and Asia-Pacific Studies, Classics, German Studies, Linguistics, Near Eastern Studies, Romance Studies, and Russian.

The language requirement may be satisfied in one of the following ways:

Option 1: Passing (a) a nonintroductory foreign language course of 3 or more credits at Cornell at the 2000 level or above or (b) any other nonintroductory course at the 2000 level or above conducted in a foreign language at Cornell. **OR**

Option 2: Passing at least 11 credits of study in a single foreign language (taken in the appropriate sequence) at Cornell.

Any exceptions to these rules will be noted elsewhere in individual department descriptions.

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). Being placed by examination into the first course at a nonintroductory 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 Advanced Standing Examination (CASE) if the instructor deems the student is insufficiently prepared for the level in which he or she has enrolled.

French			
Placement Tests		Language	Literature
LPF	SAT II	Courses	Courses
below 37.....	below 410.....	1210	
37-44.....	410-480.....	1220	
45-55.....	490-590.....	1230	
56-64.....	600-680.....	2060 2090	
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.....			CASE required for placement in language.
German			
Placement Tests		Language	Literature
LPG	SAT II	Courses	Courses
below 37.....	below 370.....	1210	
37-44.....	370-450.....	1220	
45-55.....	460-580.....	1230	
56-64.....	590-680.....	200.....	2000
65 and above.....	690 and above.....		CASE required for placement
AP 4 or 5, 3 credits.....			CASE required for placement
Italian			
Placement Tests		Language	Literature
LPI	SAT II	Courses	Courses
below 37.....	below 370.....	1210	
37-44.....	370-450.....	1220	
45-55.....	460-580.....	1230	
56-64.....	590-680.....	2090	
65 and above.....	690 and above.....		CASE required for placement
AP 4 or 5 in language, 3 credits.....			CASE required for placement
AP 4 or 5 in literature, 3 credits.....			CASE required for placement
Spanish			
Placement Tests		Language	Literature
LPS	SAT II	Courses	Courses
below 37.....	below 370.....	1210	
37-44.....	370-450.....	1220	
45-55.....	460-580.....	1230	
56-64.....	590-680.....	2000 2090 2070	
65 and above.....	690 and above.....		CASE required for placement
AP 4 or 5 in language, 3 credits.....			CASE required for placement
AP 4 or 5 in literature, 3 credits.....			CASE required for placement

Placement Tests and Advanced Placement Credit

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

- Chinese (Cantonese and Mandarin), Hindi, 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) [These placement tests are also offered online during the summer.];
- 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 Brisa Teutli in 414 Morrill Hall, bt54@cornell.edu. Speakers of Spanish who completed their secondary education in a non-Spanish-speaking country are required to present either SAT II or AP or LPS scores for placement, or for eligibility to take the CASE exam.

2. Arabic: departmental examination, Department of Near Eastern Studies, 409 White Hall.
3. Greek, ancient: departmental examination, Department of Classics, 120 Goldwin Smith Hall.
4. Hebrew: departmental examination, Department of Near Eastern Studies, 409 White Hall.
5. Latin: departmental examination, Department of Classics, 120 Goldwin Smith Hall.
6. Persian: departmental examination, Department of Near Eastern Studies, 409 White Hall.
7. Turkish: departmental examination, Department of Near Eastern Studies, 409 White Hall.

Distribution Requirements

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. 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).

Students must complete four courses in science and quantitative reasoning, identified below under the categories Physical and Biological Sciences (PBS) and Mathematics and Quantitative Reasoning (MQR). In addition, they must complete five courses of 3 or more credits each from four of the five categories of courses in the humanities and social sciences with no more than three in the same department. The five categories of courses fulfilling the distribution requirements in humanities and social sciences are: Cultural Analysis (CA-AS), Historical Analysis (HA-AS), Knowledge Cognition and Moral Reasoning (KCM-AS), Literature and the Arts (LA-AS), and Social and Behavioral Analysis (SBA-AS). How an individual course is categorized is indicated with the appropriate abbreviation in its description under its department.

It is important to recognize that only courses with the proper designation in the Arts and Sciences section of the catalog can be used toward fulfilling the distribution requirements in Arts and Sciences.

• **Cultural Analysis (CA-AS)**

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-AS)**

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-AS)**

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-AS)**

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-AS)**

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). Please note that CRP 1100 (The American City) and CRP 1101 (Global City) satisfy SBA but do not count as A&S credit.

• **Physical and Biological Sciences (PBS)**

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

4270 Fundamentals of Endocrinology

Anthropology

3710 Human Paleontology

Applied and Engineering Physics

2170 Physics II: Electricity and Magnetism

3330 Modern Experimental Optics

3630 Electronic Circuits

4500 Introduction to Solid-State Physics

4700 Biophysical Methods

Astronomy: all 3- or 4-credit courses

Biological Sciences: all 3- or 4-credit courses (including any combination of two courses from BIO 1101–1104) except BIOG 2990, 4980; BIOEE 3620; BIOBM 1320; BIOGD 1320; BIONB 3210, 4200, 4230, 4420, and BIOSM 2040. BIOG 2000 and 4990 require permission from the Office of Undergraduate Biology.

Biological and Environmental Engineering
4710 Introduction to Groundwater

Biology and Society

2141 Biological Basis of Sex Differences

4471 Seminar in the History of Biology

4611 Environmental Policy

Chemistry and Chemical Biology

all 3- or 4-credit courses

Cognitive Science

1110 Brain, Mind, and Behavior

3300 Introduction to Computational Neuroscience

Earth and Atmospheric Sciences

all 3- or 4-credit courses except 2900, 2500, 4350, 4940

Engineering

1220 Earthquake!

Entomology

3250 Insect Behavior

3690 Chemical Ecology

4000 Insect Development

4400 Phylogenetic Systems

4530 Historical Biogeography

4550 Insect Ecology

Feminist, Gender, & Sexuality Studies

2140 Biological Basis of Sex Differences

Food

3940 Applied and Food Microbiology

History

2870 Evolution

4150 Seminar in the History of Biology

Horticulture

2430 Taxonomy of Cultivated Plants

Music

2111 Physics of Musical Sound

Natural Resources

3030 Introduction to Biogeochemistry

Nutritional Sciences

4750 Mammalian Developmental Defects

Physics

all 3- or 4-credit courses

Plant Pathology

4090 Principles of Virology

Psychology

1110 Brain, Mind, and Behavior

3220 Hormones and Behavior

3240 Biopsychology Laboratory

3300 Introduction to Computational Neuroscience

3320 Biopsychology of Learning and Memory

3960 Introduction to Sensory Systems

4240 Neuroethology

4290 Olfaction and Taste: Structure and Function

4310 Effects of Aging on Sensory and Perception Systems

4920 Sensory Function

Science and Technology Studies

2871 Evolution

4471 Seminar in the History of Biology

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

Animal Science

- 1000 Domestic Animal Biology I
- 1500 Domestic Animal Biology II
- 2120 Animal Nutrition

Anthropology

- 1300 Human Evolution: Genes, Behavior, and the Fossil Record
- 3270 Environmental Archaeology
- 3390 Primate Behavior and Ecology
- 4263 Zooarchaeological Method
- 4264 Zooarchaeological Interpretation

Applied and Engineering Physics

- 1110 Lasers and Photonics

Archaeology

- 3270 Environmental Archaeology
- 4263 Zooarchaeological Method
- 4264 Zooarchaeological Interpretation

Dance

- 3120 The Moving Body: Form and Function

Electrical Engineering

- 4300 Lasers and Optical Electronics

Engineering (Intro course)

- 1100 Lasers and Photonics

Entomology

- 2010 Alien Empire: Bizarre Biology of Bugs (3 cr.)
- 2100 Plagues and People (3 cr.)
- 2120 Insect Biology
- 2770 Natural Enemies: An Intro to Biological Control (3 cr.)
- 3150 Spider Biology

Food

- 2000 Introductory Food Science

Materials Science and Engineering

- 2810 The Substance of Civilization

Natural Resources

- 2010 Environmental Conservation
- 2100 Introductory Field Biology
- 4200 Forest Ecology

Nutritional Sciences

- 1150 Nutrition and Health
- 3610 Biology of Normal and Abnormal Behavior

Psychology

- 2230 Introduction to Biopsychology
- 3260 Evolution of Human Behavior
- 3610 Biology of Normal and Abnormal Behavior

• **Mathematics and quantitative reasoning (MQR)**

In completing four courses in science and quantitative reasoning, students must take at least one of the following courses (note that EDUC 1150 Introductory College Mathematics counts neither toward the college degree nor toward distribution):

Applied Economics and Management

- 2100 Introductory Statistics

Biometry

- 3010 Biological Statistics I

City and Regional Planning

- 3210 Introduction to Quantitative Methods
- 3280 Quantitative Methods in Policy Planning

Cognitive Science

- 1720 Computation, Information, and Intelligence
- 4240 Computational Linguistics

Computer Science

- 1110, 1112, 1113, 1114 Introduction to Computing
- 1700 Computation, Information, and Intelligence
- 2110 Object-Oriented Programming and Data Structures
- 2800 Discrete Structures
- 3110 Data Structures and Functional Programming
- 3470 Computational Linguistics
- 4210 Numerical Analysis and Differential Equations
- 4220 Numerical Analysis: Linear and Nonlinear Equations
- 4760 Decision Theory I
- 4770 Decision Theory II
- 4860 Applied Logic

Earth and Atmospheric Sciences

- 4350 Statistical Methods in Meteorology and Climatology

Ecology and Evolutionary Biology

- 3620 Dynamic Models in Biology

Economics

- 3190 Introduction to Statistics and Probability
- 3200 Introduction to Econometrics
- 3210 Applied Econometrics
- 3250 Cross Section and Panel Econometrics
- 3270 Time Series Econometrics
- 3680 Game Theory
- 4050 Auction Seminar
- 4310 Monetary Economics
- 4760/4770 Decision Theory I and II

Engineering

- 1101 Engineering Applications of ORIE
- 1700 Computation, Information, and Intelligence
- 2110 Object-Oriented Programming and Data Structures

Industrial and Labor Relations

- 2100 Introduction to Statistics
- 2120 Statistical Reasoning

Information Science

- 1700 Computation, Information, and Intelligence

Linguistics

- 4424 Computational Linguistics
- 4483 Intensional Logic
- 4485 Topics in Computational Linguistics

Mathematics

- all 3- or 4-credit courses except 1000 and 1009

Philosophy

- 2310 Introduction to Deductive Logic
- 3300 Foundations of Mathematics
- 3310 Deductive Logic
- 4310 Mathematical Logic
- 4311 Topics in Logic

Policy Analysis and Management

- 2100 Introduction to Statistics

Psychology

- 3500 Statistics and Research Design

Sociology

- 3010 Evaluating Statistical Evidence

Statistical Science

- 2100 Introduction to Statistics

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: AEM 2100 Introductory Statistics, ILRST 2100 Introduction to Statistics, ILRST 2120 Statistical Reasoning, MATH 1710 Statistical Theory and Application in the Real World, PAM 2100 Introduction to Statistics, PSYCH 3500 Statistics Research and Design, SOC 3010 Evaluating Statistical Evidence, STSCI 2010 Introduction to Statistics.

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.

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.
4. Only courses with the proper designation in the Arts and Sciences section of the catalog can be used toward fulfilling the distribution requirements in Arts and Sciences.

The Major

In their last two years, students devote roughly one-half of 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 and risks not being allowed to continue in the college. That student must meet with an advising dean.

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 advisor, an independent major that includes courses from several departments and even colleges. See "Independent Major and College Scholar 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 advisor 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.

Minors

Students may pursue minors in any department in any college that offers them, subject to limitations placed by the department offering the minor or by the students' major. Completed minors will appear on the student's transcript. Not all departments offer minors. Consult the appropriate department or program listing in this *Courses of Study* or contact the appropriate department for information on minors offered and how to pursue a minor.

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 minors. 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

The faculty of the college desires that each student achieve depth, as well as breadth, from his or her undergraduate education. Indeed, benefiting from opportunities for advanced, seminar, and independent (sometimes honors) work is what best characterizes undergraduate education in the college. When a student feels he or she does not need eight semesters in order to achieve

this depth, the student can apply to be able to accelerate by a term (and in rare cases, two terms), compressing the first four semesters into three (or two), and completing the prerequisites for the major in time to spend four full semesters in the major.

A student desiring to accelerate should meet with an advising dean in the first month of the penultimate semester so that he or she may have time to submit the online application to graduate by the deadline. The advising dean will determine the student's eligibility to accelerate. Accelerants must fulfill the following requirements:

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 3000 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 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 first-year students 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 two 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: Students must complete at least 34 full courses (which may include courses students place out of with AP credit), to be graduated—that is, an average of four full courses during each of six semesters and five courses during each of two semesters. Not all courses are full courses. Course equivalencies are as follows:

1-credit courses: Certain 1-credit courses in Music, and in Theatre, Film, and Dance, may aggregate so that each two can count as a half course, and four can count as a full course. Otherwise, single-credit courses do not count as part of the 34.

2-credit course = one-half course

3- or 4-credit course = one full course

5-credit BIOGD 281 (Genetics) = one and one-half course

Other 5-credit courses = one full course each

6-credit language course = one and one-half course

Other 6-credit courses = one full course each

8-credit FALCON courses = 2 full courses each

16-credit FALCON semester = 4 full courses

Counting credits: Students must complete 120 credits (which may include AP credits). Of the 120, 100 must be from courses taken in the College of Arts and Sciences at Cornell.

Courses that do not count toward the 120 credits required for the degree or toward good standing: The College of Arts and Sciences does not grant credit toward the degree for every course offered by the university. Courses in military training, training as an emergency medical technician, service as a teaching assistant, physical education, remedial or developmental training, 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 each semester for good academic standing are not given. Students should consult www.arts.cornell.edu/stu-adv/coursesdontcount.php for more information and a list of courses.

Other cases in which a course may not receive credit or count toward good standing include the following:

- A course identified as a prerequisite for a subsequent course may not be taken for credit once a student completes that subsequent course.
- A repeated course. (For more information, see "Repeating courses," below).

Courses that count towards the 100 required Arts and Sciences credits may include liberal arts courses approved for study abroad during a semester or academic year of full-time study (not summer study), courses taken in certain off-campus Cornell residential programs, 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 courses (up to two) that an advisor accepts as part of a completed and formally established cross-college, interdisciplinary minor.

Courses that do not count toward the 100 required Arts and Sciences credits include credits earned in other colleges at Cornell (except in the cases noted above), credits earned in any subject at institutions other than Cornell, and advanced placement credits. AP credits count as part of the 120 credits and 34 courses required for the degree but not as part of the 100 Arts and Sciences credits and may not be applied to distribution or breadth. 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 out of which they had placed. If, subsequently, a student takes the course out of which s/he had placed, the AP credit will be removed because of the overlap in content (For more information on AP credits, please see pages 437, 439).

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. Repeated courses do not count toward the 12 credits required for good standing. Students considering repeating a course under this circumstance should discuss the matter with their advisor and an advising dean. Students who plan to repeat a course must 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.

Using courses to fulfill more than one requirement:

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

1. A course may be used to fulfill distribution, breadth, and a major requirement (except as noted in earlier sections on 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 certifying option 1 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.

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 advisors 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. It may not be applied to distribution or 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 advisor, 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, the university's physical education requirement, 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. 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 in the 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 advisor 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 James 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, the Cornell Institute for Public Affairs (CIPA), 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 science and a minor (concentration) in education. They are then able to complete a master of arts in teaching (MAT) in one year and earn certification in New York State. Students in agricultural science may be able to complete all certification requirements as undergraduates, although this option is not recommended.

For more information, contact the program director, Deborah Trumbull, at 255-3108 or djt2@cornell.edu.

Special-Interest Options

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

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 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. Students who are being paid for assisting faculty in research *cannot* earn course credit for that work.

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 James Finlay, Dean Maria Davidis, or Dean David DeVries, in the Office of Undergraduate Admissions and Advising, 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, 388 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 Arabic, French, German, 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 the director of the program, 726 University Ave., 255-6453, or consult the program web site: languagehouse.arts.cornell.edu.

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 minor 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 advisor 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 coursework
- 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
- meet requirements set by 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 2000 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 advisor 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 contact Professor Thomas Volman, 201 McGraw Hall, or tpv1@cornell.edu.

Marine Science

Shoals Marine Laboratory is a seasonal field station that offers more than 30 college courses that award Cornell credit and paid internships, a variety of courses and experiences designed to introduce undergraduates to marine science. 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, or e-mail shoals-lab@cornell.edu, 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. 21 or inquire at M101 McGraw Hall, 255-4090. Study in Washington during a final semester of residence is allowed rarely and only by petition. Students should consult with an advising dean in the 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. For more information, consult cuinfo.cornell.edu/Academic/AIC.html.

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.

ADVISING

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

Faculty Advisors

Each new student is assigned a faculty advisor. Advisors help students plan programs of study and advise them about ways to achieve their academic goals. Advisors 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 advisors recognize and address problems early.

Advisors and new advisees meet first during orientation week to discuss course selection. New students are encouraged to see their advisors again early in the semester, before it is too late to drop courses, to discuss their academic progress and to become better acquainted. Advisors 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 Advisors

Student advisors pass on lore about the college and life at Cornell and help new students become oriented to the university.

Major Advisors

After acceptance into a major, students are assigned a major advisor, a faculty member in the major department, with whom they shape and direct their course of study. The advisor eventually certifies the completion of the major. Students should consult their major advisor about all academic plans, including honors, study abroad, acceleration, and graduate study. The advisor'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 advisors 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
- Juliette Corazón, minority students and liaison to Latino Studies Program, 255-4833
- Maria Davidis, juniors, seniors, Tanner Dean's Scholars, Cornell Presidential Research Scholars, Mellon Mays Fellows, undergraduate research, and postgraduate fellowships, 255-4833
- James Finlay, first- and second-year students, Independent Major Program, undergraduate research, and peer advisors, 255-5004
- Ken Gabard, first- and second-year students and College Scholar Program, 255-5004
- Ray Kim, first- and second-year students, student ambassadors, 255-4833
- Irene Komor, career counseling, 254-5295
- Clare McMillan, first- and second-year students, students with disabilities, Tanner Dean's Scholars, 255-4833
- Diane J. Miller, career services, 255-6924
- Sally O'Hanlon, registrar, 255-5004
- Myra Sabir, juniors, seniors, internal transfers, Mellon Mays Fellows, and minority students, 255-4833
- Arthur Smith, first- and second-year students
- Janice Turner, minority students and pre-med advising, 255-9497
- Patricia Wasyliv, first- and second-year students, academic integrity, study abroad, 255-5004
- Career services and pre-law advising, 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 advisors, 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, for example, a substitution for the language requirement, 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 advisors, 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 advisors. 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 in the "Student Center/Just the Facts" at www.studentcenter.cornell.edu. Periodically during the semester, and particularly just before the 3-, 7-, and 12-week deadlines, 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 advisor and an advising dean. Permission is by petition only, and after the first semester, such permission is given only in extraordinary circumstances.

Maximum number of credits per semester

First-year students 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 advisor 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.

GRADES

Letter Grades

See "Grading Guidelines," pages 15-16.

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 in the Student Center/Just the Facts at www.StudentCenter.cornell.edu; 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.

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.

Leaves of absence (LOAs)

Most leaves of absence are not required. 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 the student to his or her advising dean by August 1 for a fall semester, or January 1 for a spring semester. The college is not obliged to re-admit any student who does not meet the deadline for a given 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 Health Services, 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, students must consult well in advance of those dates with both the college and Gannett. 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 any of the breadth or distribution requirements. **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 students whose intellectual interests change (or become more focused). Students who wish 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 Ray Kim, 172 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 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. achieved a GPA 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. (Students who have been approved to be pro-rated for the final semester in order to complete an honor's thesis are considered to be in good academic standing and therefore eligible to receive distinction.)

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 2008	Spring 2009
Last day for adding courses without petition	Sept. 19	Feb. 6
Last day for adding a first-year writing seminar	Sept. 12	Jan. 30
Last day for changing grade option to S-U or letter	Sept. 19	Feb. 6
First deadline for submitting independent major requests. Go to 55 Goldwin Smith Hall for further information.	Sept. 29	Feb. 23
Last day for dropping courses without petition	Oct. 17	March 6
Last day to petition to withdraw from a course	Nov. 21	April 17
Second deadline for submitting independent major requests. Go to the Office of Undergraduate Admissions and Advising, 55 Goldwin Smith Hall, for further information.	Nov. 24	April 6
Deadline for requesting internal transfer to the College of Arts and Sciences for the following semester.	Dec. 5	May 1
Deadline for applying to the College Scholar Program.		April 29
Deadline for applying to the Office, to study abroad	See Cornell Abroad 474 Uris Hall	
Course enrollment (preregistration) for the following semester.	TBA	TBA

Departments, Programs, and Courses

AFRICANA STUDIES AND RESEARCH CENTER

S. Hassan, Director (254-1592); N. Assié-Lumumba, A. Bekerie, C. Boyce Davies, J. Byfield, L. Edmondson, G. Farred, R. Harris, A. Mazrui, A. Nanji, R. Richardson, 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 in Africana Studies. 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, languages, 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 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: ASRC 2300, 2601, 2602, and 4501. Beyond the core courses, the student must take 8 credits of center courses numbered 2000 or above and 15 credits numbered 300 or above. The program of an undergraduate major may have a specifically African American or African focus.

The Africana Minor

The center offers minors in Africana Studies. The center's director of undergraduate studies will assist students in the design and coordination of minor programs. For the minor the center will require that at least 16 credits be taken in Africana Studies courses, including ASRC 2602.

Double Majors

In the case of double 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 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, ASRC 1300 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 ASRC 2300 African Civilizations and Cultures or CRP 4770/6770 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 the center's director of undergraduate studies, who will register them in the program and assign them a faculty advisor from their own college. The faculty advisor 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 advisor 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, Arabic, Yoruba, and Zulu may be used to satisfy the College of Arts and Sciences language requirement. In Swahili, successful completion of ASRC 2100 satisfies Option 1. For Yoruba, successful completion of ASRC 2103 satisfies Option 1. For Arabic, ASRC 2101 or ASRC 3101 satisfy Option 1. For Zulu, ASRC 2104 satisfies Option 1. ASRC majors are not required to take an African language, but the center recommends the study of an African language to complete the language requirement.

ASRC 1100 Elementary Swahili I

Fall, winter, summer. 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.

ASRC 1101 Elementary Swahili II

Spring, summer, winter. 4 credits.

Prerequisite: ASRC 1100. 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.

ASRC 1102 Intermediate Swahili I

Fall. 4 credits. Prerequisites: ASRC 1100 and 1101. A. Nanji.

Advanced study in reading and composition.

ASRC 1104/1105 Elementary Arabic I and II (also NES 1201/1202)

Fall, spring, summer. 4 credits. M. Younes.

For description, see NES 1201/1202.

ASRC 1106/2101 Intermediate Arabic I and II (also NES 1203/2200)

Fall, spring, summer. 4 credits. *ASRC 2101 @ satisfies Option 1.* M. Younes.

For description, see NES 1203/2200.

ASRC 1108/1109 Introduction to Yoruba I and II

Fall/spring. 4 credits. A. Ademoyo.

A two-semester beginner's course in Yoruba Language and Culture. Organized to offer Yoruba language skills and proficiency in speaking, reading, listening, writing, and translation. Focus is placed on familiar informal and formal contexts, e.g. home, school, work, family, social situations, politics, etc. Course uses Yoruba oral literature, proverbs, rhetoric, songs, popular videos, and theatre, as learning tools for class comprehension. First semester focuses on conversation, speaking and listening. Second semester focuses on writing, translation and grammatical formation. Through the language course students gain basic background for the study of an African culture, arts, and history both in the continent and in the diaspora. Yoruba language is widely spoken along the west coast of Africa and in some African communities in diaspora. Yoruba video culture, theatre, music, and arts have strong influence along the west coast and in the diaspora.

ASRC 1110 Intermediate Yoruba I

Fall. 4 credits. A. Ademoyo.

The intermediate course extends the development of the main language skills, reading, writing, listening, and conversation. The course deepens the development of correct native pronunciation, the accuracy of grammatical and syntactic structures; and the idiomatic nuances of the language. Students who take the course are able to (i) prepare, illustrate and present Yoruba texts such as poems, folktales, advertisements, compositions, letters, (ii) read Yoruba literature of average complexity, (iii) interpret Yoruba visual texts of average difficulty, (iv) comprehend Yoruba oral literature and philosophy—within the context of African oral literature and philosophy—of basic complexity. Through the Yoruba language students appreciate African oral literature and

philosophy. The primary textual media are Yoruba short stories, poems, short plays, films, songs, and newspapers.

ASRC 1114/1115 Elementary Zulu I and II

Fall/spring. 4 credits. S. Mkhonza.

Zulu, known by native speakers as IsiZulu, is one of the 11 official languages of South Africa. Out of the four Nguni languages (Zulu, Xhosa, Swati, and Ndebele), Zulu is the most widely spoken. The advantage of learning IsiZulu is that it forms the basis for understanding the other Nguni languages. This is a two-semester elementary course which introduces students to the basic structures of the language which are applied to rapidly develop the primary speaking, reading, and writing skills of the Zulus. The class will also explore traditional and contemporary cultures of the Zulu people.

ASRC 1116 Intermediate Zulu I

Fall. 4 credits. S. Mkhonza.

The course will help students to expand their understanding of the Zulu language through the communicative approach. We will focus on the four skills, speaking, listening, reading and writing. Intermediate work focuses on reading and speaking spontaneously. We will introduce composing in Zulu more reading.

ASRC 1300 Africa: The Continent and Its People @ (HA-AS)

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.

ASRC 1600 Black Families and the Socialization of Black Children (SBA-AS)

Spring. 3 credits. M. Sabir.

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.

ASRC 2100 Swahili Literature @ (LA-AS)

Fall. 4 credits. *Satisfies Option 1.*

Prerequisite: ASRC 1102. A. Nanji.

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

ASRC 2103 Intermediate Yoruba II @

Spring. 4 credits. *Satisfies Option 1.*

A. Ademoyo.

The Intermediate Yoruba II is a follow-up to Intermediate Yoruba I. It is a fourth semester Yoruba Language course. The course assists students to acquire advanced level proficiency in reading, speaking, writing and listening in Yoruba language. Students are introduced to grammatical and syntactic structures in the language that will assist them in describing, presenting, and narrating information in the

basic tenses. At the end of the course, students will be able to listen to, process and understand programs produced for native speakers in media such as television, radio, films etc. They will be able to read and understand short stories, novels, plays written for native speakers of the language.

ASRC 2104 Intermediate Zulu II

Spring. 4 credits. *Satisfies Option 1.*

Prerequisite: ASRC 1116. S. Mkhonza.

The course will help students to expand their understanding of the Zulu language through the communicative approach. We will focus on the four skills, speaking, listening, reading and writing. Intermediate work focuses on reading and speaking spontaneously. It will also introduce students to culture and the idiom.

ASRC 2106 Intro Quranic and Classical Arabic (also NES 2211, RELST 2204)

Fall. 4 credits. M. Younes.

For description, see NES 2211.

ASRC 2300 African Cultures and Civilizations # @ (CA-AS)

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).

ASRC 2306 The Past and Present of Pre-colonial Africa (also HIST 2550) @ (HA-AS)

Spring. 4 credits. S. Greene.

For description, see HIST 2550.

ASRC 2601 Afro-American Social and Political Thought (SBA-AS)

Spring. 3 credits. J. Turner.

This is an introductory course that reviews and analyzes the major theoretical and ideological formulations developed and espoused by African-Americans in the struggle for liberation. We focus specifically on the political philosophy and historical significance of Malcolm X, and the work and movement of Marcus Garvey, as the prime movers of nationalism and pan-Africanism among Black people in this century. Such themes as slave resistance, nationalism, Pan-Africanism, emigration, anti-imperialism, socialism and internal colonialism, and the political and social views of Black women are discussed. Black political thought is viewed in its development as responses to concrete conditions of oppression and expression.

ASRC 2602 The Sociology of the African-American Experience (SBA-AS)

Fall. 3 credits. J. Turner.

This is an introductory course to the field of Africana Studies. It assumes a historical/sociological approach to the examination of the African-American experience. The course surveys the African beginnings of humankind and the classical role of Black people in world civilization and the making of early culture. The course treats issues in the humanities, social sciences, and history. The course is required for all undergraduate students majoring at the Africana Center.

ASRC 3100/3101 Advanced Intermediate Arabic I and II (also NES 3201/3202) @

Fall/spring, 4 credits. *ASRC 3100 satisfies Option 1.* M. Younes.

For description, see NES 3201/3202.

ASRC 3300 African History: Earliest Times to 1800 @# (HA-AS)

Fall, 3 credits. *May be used for history requirement; satisfies geographical and historical breadth requirement.*

A. Bekerie.

As the second largest continent with vast and varying geographical and sociocultural conditions combined with recently established fact as an original home of human species, Africa provides a rich and diverse oral and written early history. The course covers some of the major historical signposts from the origins of human species to 1800. Among the topics for discussion are: Physical and Economic Geography of Africa, the Cradle of Humankind, the Peopling of Africa, Historical Perspectives and Sources, the Nile River Cultural Complex, Berber, Carthage and Maghreb of North Africa, Upper Guinea and Western Sudan of West Africa, cities of the East African Coast, and Great Zimbabwe and other sites of Southern Africa.

ASRC 3302 West Africa and West: 1450-1850 (also HIST 3650) @ # (HA-AS)

Fall, 3 credits. S. Greene.

For description, see HIST 3650.

ASRC 3501 Introduction to African Art (also ARTH 3510) @ (LA-AS)

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.

ASRC 3506 Introduction to Cultural Studies (also ENGL 3506)

Spring, 3 credits. G. Farred.

Since it was first "founded" in the mid-1950s, in the aftermath of the troika of events that made 1956 famous, Cultural Studies has always proved difficult to define. This course does not directly seek to address what Cultural Studies is (a vexed and vexing question, an issue that is always negotiable as Cultural Studies has always been compelled to situate itself in relation to more established disciplines such as English, a department where it has, despite a conflictual coexistence, all too often found itself institutionally housed; and, of course, to the contingencies of the political), but it will provide a historical trajectory of British Cultural Studies: from its founding authors, through the now iconic years that constitutes the "memory," if not the praxis, of the University of Birmingham's Centre for Contemporary Cultural Studies, to its current condition. Because Cultural Studies represents such a variegated intellectual and political animal, the intent here is not to be exhaustive but to provide a sense of the

contestations produced around Cultural Studies and popular culture. To that end, the work of Walter Benjamin and, more specifically, Theodor Adorno, is critical because it challenges both the Birmingham model and its successors' notion of the potential political efficacy of Cultural Studies.

ASRC 3507 Faith and Fiction (also ENGL 3507)

Spring, 3 credits. G. Farred.

This course turns on a name, and that name is "Paul," as in the Apostle, as in the figure of early Christianity who today is the subject—of the opening readings of the course demonstrate—of intense philosophical scrutiny. Why have Alain Badiou, Slavoj Žižek and Giorgio Agamben, unarguably among the foremost European philosophers of our time, in almost the same moment, all turned to Saint Paul, the original evangelizer, the missionary par excellence, the very rock upon which the Christian Church is founded? What does Paul give contemporary philosophy? That is the question that this course tries to open up, to open into, to explore so that we might understand the Pauline quality—or, the Pauline philosophical imaginary—of our historical moment. How is it that the Resurrection has, especially for Badiou and Žižek, assumed such a political pertinence? What politics is Paul being enlisted in? What form might a Pauline politics take on? At issue, arguably, is not so much "What does Paul represent?" or "What is Paul for?" but, more crucially, "Whom and What is Paul against?"

ASRC 4200 Afrocentricity: Paradigm and Critical Readings @ (CA-AS)

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.

ASRC 4201 Islam in Africa and Its Diaspora (also NES 4501, ASRC 6205) (CA-AS)

Spring, 4 credits. A. Mazrui.

It has been estimated that one-third of the Muslim population of the world is in Africa and the African Diaspora. This course addresses the historical dimension of Islam in the Black experience examining Global Africa as a whole. Within the African continent, Islam is part of the triple religious heritage, which includes rivalry with Christianity and co-existence with African indigenous religions. In the Americas, Islam is up against Western secularism and Christianity. We are concerned with how Islam has affected the politics and cultures of the African peoples worldwide, issue of slavery and Islam, and the interaction between Islam and contemporary ideologies of socialism, nationalism and race consciousness in the Black experience.

ASRC 4300 African American Politics (also ASRC 6301) (HA-AS)

Fall, 4 credits. J. Turner.

The central thesis of African-American politics has been its movements for political change and democratic access and human rights. This development since the seventeenth century is a complex political legacy. This course conducts a close study of African-American political practice and theoretical analysis of the American political system. Implications of the political systems for prospects and limitations to participation by Black people are analyzed. Critical historical stages in the process of Black politics are examined. The development of electoral offices in federal and statewide politics in critical industrial centers, as well as rural hamlets, center the course. Presidential politics—the Jesse Jackson campaigns—and new political formations including Black Republicans/conservatives constitute the emphasis on contemporary events. The course reviews the development of the literature in African-American politics.

ASRC 4302 Nile Valley Civilization: Ethiopia, Nubia, and Egypt @ (HA-AS)

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.

ASRC 4501 African Literature

Fall, 4 credits. C. Boyce Davies.

African Literature: African Writers and the Postcolonial State This course reads and discusses representative literature from 20th century continental African writers with particular attention to the ways that writers examine the nature of the post-colonial state. We will pay attention to both male and female African writers. We will examine specific texts as well as necessary critical and theoretical ideas which have been generated through, or with which this literature is in conversation. Students will develop critical thinking and other analytical skills as they engage the meanings writing, audience, language in African contexts. We will also view and discuss some film which brings another point of analysis to these issues.

ASRC 4502 African Cinema (also ARTH 4578) @ (LA-AS)

Spring, 4 credits. S. Hassan.

This course offers an overview of African cinema and filmmaking. It surveys historically the evolution of African cinema from its early days to the present. Through screening of selected African films, different trends within African cinema will be explored, such as "Return to the Sources" and the rediscovery of the pre-colonial past; the "Social Realist" narrative and critique of post-independence Africa; reconstructing the story of colonialism from the perspective of the colonized; and the

entertainment genre. Techniques, styles, and aesthetics of African cinema will also be discussed. The course offers a unique opportunity of looking at African culture and society, and at issues of social change, gender, class, tradition, and modernization through African eyes.

ASRC 4504 Exhibiting Cultures (also ARTH 4508) (CA-AS)

Spring. 4 credits. C. Finley.
For description, see ARTH 4508.

ASRC 4506 Contemporary African Diaspora Art (also ARTH/VISST 4505)

Spring. 4 credits. C. Finley.
For description, see ARTH 4505.

ASRC 4526 Rastafari, Race, and Resistance (also ARTH 4525, VISST 4625)

Fall. 4 credits. P. Archer-Straw.
For description see ARTH 4525.

ASRC 4600 Politics and Social Change in the Caribbean @ (SBA-AS)

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.

ASRC 4601 Education Innovation in Africa and the Diaspora (also EDUC 4590) @ (SBA-AS)

Fall. 4 credits. N. Assié-Lumumba.
This course deals with educational innovations geared to promoting equal opportunity based on gender, race and class, in Africa and the African Diaspora. After an introduction of the concepts of education and innovations and the stages 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.

ASRC 4602 Women and Gender Issues in Africa @ (SBA-AS)

Spring. 4 credits. N. Assié-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).

ASRC 4603 Politics and Social Change in Southern Africa @ (SBA-AS)

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.

ASRC 4605 Public Policy and the African-American Urban Community (SBA-AS)

Spring. 4 credits. J. Turner.
The socioeconomic conditions of the African-American urban community are the central focus of the course. Community development models are explored in relationship to the social needs of the African-American population. The changing configuration of internal organization of the African American community nationally is examined.

ASRC 4606 The Family and Society In Africa (also SOC 4780) @ (SBA-AS)

Fall. 4 credits. N. Assié-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 different age groups and generations; and marriage and its related issues, including parenthood, child rearing, 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.

ASRC 4900-4901 Honors Thesis

4900, fall; 4901, spring. Prerequisite: permission of ASRC 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.

ASRC 4902-4903 Independent Study

4902, fall; 4903, 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.

ASRC 6204 Africana Philosophy

Fall. 4 credits. G. Farred.
Thinking St. Augustine's Confessions as a foundational text of and for Africana philosophy, thinking the Confessions in relation to the work of authors as diverse as

Albert Camus and Abdelkebir Khatibi, thinking that thorniest of issues, the "value" of African thought in a "globalized" or "neo-imperial" moment, are among the issues that this course will take up. The project here is not to establish a canon for Africana philosophy, as if such an articulation were possible anyway, but to read—as broadly as might be imagined—for philosophical trends or tendencies that are visible in the work of African thinkers – that is, thinkers who are both resident in and work from within the continent, and those who write about its philosophy. It is, however, to recognize why there might be a need for a "canon," the intellectual and political pressures that drive such a project, and the critical importance of a dialogic conversation between Africana philosophy and mainstream Continental or American philosophy. All of which is premised on the question: What is Africana philosophy? Is there, and how, indeed, could there not be, regional difference? What takes place in the spaces between? In those long historical moments between St. Augustine and contemporary Africana thinkers? The history of Africana philosophy matters, but only, and especially, in so far as it helps in provoking questions about the philosophical text in itself.

ASRC 6205 Islam in Africa and Its Diaspora (also ASRC 4201, NES 6710)

Spring. 4 credits. A. Mazrui.
For description, see ASRC 4201.

ASRC 6205 Democracy/Limits of Citizenship (also ENGL 6205)

Fall. 4 credits. G. Farred.
This course is an investigation of the kinds of work—political, philosophical, theoretical, ethical—that the discourse of democracy and citizenship does in our historical moment. At a juncture when "democracy" is offered, everywhere it seems, as an elixir, the cure-all for political problems in every corner of the globe, this course intends to think democracy as, at once, an unfulfillable and constitutively necessary project—borrowing here, in considerable measure, from the work of Jacques Ranciere. Democracy is employed here as much as a critique of the violence done to human communities as it provides a way of interrogating how hegemonic the discourse—if not always the practice—of democracy—in its many guises: human rights, "free and fair elections," the franchise, and so—has become. Is human rights discourse simply represent strategies of authorization for the UN or the U.S.A. to intervene in the affairs of "sovereign" nations? Do events in the Darfur region in southern Sudan or the ethnic cleansing practiced by Serbs in the 1990s constitute so gross a violation against vulnerable constituencies as to merit invasion by foreign nations or entities (such as the UN or NATO)? What violence does human rights discourse sanction, what attacks on sovereignty does it authorize? What does "democracy" mean in those, and other, specific instances?

ASRC 6301 African American Politics (also ASRC 4300)

Fall. 4 credits. J. Turner.
For description, see ASRC 4300.

ASRC 6303 Nationalism and Decolonization in Africa

Spring. 4 credits. J. Byfield.

This course examines the rise of nationalism as well as the process and aims of decolonization in sub-Saharan Africa. It draws on films and a variety of primary and secondary materials in order to illuminate the complex and contested arenas from which African nationalisms emerged. Throughout the course we will examine the ways in which race, ethnicity, gender, and class shaped the discourse of nationalism as well as nationalist strategies and agendas. We will also explore the ways in which the conflicts and tensions of the nationalist period continue to shape post-colonial state and society.

ASRC 6506 African Aesthetics (also ARTH 5571)

Spring. 4 credits. S. Hassan.
The goal of this course is to investigate in depth the principles of aesthetics and philosophy of African visual arts. The course offers a critical survey of the different writings and the growing body of research on this relatively new area of inquiry. The objectives of the course are to review how African aesthetics have been studied to date, to provide a critical analysis of the different approaches to the subject and related issues, and to suggest future directions of research. In-depth analysis of particular African societies is used to examine the relationship of arts and aesthetics to indigenous concept of time, space, color, form, and sociopolitical order. In addition, issues related to African aesthetics and arts such as style, gender, class, and social change are also explored.

ASRC 6510 Panafricanism and Feminism

Fall. 4 credits. C. Boyce Davies.
This course examines the particular theoretical intersections of panafricanism and feminism through a study of works which address the lives of activist women and men who lived political lives which demanded an articulation of this intersection. It will examine representative texts in each of these broad fields, paying particular attention to those works which explicitly address the intersection. Students will select and study the work of one thinker in either category and examine the written life from a few angles. In particular, we will address the conflicts, disjunctions, and slippages between these positions; the possibilities and limitations as expressed by these thinkers; and the issues of collaboration, erasure articulated. Students will also have the opportunity to identify and discuss popular culture which addresses these themes.

ASRC 6600 Education and Development in Africa

Spring. 4 credits. N. Assié-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.

ASRC 6900-6901 Independent Study

6900, fall; 6901, spring. Variable credit.
Prerequisite: graduate standing. Africana Studies faculty.

ASRC 6902-6903 Africana Studies Graduate Seminar

6902, fall; 6903, spring. 4 credits. Africana Studies faculty.

Designed for first-year ASRC 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.

ASRC 8900-8901 Thesis

8900, fall; 8901, spring. Prerequisite: ASRC 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, D. Chang, E. Cheyfitz, J. Cowie, J. Frank, J. E. Gainor, M. C. Garcia, F. Gleach, S. Haenni, A. Hammer, R. Harris, M. Jones-Correa, K. Jordan, M. Katzenstein, J. Kirschner, R. Kline, I. Kramnick, C. Lai, 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, A. Sachs, N. Salvatore, S. Samuels, M. E. Sanders, V. Santiago-Irizarry, M. Shefter, A. M. Smith, S. Villenas, M. Washington, S. Wong, M. Woods, D. Woubsht. Affiliated faculty: J. E. Bernstock, M. Hatch, J. Jennings, J. Perraino, P. Sawyer. Emeritus: J. Brumberg, M. Kammen, D. E. McCall, 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 advisor.

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 (AMST 1109 and 1110 are especially recommended), and at least one must be a 4000-level seminar, either one of the American Studies 4300 course range (4300-4399) or an appropriate substitute seminar at the 4000 level (AMST 4997/4998, 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 advisor, 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 advisor'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 AMST 4993, the honors essay tutorial. At the end of the fall semester, honors candidates meet with their advisor 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 AMST 4994.

Category Key: Courses in American Studies are broken into different categories. To determine which category (ies) a course falls in, please note the reference at the end of each course description. The key is as follows: ASE = Anthropology, Sociology, and Economics, LA = Literature and Theatre Arts, GP = Government and Public Policy, HI = History, MV = Music and Visual Studies, HR = Honors, Reading and Research.

American Studies 4300 Seminars

[AMST 4300 The Milman Seminar

Fall. 4 credits. Prerequisite: permission of instructor. Next offered 2009-2010.
G. C. Altschuler.

The Milman Seminar: Baseball in American Culture. Through a reading of fiction and nonfiction, we examine the role of baseball as it has shaped and reflected the attitudes and values of Americans. Novels assigned in the course include Bernard Malamud, *The Natural*;

Mark Harris, *Bang the Drums Slowly*; Philip Roth, *The Great American Novel*; and Robert Coover, *The Universal Baseball Association*. Nonfiction works may include Neil Lanctot, *Negro League Baseball*, Roger Kahn, *The Boys of Summer*, and Andrew Zimbalist, *Baseball and Billions*. Each student in the course writes a 25- to 35-page research paper.]

AMST 4301 The Rabinor Seminar

Fall. 4 credits. Prerequisite: permission of instructor. D. Chang.

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 2008: Port Cities in the Americas: Race, Migration, and Culture. This seminar offers an in-depth examination of American port cities, their populations, cultures, and economies. From the development of 18th-century northern seaports like Boston and Philadelphia to the sugar and slave societies of the Caribbean, from South American ports such as Cartagena, Colombia, to North American commercial capitals such as New Orleans and San Francisco, this course will examine the dynamic world of commerce, cultural interchange, labor, and race relations that characterize these cosmopolitan societies. Themes to be explored include the influence of transnational and oceanic histories and systems; the intersection of commerce, labor, and race; and cultural and social relations, particularly creolization. (HI)

AMST 4305 Topics in American Studies (also GOVT 4051)

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

Topic for fall 2008: The Postmodern Presidency: Election 2008. This course will examine 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, our emphasis will be on the work of cultural critics and historians. We will address the slippage between fact and fiction in cinematic and popular representations of the presidency (biography, novels, television). The construction of gender normativity (especially masculinity) will be an attendant subtheme. The postmodern presidency will be read as a site of political as well as cultural contestation. The 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. (GP)

AMST 4306 Topics in American Studies (also ARTH 4761)

Fall and spring. 4 credits. Prerequisite: permission of instructor. Not open to freshmen. L. L. Meixner.

Topic for Fall 2008: Caricatures, Political Cartoons, and Laughter. This seminar explores the place of caricatures and political cartoons in everyday life. Our focus is on modern images and their historical origins—the portrait charge, the grotesque, lowlife genre painting, physiognomic theory, and carnival. We will consider Leonardo, Bruegel, and Tiepolo as they influenced the moderns: Daumier, Hogarth, Gillray, Ensor, Dix, Grosz, Nast, the Masses (American socialists), WPA printmakers, and Dr. Seuss. Special attention

to Goya and *Los Desastres de la Guerra* and *Los Caprichos*. Online resources include Cornell's Collection of Political Americana. Some themes are street theatre and caricature; prints and mass circulation; social protest and satire; cartoonists and censorship. We will theorize lithography as a subversive medium, the double nature of the comic artist (*dédoulement*), the grotesque and utopic, caricature as history and high art, cartoon as text, and the social function of laughter. Students may relate these to present-day cartoonists and controversies. Readings include Baudelaire on caricature and modernity, Bakhtin on carnival and laughter, and Umberto Eco on ugliness. (MV)

Topic for spring 2009: The Long 19th Century. Discusses the newest scholarship on the long 19th century—1789–1914—combining the methods of art history and visual culture. Using the body as an organizing principle, we will take a comparative approach to art as social production in England, Europe, and the U.S. Topics are framed by the French Revolution and World War I to include: the body as political state, social fragment, cultural appropriation, public mob, gender construct, carnival, spectacle, archive, pathology, and anarchy. We will theorize the modern gaze as dis-embodiment and look across media to include painting, print culture, world's fairs, and popular entertainment. (MV)

AMST 4310 Topics in American Studies: American Politics and Dissent, 1945 to 2000 (also HIST 4311)

Fall. 4 credits. Permission of instructor required. N. Salvatore.

This course will examine the Civil Rights movement, anti-Vietnam protests, a revitalized conservative politics, and the re-emergence of an evangelical presence in American politics, with particular focus on the electoral process after 1964. A series of papers, and a term paper are required. (HI)

Courses

AMST 1101 Introduction to American Studies # (CA-AS)

Spring. 4 credits. B. Maxwell.

This course is an introduction to interdisciplinary considerations of American culture. We will reflect on topics ranging from Native American relations to the land, to the European conquest of the Americas, to the development of American civic life and political culture and the ongoing African American struggle for freedom and equality. We will also study immigration as a (threatened) constant in national life and labor, the distinctions between mass culture and popular culture, the promise of American life, and violence as a persisting national woe. We'll examine these themes through literature, historical writing, music, art, film, architecture, and political economy in the United States. The course will also give attention to the many methods through which scholars have, over time, developed the discipline of American Studies, and to ongoing debates over the intellectual and political stakes of those methods. (LT)

[AMST 1109 Introduction to American Studies: New Approaches to Understanding American Diversity, the 19th Century # (HA-AS)

4 credits. Next offered 2010–2011. N. Salvatore. (HI)

[AMST 1110 Introduction to American Studies: New Approaches to Understanding American Diversity, the 20th Century (also AAS 1110) (HA-AS)

4 credits. Next offered 2010–2011. M. C. Garcia and D. Chang. (HI)

AMST 1240 Democracy and Its Discontents: Political Traditions in the United States (also HIST 1240) (HA-AS)

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. (HI)

[AMST 1311 Popular Music in America: A Historical Survey (also MUSIC 1311) # (LA-AS)

3 credits. Next offered 2009–2010. S. Pond. For description, see MUSIC 1311. (MV)

AMST 1312 History of Rock Music (also MUSIC 1312) (LA-AS)

Spring. 3 credits. J. Peraino. For description, see MUSIC 1312. (MV)

AMST 1313 A Survey of Jazz (also MUSIC 1313) (LA-AS)

Fall. 3 credits. S. Pond. For description, see MUSIC 1313. (MV)

AMST 1530 Introduction to American History (also HIST 1530) # (HA-AS)

Fall. 4 credits. E. Baptist. For description, see HIST 1530. (HI)

AMST 1531 Introduction to American History: 1865–Present (also HIST 1531) # (HA-AS)

Spring. 4 credits. R. Vanderlan. For description, see HIST 1531. (HI)

AMST 2010 Popular Culture in the United States, 1900 to 1945 (HA-AS)

Fall. 4 credits. G. Altschuler. AMST 2010 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. (HI)

AMST 2020 Popular Culture in the United States, 1950 to Present (HA-AS)

Spring. 4 credits. G. Altschuler.

AMST 2020 treats the period from 1950 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 Honeyymooners* and 1950s television, soap operas; "gross-out" movies; Elvis; the Beatles and Guns 'n Roses; gothic romances; and *People Magazine* and *USA Today*.

[AMST 2022 The Court, Crime, and the Constitution (also HIST 2020) (HA-AS)]

Fall. 4 credits. Nxt offered 2009-2010.
R. Polenberg.

For description, see HIST 2020. (HI)

AMST 2030 Introduction to American Literature (also ENGL 2030) # (LA-AS)

Fall. 4 credits. E. Cheyfitz.

For description, see ENGL 2030. (LT)

[AMST 2033 Wilderness in North American History and Culture (also HIST 2030) # (HA-AS)]

4 credits. Next offered 2009-2010. A. Sachs.

For description, see HIST 2030. (HI)

AMST 2040 Introduction to American Literature (also ENGL 2040) (LA-AS)

Spring. 4 credits. K. Attell.

For description, see ENGL 2040. (LT)

AMST 2060 The Great American Cornell Novel (also ENGL 2060) (LA-AS)

Spring. 4 credits. S. Vaughn.

For description, see ENGL 2060. (LT)

[AMST 2090 Seminar in Early America (also FGSS/HIST 2090) # (HA-AS)]

4 credits. Limited to 20 students. Next offered 2010-2011. M. B. Norton. (HI)

[AMST 2100 Culture and Politics in America After 1945]

4 credits. Limited to 15 students. Priority given to sophomores. Next offered 2009-2010. N. Salvatore.

The seminar will focus on the broad changes in American life in the half-century following World War II. We will examine evolving political affiliations, including the emergence of a popular conservative movement, challenges to a liberal tradition, changing notions of faith, of the music enjoyed, and of the meaning of the individual's relationship to a larger community. We will approach these and other themes through different, even conflicting approaches encountered in novels and memoirs, historical and political analyses, and the music itself. A series of short essays and a final paper are required, as is participation in class discussion. (HI)

AMST 2105 The American Musical (also ENGL/MUSIC/THETR 2150) (LA-AS)

Fall. 3 credits. N. Salvato.

For description, see THETR 2150. (MV)

[AMST 2110 Black Religious Traditions: Sacred and Secular (also HIST/RELST 2110) (HA-AS)]

Spring. 4 credits. Next offered 2010-2011.
M. Washington. (HI)

[AMST 2120 African American Women: 20th Century (also FGSS/HIST 2120)]

4 credits. Next offered 2009-2010.

M. Washington. (HI)

AMST 2150 Comparative American Literature (also COML 2150) (LA-AS)

Fall. 4 credits. B. Maxwell.

For description, see COML 2150. (LT)

[AMST 2200 Travel in American History and Culture (also HIST 2200) (HA-AS)]

4 credits. Next offered 2010-2011. A. Sachs. (HI)

[AMST 2211 Seminar: The Blues and American Culture (also HIST 2211) (HA-AS)]

4 credits. Next offered 2009-2010.

R. Polenberg. (HI)

AMST 2250 The U.S.-Mexico Border: History, Culture, Representation (also HIST/LSP 2250) (CA-AS)

Fall. 4 credits. M. C. Garcia.

For description, see HIST 2250. (HI)

[AMST 2290 Jefferson and Lincoln (also HIST 2290) (HA-AS)]

4 credits. Limited to 15 students. Priority given to underclassmen. Next offered 2009-2010. E. Baptist. (HI)

[AMST 2300 Latino Communities (also DSOC/LSP 2300) (SBA-AS)]

3 credits. Next offered 2009-2010. R. Mize.

For description, see DSOC 2300. (ASE)

[AMST 2350 Archaeology of North American Indians (also AIS 2350, ANTHR/ARKEO 2235) # (HA-AS)]

4 credits. Next offered 2009-2010.

K. Jordan. (ASE)

[AMST 2360 Native People of the Northeast (also AIS/HIST 2360) # (HA-AS)]

4 credits. Next offered 2009-2010.

J. Parmenter. (HI)

[AMST 2390 Seminar in Iroquois History (also HIST 2390) # (HA-AS)]

Fall. 4 credits. Next offered 2009-2010.

J. Parmenter. (HI)

AMST 2401 Introduction to Latino/a Literature (also ENGL/LSP 2400) (LA-AS)

Fall. 4 credits. M. P. Brady.

For description, see ENGL 2400. (LT)

AMST 2420 Religion and Politics in American History from J. Winthrop to R. Reed (also HIST/RELST 2420) (HA-AS)]

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

For description, see HIST 2420. (HI)

AMST 2440 The United States in Vietnam (also HIST 2440) (HA-AS)]

Spring. 4 credits. F. Logevall.

For description, see HIST 2440. (HI)

AMST 2501 Race and Popular Culture (also HIST 2510) (HA-AS)]

Spring. 4 credits. M. Washington.

For description, see HIST 2510. (HI)

[AMST 2510 20th-Century Women Writers (also ENGL/FGSS 2510) (LA-AS)]

Fall. 4 credits. Next offered 2009-2010.

E. DeLoughrey.

For description, see ENGL 2510. (LT)

[AMST 2520 Late 20th-Century Women Writers and Visual Culture (also ENGL 2520)]

4 credits. Next offered 2009-2010. (LT)

[AMST 2599 Latinos in the United States: Colonial Period to 1898 (also HIST/LSP 2600) # (HA-AS)]

4 credits. Next offered 2009-2010.

M. C. Garcia. (HI)

[AMST 2600 Introduction to American Indian Literature in the United States (also ENGL 2600) (LA-AS)]

4 credits. Next offered 2010-2011.

E. Cheyfitz. (LT)

[AMST 2610 Latinos in the United States: 1898 to the Present (also HIST/LSP 2610) (HA-AS)]

4 credits. Next offered 2009-2010.

M. C. Garcia. (HI)

AMST 2620 Asian American Literature (also AAS/ENGL 2620) (LA-AS)]

Spring. 4 credits. S. Wong.

For description, see ENGL 2620. (LT)

[AMST 2640 Introduction to Asian American History (also AAS 2130, HIST 2640)]

4 credits. Next offered 2009-2010.

D. Chang. (HI)

AMST 2660 Introduction to Native American History (also AIS/HIST 2660) (HA-AS)]

Spring. 4 credits. J. Parmenter.

For description, see HIST 2660. (HI)

[AMST 2680 Culture and Politics of the 1960s (also ENGL 2680) (CA-AS)]

Fall. 4 credits. Next offered 2009-2010.

P. Sawyer. (LT)

AMST 2710 Social and Political Context of American Education (also EDUC/SOC 2710) (SBA-AS)]

Fall. 3 or 4 credits. J. Sipple

For description, see EDUC 2710. (ASE)

[AMST 2721 Anthropological Representation: Ethnographies of Latino Culture (also ANTHR/LSP 2721) (CA-AS)]

3 credits. Next offered 2009-2010.

V. Santiago-Irizarry. (ASE)

[AMST 2730 Women in American Society, Past and Present (also FGSS/HIST 2730) # (HA-AS)]

4 credits. Next offered 2009-2010.

M. B. Norton.

For description, see HIST 2730. (HI)

AMST 2760 Survey of American Film (also FILM 2760, VISST 2300) (LA-AS)]

Fall. 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, Alfred Hitchcock, and others and are supplemented by readings in film criticism and history. (LT)

AMST 2820 Photography and the American Landscape (also LA 2820)
Fall. 3 credits. A. Hammer.
For description, see LA 2820. (MV)

AMST 2980 Inventing an Information Society (ECE/ENGRG 2980, HIST 2920, STS 2921) (HA-AS)
Spring. 3 credits. R. Kline.
For description, see ECE 2980. (HI)

[AMST 3003 Working-Class America in Mass Media and Popular Culture (also ILRCB 3030)
3 credits. Next offered 2009–2010. J. Cowie.
For description, see ILRCB 3030. (HI)

AMST 3030 African American Women in Slavery and Freedom (also FGSS 3070, HIST 3030) # (HA-AS)
Spring. 4 credits. M. Washington.
For description, see HIST 3030. (HI)

[AMST 3031 Imagining America (also GOVT 3031) (CA-AS)
4 credits. Next offered 2009–2010.
D. Rubenstein. (GP)

[AMST 3050 Americans Abroad (also FILM 3050)
Spring. 4 credits. Next offered 2009–2010.
S. Haenni.
Focuses on how fiction and film, from the 19th century to the present, have depicted Americans abroad. (LT)

AMST 3060 History of American Workers: 1960 to 1990s (also ILRCB 3060)
Fall. 3 credits. J. Cowie.
For description, see ILRCB 3060. (HI)

[AMST 3090 The Cinema and the American City (CA-AS)
4 credits. Next offered 2009–2010.
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. (HD)

AMST 3111 Urban Politics (also GOVT 3111) (SBA-AS)
Fall. 4 credits. M. Shefter.
For description, see GOVT 3111. (GP)

[AMST 3130 U.S. Foreign Relations, 1750–1912 (also HIST 3130) # (HA-AS)
4 credits. Next offered 2010–2011.
F. Logevall. (HD)

[AMST 3140 History of American Foreign Policy 1912 to the Present (also HIST 3140) (HA-AS)
4 credits. Next offered 2009–2010.
F. Logevall. (HD)

AMST 3141 Prisons (also GOVT 3141) (SBA-AS)
Fall. 4 credits. M. Katzenstein.
For description, see GOVT 3141. (GP)

AMST 3161 The American Presidency (also GOVT 3161) (SBA-AS)
Fall. 4 credits. M. E. Sanders.
For description, see GOVT 3161. (GP)

AMST 3170 British–French North America (also HIST 3170) # (HA-AS)
Fall. 4 credits. J. Parmenter.
For description, see HIST 3170. (HI)

AMST 3171 Campaigns and Elections (also GOVT 3171) (SBA-AS)
Fall. 4 credits. P. Enns.
For description, see GOVT 3171. (GP)

[AMST 3180 American Constitutional Development (also HIST 3180) (HA-AS)
4 credits. Next offered 2010–2011.
R. Polenberg. (HI)

AMST 3181 The U.S. Congress (also GOVT 3181) (SBA-AS)
Spring. 4 credits. M. Shefter.
For description, see GOVT 3181. (GP)

[AMST 3191 Racial and Ethnic Politics (also GOVT/LSP 3191)
4 credits. Next offered 2010–2011.
M. Jones-Correa. (GP)

[AMST 3210 Colonial North America to 1763 (also HIST 3210) # (HA-AS)
4 credits. Next offered 2009–2010.
M. B. Norton. (HI)

AMST 3230 American Economic History (also ECON 3230) # (SBA-AS)
Fall. 4 credits. T. Lyons.
For description, see ECON 3230. (ASE)

AMST 3240 Varieties of American Dissent, 1880 to 1990 (also HIST 3240) (HA-AS)
Spring. 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. (HI)

AMST 3241 Inequality and American Democracy (also GOVT 3241)
Fall. 4 credits. S. Mettler.
For description, see GOVT 3241. (GP)

AMST 3248 Iroquois Archaeology (also AIS/ANTHR/ARKEO 3248) # (HA-AS)
Fall. 4 credits. K. Jordan.
For description, see ANTHR 3248. (ASE)

[AMST 3250 Age of the American Revolution, 1754 to 1815 (also HIST 3250) # (HA-AS)
4 credits. Next offered 2010–2011.
M. B. Norton. (HI)

[AMST 3310 Causes of the American Civil War, 1815 to 1860 (also HIST 3310) # (HA-AS)
4 credits. Next offered 2009–2010.
E. Baptist. (HI)

AMST 3370 Contemporary American Theatre (also THETR 3370) (LA-AS)
Spring. 4 credits. S. Warner.
For description, see THETR 3370. (LT)

AMST 3400 Recent American History, 1925 to 1965 (also HIST 3400) (HA-AS)
Fall. 4 credits. R. Vanderlan.
For description, see HIST 3400.

AMST 3410 Recent American History, 1965 to Present (also HIST 3410) (HA-AS)
Spring. 4 credits. R. Vanderlan.
For description, see HIST 3410. (HI)

[AMST 3430 American Civil War and Reconstruction, 1860 to 1877 (also HIST 3430) # (HA-AS)
Spring. 4 credits. Next offered 2009–2010.
E. Baptist. (HI)

[AMST 3450 Cultural and Intellectual Life of 19th-Century Americans (also HIST 3450) # (HA-AS)
Spring. 4 credits. Next offered 2009–2010.
A. Sachs.
For description, see HIST 3450. (HI)

AMST 3460 Modernization of the American Mind (also HIST 3460) (HA-AS)
Fall. 4 credits. R. L. Moore.
For description, see HIST 3460. (HI)

[AMST 3470 Asian American Women's History (also AAS/FGSS/HIST 3470) (CA-AS)
4 credits. Next offered 2009–2010.
D. Chang. (HI)

[AMST 3480 Film Noir (also FILM 3460, VISST 3480) (LA-AS)
4 credits. Recommended: some course work in film. Next offered 2009–2010.
S. Haenni.

Focuses on Hollywood films of the 1940s/1950s known for their stylishness and commentary on the dark side of American life, and on “neo-noir” from the 1970s to the present. (LT)

AMST 3481 Studies of Women's Fiction: Gender, Nature and the Environment (also ENGL/FGSS 3480) (LA-AS)
Spring. 4 credits. K. McCullough.
For description, see ENGL 3480. (LT)

AMST 3550 Latinos, Law and Identity (also DSOC/LSP 3550) # (SBA-AS)
Spring. 3 credits. R. Mize.
For description, see DSOC 3550. (ASE)

[AMST 3570 Engineering in American Culture (also ENGRG/HIST/STS 3570, STS 3571)
4 credits. Next offered 2009–2010. R. Kline.
For description, see ENGRG 3570. (HI)

[AMST 3600 Another World Is Possible: The American Left Since the 1960s (also ENGL 3600)
4 credits. Next offered 2010–2011.
P. Sawyer. (LT)

[AMST 3605 U.S. Art from FDR to Reagan (also ARTH 3605) (LA-AS)
4 credits. Next offered 2009–2010.
J. E. Bernstock.
For description, see ARTH 3605. (MV)

AMST 3610 Studies in the Formation of U.S. Literature: Emerson to Melville (also ENGL 3610) # (LA-AS)
Spring. 4 credits. D. Fried.
For description, see ENGL 3610. (LT)

- [AMST 3620 Studies in U.S. Literature After 1950: Native Daughters Speak (also ENGL 3640) (LA-AS)]**
Spring. 4 credits. Next offered 2009–2010. L. Donaldson. (LT)
- [AMST 3630 Studies in U.S. Literature: The Age of Realism and Naturalism (also ENGL/FGSS 3630) (LA-AS)]**
4 credits. Next offered 2009–2010. K. McCullough. (LT)
- [AMST 3650 American Literature Since 1945 (also ENGL 3650) (LA-AS)]**
4 credits. Next offered 2009–2010. B. Maxwell. (LT)
- AMST 3655 Politics and Literature (also GOVT 3655) (LA-AS)**
Spring. 4 credits. J. Frank.
For description, see GOVT 3655. (GP)
- [AMST 3660 Studies in U.S. Fiction before 1900: The 19th-Century American Novel (also ENGL 3660) # (LA-AS)]**
4 credits. Next offered 2010–2011. S. Samuels. (LT)
- AMST 3665 American Political Thought from Madison to Malcolm X (also GOVT 3665, HIST 3160) # (HA-AS)**
Fall 4 credits. I. Krarnick.
For description, see GOVT 3665. (GP)
- AMST 3670 Studies in U.S. Fiction after 1900: 20th-Century American Fiction: Major Movements and Writers (also ENGL 3670) (LA-AS)**
Fall and spring. 4 credits. Fall, M. P. Brady; spring, J. Braddock
For description, see ENGL 3670. (LT)
- [AMST 3708 Topics in U.S. Women's History (also HIST 3780)]**
4 credits. Next offered 2009–2010. M. B. Norton.
For description, see HIST 3780. (HI)
- AMST 3740 Painting in 19th-Century America (also ARTH 3740) # (CA-AS)**
Fall. 4 credits. L. L. Meixner.
For description, see ARTH 3740. (MV)
- AMST 3750 Comparative Race and Ethnicity (also DSOC/LSP 3750) # (SBA-AS)**
Spring. 4 credits. R. Mize.
For description, see DSOC 3750 (ASE).
- AMST 3777 The United States (also ANTHR/LSP 3777) # (CA-AS)**
Fall. 4 credits. V. Santiago-Irizarry.
For description, see ANTHR 3777 (ASE).
- [AMST 3801 Asian American Urban Experience (also AAS/CRP 3801/6801, AMST 6801)]**
3 credits. Next offered 2009–2010. C. Lai.
For description, see AAS 3801. (HI)]
- AMST 3810 American Architecture and Building I (also ARCH 3810)**
Fall 3 credits. Prerequisites: ARCH 1801–1802 or permission of instructor. M. Woods.
For description, see ARCH 3810. (MV)
- AMST 3811 American Architecture and Building II (also ARCH 3811)**
Spring. 3 credits. Prerequisites: ARCH 1801–1802 or permission of instructor. M. Woods.
For description, see ARCH 3811. (MV)
- AMST 3812 Edge Cities: Celluloid New York and Los Angeles (also ARCH/FILM/VISST 3812)**
Spring. 3 or 4 credits. S. Haenni and M. Woods.
Anchoring the east and west coasts, New York and Los Angeles have been celebrated and excoriated in films. On the edge literally and metaphorically, these cities seem to be about competing visions of urban form, culture, and modernity. And the iconic forms of New York (tenements and skyscrapers) and of Los Angeles (highways and suburban homes) have fascinated film makers from the 19th century to the present day. We will both evoke and complicate the contrast between New York and Los Angeles by mapping the intersections of each city with cinema. We explore how the urban experience has been said to give rise to particular cinematic forms and the ways in which cinematic styles may be translated into urban design. Topics may include: density and sprawl; place and creativity; class and ethnicity; race and gender; culture and commercialism; industrial and media economies; and insularism and cosmopolitanism. Screenings will include documentary, experimental, and commercial films and cover such genres as early actualities, city symphonies, film noir, science fiction, etc. Readings will be drawn from theories and histories of film, urbanism, and architecture. Possible field trips. (MV)
- [AMST 3818 Special Topics in the History of Architecture and Urbanism (also ARCH 3818)]**
3 credits. Prerequisites: ARCH 1801–1802 or permission of instructor. Next offered 2009–2010. M. Woods.
For description, see ARCH 3818. (MV)]
- AMST 3820 Poetry and Poetics of Americas (also COML/SPAN 3800)**
Fall. 4 credits. J. Monroe.
For description, see COML 3800. (LT)
- AMST 3911 Science in the American Polity, 1960 to Now (also GOVT 3091, STS 3911) (SBA-AS)**
Spring. 4 credits. J. Reppy.
For description, see STS 3911. (GP)
- AMST 3930 International Film of the 1970s (also FILM/VISST 3930) (LA-AS)**
Spring. 4 credits. S. Haenni.
For description, see FILM 3930. (LT)
- [AMST 3970 Policing and Prisons in American Culture (also ENGL 3970) (CA-AS)]**
4 credits. Next offered 2009–2010. B. Maxwell. (LT)]
- AMST 3981 Latino/a Popular Cultural Practices (also ENGL/LSP 3980) (CA-AS)**
Spring. 4 credits. M. P. Brady.
For description, see ENGL 3980. (LT)
- AMST 4030 Advanced Seminar in Poetry: A. R. Ammons (also ENGL 4030) (LA-AS)**
Fall. 4 credits. R. Gilbert.
For description, see ENGL 4030. (LT)
- AMST 4032 Immigration and Politics Research Seminar (also GOVT/LSP 4032)**
Spring. 4 credits. M. Jones-Correa.
For description, see GOVT 4032. (GP)
- [AMST 4039 Reconstruction and the New South (also HIST 4390) # (HA-AS)]**
Fall. 4 credits. Limited to 15 students. Next offered 2009–2010. M. Washington. (HI)]
- AMST 4041 American Political Development in the 20th Century (also AMST 6121, GOVT 4041/6121) (HA-AS)**
Fall. 4 credits. M. E. Sanders.
For description, see GOVT 4041. (GP)
- [AMST 4050 U.S.–Cuba Relations (also AMST 6050, HIST/LSP 4050/6050)]**
4 credits. Next offered 2009–2010. M. C. Garcia. (HI)]
- [AMST 4061 Politics of Slow-Moving Crises (also AMST/GOVT 6161, GOVT 4061)]**
4 credits. Next offered 2009–2010. M. Jones-Correa. (GP)]
- [AMST 4113 Race, Technology, and Visuality (also AAS 4130, ARTH 4113)]**
4 credits. Next offered 2009–2010. T. Tu.
For description, see AAS 4130. (MV)]
- AMST 4142 Causes and Consequences of U.S. Foreign Policy (also GOVT 4142/6142, AMST/GOVT 6142) (SBA-AS)**
Spring. 4 credits. E. Sanders.
For description, see GOVT 4142. (GP)
- [AMST 4200 Asian American Communities (also HIST 4200, AAS 4240) (HA-AS)]**
4 credits. Limited to 15 students. Next offered 2009–2010. D. Chang. (HI)]
- [AMST 4231 The 1960s: Conceptualizing the Future from the Past (also GOVT 4231) (CA-AS)]**
4 credits. Next offered 2010–2011. J. Kirshner and T. Lowi.
For description, see GOVT 4231. (GP)]
- AMST 4241 Contemporary American Politics (also AMST 6291, GOVT 4241/6291) (HA-AS)**
Spring. 4 credits. M. Sheffer.
For description, see GOVT 4241. (GP)
- [AMST 4260 The West and Beyond: Frontiers and Borders in American History and Culture (also HIST 4260) (HA-AS)]**
4 credits. Next offered 2009–2010. A. Sachs.
For description, see HIST 4260. (HI)]
- [AMST 4261 Commodification in Historical Perspective: Sex, Rugs, Salt, and Coal (also HIST 4261) @ # (HA-AS)]**
4 credits. Next offered 2009–2010. A. Sachs. (HI)]
- [AMST 4272 Historical Archaeology of Indigenous Peoples (also AMST 6272, ANTHR/ARKEO 4272/7272) # (HA-AS)]**
4 credits. Next offered 2009–2010. K. Jordan. (ASE).]
- AMST 4281 Government and Public Policy: An Introduction to Analysis and Criticism (also AMST 6281, GOVT 4281/7281) (SBA-AS)**
Fall. 4 credits. T. Lowi.
For description, see GOVT 4281. (GP)

- [AMST 4440 American Men (also FGSS 4450, HIST 4440)]**
4 credits. Next offered 2009–2010.
E. Baptist. (HI)
- [AMST 4508 Exhibiting Cultures (also AMST 6508, ARTH 4508/6508, ASRC 4504/6508) (CA-AS)]**
4 credits. Next offered 2009–2010.
C. Finley.
For description, see ARTH 4508. (MV)
- [AMST 4509 Black Arts Movement (also ARTH 4509/6509, AMST 6509) (CA-AS)]**
4 credits. Next offered 2009–2010.
C. Finley.
For description, see ARTH 4509. (MV)
- AMST 4510 Multiculturalism and Education (also EDUC/LSP 4510)**
Fall. 3 credits. S. Villenas.
For description, see EDUC 4510. (ASE)
- AMST 4530 20th-Century Women Writers of Color (also AAS/ENGL/FGSS 4530)**
Fall. 4 credits. S. Wong.
For description, see ENGL 4530. (LT)
- [AMST 4585 American Political Thought (also AMST 6585, GOVT 4585/6585) (HA-AS)]**
4 credits. Next offered 2009–2010. J. Frank.
For description, see GOVT 4585. (GP)
- AMST 4600 Melville (also ENGL 4600) (# (LA-AS))**
Fall. 4 credits. B. Maxwell.
For description, see ENGL 4600. (LT)
- [AMST 4616 Interpreting Race and Racism: DuBois (also GOVT 4616)]**
4 credits. Next offered 2009–2010.
A. M. Smith.
For description, see GOVT 4616. (GP)
- [AMST 4625 Sexuality and the Law (also AMST 6625, FGSS 4610/7620, GOVT 4625/7625) (KCM-AS)]**
4 credits. Next offered 2009–2010.
A. M. Smith.
For description, see GOVT 4625. (GP)
- [AMST 4635 Feminist Theory/Law and Society (also GOVT 4635) (CA-AS)]**
4 credits. Next offered 2009–2010.
A. M. Smith.
For description, see GOVT 4635. (GP)
- [AMST 4660 Iroquois History (also AIS/HIST 4660) # (HA-AS)]**
4 credits. Not open to freshmen. Next offered 2009–2010. J. Parmenter. (HI)
- AMST 4662 Contemporary American Indian Poets (also ENGL 4662)**
Fall. 4 credits. E. Cheyfitz.
For description, see ENGL 4662. (LT)
- [AMST 4690 Faulkner (also ENGL 4690)]**
4 credits. Next offered 2009–2010. K. Attell. (LT)
- AMST 4750 Seminar in Cinema I (also FILM 4750) (LA-AS)**
Fall. 4 credits. D. Fredericksen.
For description, see FILM 4750. (LT)
- [AMST 4780 Intersections in Lesbian Fiction (also ENGL 4780, FGSS 4770) (LA-AS)]**
4 credits. Next offered 2009–2010.
K. McCullough. (LT)
- AMST 4790 Gender and Visual Culture in Women's Literature (also ENGL/FGSS 4790; VISST 4800)**
Fall. 4 credits. S. Samuels.
For description, see ENGL 4790. (LT)
- AMST 4809 Politics of '70s Film (also GOVT 4809) (SBA-AS)**
Spring. 4 credits. J. Kirshner.
For description, see GOVT 4809. (GP)
- AMST 4813 Environments and Waterscapes (also HIST/SHUM 4813; BSOC/STS 4381)**
Fall. 4 credits. A. Sachs.
For description, see SHUM 4813. (HI)
- AMST 4821 Religious and Secular in American Culture (also HIST 4821) (HA-AS)**
Fall. 4 credits. R. L. Moore.
For description, see HIST 4821. (HI)
- AMST 4850 Immigration: History, Theory, and Practice (also HIST/LSP 4850) (HA-AS)**
Fall. 4 credits. M. C. Garcia.
For description, see HIST 4850. (HI)
- AMST 4900 New World Encounters, 1500 to 1800 (also AIS/HIST 4900) (HA-AS)**
Fall. 4 credits. J. Parmenter.
For description, see HIST 4900. (HI)
- [AMST 4970 Jim Crow and Exclusion-Era America (also AAS 4970, AMST 6970, HIST 4970/6970) (HA-AS)]**
Fall. 4 credits. Next offered 2009–2010.
D. Chang. (HI)
- AMST 4997 Research Seminar in American Studies (also HIST 4997)**
Fall or spring. Offered in Cornell in Washington Program only. S. Blumin and others.
For description, see HIST 4997. (HI)
- AMST 4998 Politics and Policy: Theory, Research, and Practice (also ALS/CAPS/GOVT/PAM 4998)**
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. (GP)
- AMST 5710 Social and Political Context of American Education (also AMST 6710, EDUC 2710/5710, SOC 2719/5710)**
Fall. 4 credits. J. Sipple.
For description, see EDUC 2710. (ASE)
- [AMST 6050 U.S.–Cuba Relations (also AMST/HIST/LSP 4050/6050)]**
4 credits. Next offered 2009–2010.
M. C. Garcia. (HI)
- [AMST 6101 African-American Historiography (also HIST 6101)]**
4 credits. Next offered 2009–2010.
M. Washington. (HI)
- AMST 6121 American Political Development in the 20th Century (also AMST 4041, GOVT 4041/6121)**
Fall. 4 credits. E. Sanders.
For description, see GOVT 4041. (GP)
- AMST 6142 Causes and Consequences of U.S. Foreign Policy (also AMST/GOVT 4142)**
Spring. 4 credits. E. Sanders.
For description, see GOVT 4142. (GP)
- [AMST 6161 Politics of Slow-Moving Crises (also AMST/GOVT 4061, GOVT 6161)]**
4 credits. Next offered 2009–2010.
M. Jones–Correa.
For description, see GOVT 4061. (GP)
- [AMST 6202 Political Culture (also GOVT 6202)]**
4 credits. Next offered 2009–2010.
R. Bensel.
For description, see GOVT 6202. (GP)
- AMST 6248 Iroquois Archaeology (also AIS/ANTHR/ARKEO 6248)**
Fall. 4 credits. K. Jordan.
For description, see ANTHR 6248. (ASE)
- [AMST 6272 Historical Archaeology (also AMST 4272, ANTHR/ARKEO 4272/7272)]**
4 credits. Next offered 2009–2010.
K. Jordan.
For description, see ANTHR 4272. (ASE)
- AMST 6281 Government and Public Policy: An Introduction to Analysis and Criticism (also AMST 4281, GOVT 4281/7281)**
Fall. 4 credits. T. Lowi.
For description, see GOVT 4281. (GP)
- AMST 6291 Contemporary American Politics (also AMST 4241, GOVT 4241/6291)**
Spring. 4 credits. M. Sheffer.
For description, see GOVT 4241. (GP)
- [AMST 6301 Institutions (also GOVT 6301)]**
4 credits. Next offered 2009–2010.
R. Bensel.
For description, see GOVT 6301. (GP)
- AMST 6424 Ethnoracial Identity in Anthropology, Language, and Law (also ANTHR/LSP 6424, LAW 7231)**
Spring. 4 credits. V. Santiago–Irizarry.
For description, see ANTHR 6424. (ASE)
- [AMST 6509 Black Arts Movement (also AMST 4509, ARTH 4509/6509, ASRC 4505/6509)]**
Fall. 4 credits. Next offered 2009–2010.
C. Finley.
For description, see ARTH 4509. (MV)
- [AMST 6550 Early Modern Atlantic World (also HIST 6550)]**
Spring. 4 credits. Next offered 2010–2011.
M. B. Norton. (HI)
- [AMST 6625 Sexuality and the Law (also AMST 4625, FGSS 4610/7620, GOVT 4625/7625)]**
4 credits. Next offered 2009–2010.
A. M. Smith.
For description, see GOVT 4625. (GP)
- AMST 6631 American Poetry, 1955–1980 (also ENGL 6631)**
Spring. 4 credits. R. Gilbert.
For description, see ENGL 6631. (LT)
- AMST 6645 Democratic Theory (also GOVT 6645)**
Fall. 4 credits. J. Frank.
For description, see GOVT 6645. (GP)
- AMST 6690 Gift and Contract in the 19th-Century United States: Social and Sexual Constructions of Whiteness, Race, and Ethnicity (also ENGL 6690, FGSS 6690)**
Spring. 4 credits. S. Samuels.
For description, see ENGL 6690. (LT)

AMST 6801 Asian American Urban Experience (also AAS/CRP 3801/6801, AMST 3801)

Fall. 3 credits. C. Lai.

For description, see AAS 3801. (HI)

AMST 6811 James Baldwin (also ENGL/FGSS 6811)

Fall. 4 credits. D. Woubshet.

For description, see ENGL 6811. (LT)

[AMST 6970 Jim Crow and Exclusion Era America (also AMST 4970, HIST 4970/6970)

4 credits. Next offered 2009-2010.

D. Chang. (HI).

Honors

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

AMST 4993-4994 Honors Essay Tutorial

4993, fall; 4994, spring. Up to 8 credits each semester. See M. Jones-Correa for appropriate advisors. (HR)

ANTHROPOLOGY

A. Willford, chair; J. Fajans, director of graduate studies; S. Langwick, director of undergraduate studies; A. Clark Arcadi, D. Boyer, M. Fiskesjo, F. Gleach, D. Greenwood, J. Henderson, D. Holmberg, K. Jordan, K. March, H. Miyazaki, V. Munasinghe, A. Riles, N. Russell, S. Sangren, V. Santiago-Irizarry, M. Small, T. Volman, M. Welker. Emeritus: R. Ascher, B. J. Isbell, B. Lambert, J. Siegel, 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 advisor, 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, 2000- and 3000-level courses do not have formal prerequisites and students without prior experience in anthropology are welcome in these classes. For additional information, see the anthropology department web page (falcon.arts.cornell.edu/Anthro/).

The Major

The major is structured to provide both general grounding in three subfields of anthropology (sociocultural anthropology, archaeological anthropology, and biological anthropology) and detailed focus on a particular area of concentration. Areas of concentration include a wide variety of subjects within and between these three subfields. Topics ranging from identity politics and globalization to prehistory and human

evolution can be pursued in classes focused on every major geographical region in the world. Upper-level courses span a range of topical and theoretical issues related to religion, gender, economics, colonialism, democratization, prehistoric cultures, race, behavioral evolution, and conservation, to name a few.

No prerequisites are required to enter the anthropology major. Students should see the director of undergraduate studies to apply to the major and obtain an advisor. Majors prepare a short statement about their interests and goals for the major, and then meet with their advisor. Majors and advisors collaboratively build a program of study that reflects the student's individual interests and the intellectual breadth of the field. Our goal is to provide a close and supportive advising relationship and a strong and coherent structure for the student's major.

A minimum of 37 credits are necessary to complete the major. To complete the major, students must take:

- One class of 3 or more credits in each of the three subfields (sociocultural, archaeological, biological) at the 1000 or 2000 level.
- ANTHR 3000: Introduction to Anthropological Theory
- Two other courses of at least 4 credits at the 3000 level that are designated "comparative survey" courses in the catalog.
- Two 4000-level courses, one of which must be a seminar course in your senior year (4000, 4258, 4260, and 4263 are not seminar courses and do not fill the requirements).
- An additional 8 credits in elective courses, which may be in cognate disciplines with the approval of your advisor.

Exceptions to these requirements may be granted if a written petition is approved by the director of undergraduate studies.

No S/U credits or First-year Writing Seminars may count toward the major. A letter grade of C- or better is required in all courses counted toward the major.

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 advisor.

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 advisor, the anthropology study abroad advisor, and Cornell Abroad.

Honors

Honors in anthropology are awarded for excellence in the major, which includes overall GPA and completion of an honors thesis. Undergraduate students interested in working for an honors degree should apply to the chair of the Honors Committee in the second semester of their junior year (requests for late admission may be considered, but not later than the second week of the first semester of the senior year). It is the student's responsibility to identify an appropriate topic for a thesis and to find a faculty member willing to sponsor and supervise the research; the advisor and at least the general subject of the thesis must be identified at the time of application for admission to the Honors Program. Note that clearance from the University Committee on Human Subjects usually is required before research involving living people may begin; students contemplating such research should begin to work with their thesis advisors to design their investigations and obtain the clearance well in advance of the date when the involvement with research subjects is to begin.

Admission to the Honors Program requires an overall GPA of 3.3 or greater and a 3.5 GPA in the major. In addition, the student should have no outstanding Incompletes in courses that will be used toward the major (provisional admission with Incompletes is possible at the discretion of the chair of the Honors Committee on evidence that a good faith effort to finish them is under way). Under special circumstances, a student with an overall GPA of 3.0 may petition for admittance to the program.

Writing an honors thesis typically is a two-semester project involving 8 credits of course work; most students do this work during their senior year. During their first semester of honors work, students typically register for (1) ANTHR 4983 Honors Thesis Research (3 credits); and (2) ANTHR 4991 Honors Workshop I (1 credit). During their second semester of honors work, students typically register for (1) ANTHR 4984 Honors Thesis Write-up (2 credits); and (2) ANTHR 4992 Honors Workshop II (2 credits). The two-course/term arrangement reflects the division of supervision over the thesis between the thesis advisor and the chair of the Honors Committee. The thesis advisor is ultimately responsible for guiding the scholarly development of the thesis; the chair of the Honors Committee is mainly responsible for assuring timely progress toward completion of the thesis, and providing a context for students in the Honors Program to share ideas (both editorial and substantive) as their theses progress.

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 4910, 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 6000-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

Each of these Introductory Courses provides an introduction to one of the subfields of anthropology. They do not form a sequence; students can take them in any order and at any point during their time at Cornell.

ANTHR 1200 Ancient Peoples and Places @ # (HA-AS)

Spring. 3 credits. J. Henderson.

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

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

Spring. 3 credits. Fee for lab usage and maintenance, \$5. M. Small.

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

ANTHR 1400 The Comparison of Cultures @ (CA-AS)

Fall. 3 credits. K. Dill.

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

poses distinct cultural systems in relief, will be developed. Fiction, films, and exercises supplement the formal anthropological materials.

ANTHR 1401 The Scope of Anthropology

Fall. 1 credit. Does not satisfy major requirement to take two broad introductory courses. Pre- or corequisite: ANTHR 1300 or 1400. S–U grades only. Staff.

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

ANTHR 2400 Cultural Diversity and Contemporary Issues @ (SBA-AS)

Spring. 3 credits. M. Fiskesjo.

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

II. Sociocultural Anthropology

Sociocultural anthropology is rooted in the precise observation and rigorous analysis of human cultural capacities and human social practices, relations, and institutions. All sociocultural anthropology involves both inquiry into the diversity of human cultures (ethnography) and comparative analysis of human social dynamics (social theory). Historically, sociocultural anthropology specialized in the study of non-western peoples, but today there are few places and domains of human activity that sociocultural anthropologists do not study. To give a few examples, sociocultural anthropologists study nuclear weapons scientists in California, the transformation of state power in Russia, and the politics of development in India. They study how television producers in Egypt contribute to nationalism, the social effects of truth commissions in Guatemala and South Africa, and the emergence of new religious and social movements in Latin America. What distinguishes sociocultural anthropology as a field is its engagement with the full abundance of human lived experience and its integrated, comparative effort to make sense of the key processes shaping this experience. As such, sociocultural anthropology is an excellent, flexible choice of major. It teaches core critical, analytical, and expressive skills and important perspectives on human cultural creativity and social life that are widely applicable. Recently, our majors have gone

into careers as diverse as academic scholarship, activism, advertising, consulting, design, film, journalism, marketing, medicine, NGO-work, and politics and government.

ANTHR 1400 The Comparison of Cultures @ (CA-AS)

Fall. 3 credits. Staff.

For description, see Introductory Courses.

ANTHR 1401 The Scope of Anthropology

Fall. 1 credit. Staff.

For description, see Introductory Courses.

ANTHR 2400 Cultural Diversity and Contemporary Issues @ (SBA-AS)

Spring. 3 credits. M. Fiskesjo.

For description, see Introductory Courses.

[ANTHR 2428 Slavery and Human Trafficking # (CA-AS)

Spring. 4 credits. Next offered 2010–2011. M. Fiskesjo.]

ANTHR 2450 The Anthropology of Food and Cuisine @ (CA-AS)

Spring. 4 credits. J. Fajans.

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

ANTHR 2468 Medicine, Culture, and Society (CA-AS)

Fall. 3 credits. S. Langwick.

Medicine has become the language and practice through which we address a broad range of both individual and societal complaints. Interest in this “medicalization of life” may be one of the reasons that medical anthropology is currently the fastest-growing sub-field in anthropology. This course encourages students to examine concepts of disease, suffering, health, and well-being in their immediate experience and beyond. In the process, students will gain a working knowledge of ecological, critical, phenomenological, and applied approaches used by medical anthropologists. We will investigate what is involved in becoming a doctor, the sociality of medicines, controversies over new medical technologies, and the politics of medical knowledge. The universality of biomedicine (or hospital medicine) will not be taken for granted, but rather we will examine the plurality generated by the various political, economic, social, and ethical demands under which biomedicine has developed in different places and at different times. In addition, biomedical healing and expertise will be viewed in relation to other kinds of healing and expertise. Our readings will address medicine in North America as well as other parts of the world. In class, our discussions will return regularly to consider the broad diversity of kinds of medicine

throughout the world, as well as the specific historical and local contexts of biomedicine.

[ANTHR 2546 South Asian Religions in Practice @ (CA-AS)]

Fall. 3 credits. Next offered 2009–2010. Staff.]

[ANTHR 2560 Japanese Society Through Film @ (CA-AS)]

Fall. 3 credits. H. Miyazaki.

This is an anthropological introduction to Japanese society through a critical investigation of a wide range of films from Ozu Yasujiro's classic films to Miyazaki Hayao's animated films. Topics of investigation include kinship and marriage, work and workplaces, gender and sexuality, bureaucracy, crime and legal culture, nationalism and nostalgia, and techno-scientific utopia.

[ANTHR 2721 Anthropological Representation: Ethnographies on Latino Culture (also AMST/LSP 2721) (CA-AS)]

Fall. 3 credits. Next offered 2010–2011. V. Santiago-Irizarry.]

[ANTHR 3000 Introduction to Anthropological Theory (CA-AS)]

Fall. 4 credits. D. Boyer.

This seminar course is designed for anthropology majors to give them an introduction to classical and contemporary social and anthropological theory and to help prepare them for upper-level seminars in anthropology. The seminar format emphasizes close reading and active discussion of key texts and theorists. The reading list will vary from year to year but will include consideration of influential texts and debates in 19th, 20th, and 21st century anthropological theory especially as they have sought to offer conceptual and analytical tools for making sense of human social experience and cultural capacities.

[ANTHR 3406 Gifts and Exchange]

Spring. 4 credits. Comparative Survey. Next offered 2009–2010. H. Miyazaki.]

[ANTHR 3410 Nationalism and Revivalism (CA-AS)]

Spring. 4 credits. Comparative Survey. Next offered 2009–2010. Staff.]

[ANTHR 3420 Myth, Ritual, and Symbol (also RELST 3230) @ (CA-AS)]

Spring. 4 credits. Comparative Survey. J. Fajans.

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 3421 Sex and Gender in Cross-Cultural Perspective (also FGSS 3210) @ (SBA-AS)]

Fall. 4 credits. Comparative Survey. K. Dill. 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 3428 Conflict, Dispute Resolution, and Law in Cultural Context (SBA-AS)]

Fall. 4 credits. Comparative Survey. Next offered 2011–2012. V. Santiago-Irizarry.]

[ANTHR 3447 Sport @ (CA-AS)]

Spring. 4 credits. Next offered 2009–2010. S. Sangren.]

[ANTHR 3451 Global Movements of Cultural Heritage @ (CA-AS)]

Spring. 4 credits. Comparative Survey. M. Fiskesjo.

In this course we explore "cultural heritage" as an idea, and as objects which 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 3479 Culture, Language, and Thought (CA-AS)]

Spring. 4 credits. Comparative Survey. Next offered 2010–2011. V. Santiago-Irizarry.]

[ANTHR 3514 Learning in Japan @ (SBA-AS)]

Spring. 4 credits. Next offered 2010–2011. H. Miyazaki.]

[ANTHR 3516 Power, Society, and Culture in Southeast Asia @ (CA-AS)]

Fall. 4 credits. Next offered 2009–2010. M. Welker.]

[ANTHR 3545 Peoples and Cultures of the Himalayas (also ANTHR 7545) @ (CA-AS)]

Spring. 4 credits. K. March.

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

[ANTHR 3546 Asian Minorities (also ASIAN 3345)]

Fall. 4 credits. Next offered 2009–2010. M. Fiskesjo.]

[ANTHR 3554 Male and Female in Chinese Culture and Society (also FGSS 3440) @ (SBA-AS)]

Fall. 4 credits. Next offered 2010–2011. S. Sangren.]

[ANTHR 3703 Asians in the Americas: A Comparative Perspective (also AAS 3030) (CA-AS)]

Fall. 4 credits. V. Munasinghe.

The common perception of ethnicity is that it is a "natural" and an inevitable consequence of cultural difference. "Asians" overseas, in particular, have won reputations as people who cling tenaciously to their culture and refuse to assimilate into their host societies and cultures. But, who are the "Asians"? On what basis can we label "Asians" an ethnic group? Although there is a significant Asian presence in the Caribbean, the category "Asian" itself does not exist in the Caribbean. What does this say about the nature of categories that label and demarcate groups of people on the basis of alleged cultural and phenotypical characteristics? This course examines the dynamics behind group identity, namely ethnicity, by comparing and contrasting the multicultural experience of Asian populations in the Caribbean and the United States. Ethnographic case studies focus on the East Indian and Chinese experiences in the Caribbean and the Chinese, Korean, Japanese, Filipino, and Indian experiences in the United States.

[ANTHR 3777 The United States (also AMST/LSP 3777) (CA-AS)]

Fall. 4 credits. V. Santiago-Irizarry.

The anthropological inquiry into one's own culture is never a neutral exercise. This course will explore issues in the cultural construction of the United States as a "pluralistic" society. We will look 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. The course readings will include historic documents and accounts, popular writing, and recent ethnographies on the United States.

[ANTHR 4000 Development of Anthropological Thought (also ANTHR 7000) (SBA-AS)]

Fall. 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 4403 Ethnographic Field Methods (also ANTHR 6403) (SBA-AS)]

Fall. 4 credits. Next offered 2010–2011. V. Santiago-Irizarry.]

[ANTHR 4406 The Culture of Lives (also FGSS 4060) @ (CA-AS)]

Spring. 4 credits. Next offered 2010–2011. K. March.]

[ANTHR 4426 Ideology and Social Production (also ANTHR 7426) @ (SBA-AS)]

Spring. 4 credits. Next offered 2009–2010. S. Sangren.]

[ANTHR 4429 Anthropology and Psychoanalysis (also ANTHR 7429) @ (SBA-AS)]

Fall. 4 credits. Next offered 2009–2010. S. Sangren.]

[ANTHR 4437 Anthropology of Development (also ANTHR 7437) @ (CA-AS)

Fall. 4 credits. Next offered 2009–2010. M. Welker.]

[ANTHR 4439 Sovereignty and Biopolitics @ # (CA-AS)

Spring. 4 credits. Next offered 2009–2010. M. Fiskesjo.]

[ANTHR 4444 God(s) and the Market (also ANTHR 7444) @ (CA-AS)

Spring. 4 credits. Next offered 2009–2010. H. Miyazaki.]

ANTHR 4455 Anthropology in the Real World (SBA-AS)

Spring. 4 credits. M. Welker.

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 4478 Taboo and Pollution

Spring. 4 credits. Next offered 2010–2011. M. Fiskesjo.]

[ANTHR 4479 Ethnicity and Identity Politics: An Anthropological Perspective (also AAS 4790) (SBA-AS)

Spring. 4 credits. Next offered 2010–2011. V. Munasinghe.]

[ANTHR 4480 Anthropology and Globalization (also ANTHR 6480) (CA-AS)

Fall. 4 credits. Next offered 2009–2010. Staff.]

[ANTHR 4513 Religion and Politics in Southeast Asia (also ASIAN 4513) @ (CA-AS)

Spring. 4 credits. Next offered 2010–2011. A. Willford.]

[ANTHR 4523 Making History on the Margins: The China-SE Asia Borderlands (also ANTHR 7523) # @ (HA-AS)

Spring. 4 credits. Next offered 2009–2010. M. Fiskesjo.]

[ANTHR 4542 Violence, Symbolic Violence, Terror, and Trauma in South Asia and the Himalayas (also ANTHR 6542) @ (CA-AS)

Fall. 4 credits. Next offered 2009–2010. D. Holmberg.]

III. Anthropological Archaeology

Anthropological archaeology studies the diverse societies of the past using the material traces they left behind in the archaeological record. In addition to studying artifacts, archaeologists use unique methods to study the settings in which artifacts were produced and used by examining regional settlement patterns, the structure of sites and communities, the organization of activities, and ancient symbolism and social relations. The concerns of anthropological archaeology range from basic questions about continuity and change in the past, to application of hard science methods to date sites and determine the sources of artifacts, criticism of the uses to which the past is put in contemporary society, and protection of the archaeological record. Anthropological archaeology can be distinguished from other forms of archaeology (such as Classical or Art Historical archaeology) based on its emphasis on holistically studying past cultural systems, and by the theories and approaches it shares with sociocultural and biological anthropology. There are numerous career opportunities for anthropological archaeologists, including work with museums, government agencies, and historic preservation groups in addition to academic employment. Private companies engaged in federally mandated cultural resource management (or CRM) archaeology employ thousands of archaeologists in the United States, and similar management programs exist in many other countries.

ANTHR 1200 Ancient Peoples and Places (also ARKEO 1200) # @ (HA-AS)

Spring. 3 credits. J. Henderson. For description, see Introductory Courses.

ANTHR 1401 The Scope of Anthropology

Fall. 1 credit. Staff. For description, see Introductory Courses.

ANTHR 2200 Early People: The Archaeological and Fossil Record (also ARKEO 2200) # (HA-AS)

Spring. 3 credits. T. Volman. A survey of the archaeological and fossil record of human evolution. Contributions by researchers from a variety of disciplines are highlighted, as are the discoveries that have enlivened the study of human evolution for more than a century. Critical evaluation of evidence and interpretation will be stressed. Demonstrations and films supplement the lectures.

[ANTHR 2201 Early Agriculture (also ARKEO 2201) @ # (HA-AS)

Spring. 3 credits. Next offered 2009–2010. N. Russell.]

ANTHR 2215 Stone Age Art (also ARKEO 2215) # (CA-AS)

Fall. 3 credits. T. Volman. When did “art”, however defined, appear during the human career, how was it produced and for what purposes? These are some of the questions we will investigate through a survey of the discovery, validation, analysis and interpretation of the earliest art. The course will cover a variety of finds from the Old World, including the well-known cave art of southwestern France and northern Spain, and also consider portable art and decoration. The contributions of new analytical techniques and interpretive approaches are highlighted.

ANTHR 2220 Field Course in Iroquois Archaeology (also ARKEO 2220) # (SBA-AS)

Summer only. 3 credits. K. Jordan. This course offers hands-on training in archaeological field methods through survey and excavation at historic-period Iroquois sites in the Finger Lakes region. The majority of class time will be spent engaging in supervised fieldwork, supplemented by lectures introducing archaeological methods and Iroquois history and material culture. Excavations will gather data on Iroquois residential architecture and domestic activities.

Students will master field procedures, record-keeping, and interpretation of field data; study Iroquois material culture; and write a short research paper (7–10 pages) that uses data generated by the project to evaluate a topic of anthropological interest. Most class time will be spent off-campus; transportation will be arranged by the instructor.

ANTHR 2230 Historical Archaeology (also ARKEO 2230)

Spring. 3 credits. F. Gleach. Historical archaeology attempts to bring textual and archaeological data to bear on questions of the past. In practice this can mean many different approaches, including some that are not traditionally termed “historical archaeology”. This course explores the range of such efforts, asking questions like, What kinds of sites/contexts/data are amenable? What are the implications of the term “historical archaeology” itself? What has been and can be learned using these approaches?

[ANTHR 2235 Archaeology of North American Indians (also AIS/AMST 2350, ARKEO 2235) # (HA-AS)

Spring. 3 credits. Next offered 2009–2010. K. Jordan.]

[ANTHR 2255 Great Empires of the Andes (also ARKEO 2255) @# (HA-AS)

Summer only. 3 credits. Next offered 2010. M. Malpass.]

ANTHR 3000 Introduction to Anthropological Theory (CA-AS)

Fall. 4 credits. D. Boyer. For description, see Sociocultural Anthropology.

ANTHR 3217 Stone Age Archaeology (also ARKEO 3217) (HA-AS)

Fall. 4 credits. Comparative Survey. T. Volman. A survey of current approaches to the archaeological record of Stone Age peoples, from the earliest sites to those of recent times. Case studies are used to illustrate the nature of archaeological occurrences, excavation procedures, and analytical methods. Multidisciplinary efforts to expand our knowledge of prehistoric lifeways and behaviors are a major concern of the course.

[ANTHR 3230 Humans and Animals (also ARKEO 3230) @ # (CA-AS)

Fall. 4 credits. Comparative Survey. Next offered 2010–2011. N. Russell.]

[ANTHR 3232 Politics of the Past (also ARKEO 3232) @ # (HA-AS)

Fall. 4 credits. Comparative Survey. Next offered 2009–2010. N. Russell.]

ANTHR 3248 Iroquois Archaeology (also AIS/ARKEO 3248/6248, ANTHR 6248) # (HA-AS)

Fall. 4 credits. K. Jordan.

This course surveys the long-term development of Iroquois (Haudenosaunee) culture from an archaeological perspective. Issues examined will 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 will be emphasized, with some material drawn from surrounding Northern Iroquoian groups. Visits to local archaeological sites and museum collections will supplement classroom instruction.

ANTHR 3255 Ancient Mexico and Central America (also ARKEO 3255) @ # (HA-AS)

Fall. 4 credits. 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.

[ANTHR 3256 Archaeology of the Andes (also ARKEO 3256) @ # (HA-AS)

Spring. 4 credits. Next offered 2009-2010. J. Henderson.]

[ANTHR 3269 Gender and Age in Archaeology (also ANTHR 6269, ARKEO 3269/6269, FGSS 3700/6700) (SBA-AS)

Fall. 4 credits. Comparative Survey. Next offered 2010-2011. N. Russell.]

[ANTHR 3270 Environmental Archaeology (also ANTHR 6270, ARKEO 3270/6270) (PBS Supplementary List)

Fall. 4 credits. Comparative Survey. Next offered 2009-2010. T. Volman.]

[ANTHR 3272 Hunters and Gatherers (also ANTHR 6272, ARKEO 3272/6272) @ # (SBA-AS)

Fall. 4 credits. Comparative Survey. Next offered 2009-2010. T. Volman.]

ANTHR 4066 Identification and Interpretation of Archaeological Artifacts (also ARKEO 4066) (HA-AS)

Fall. 4 credits. F. Gleach.

How do we make sense of assemblages of archaeological artifacts? Stone tools, pottery, glass, metal; archaeological materials do not simply tell us what they mean. Knowledge of artifact types and classifications—classic typology and nomenclature—provides the foundation, to which theoretical and experimental models can then be added. Beginning with theories of classification, this course will introduce students to several archaeological typologies and their applications, and to some of the theoretical perspectives developed for further interpretation. The Anthropology Collections will be available, or students can bring material from their own research. This course

is intended primarily for senior anthropology and archaeology majors.

[ANTHR 4256 Mesoamerican Religion, Science, and History (also ARKEO 4256, LATA 4250) @ # (CA-AS)

Spring. 4 credits. Next offered 2010-2011. J. Henderson.]

[ANTHR 4258 Archaeological Analysis (also ANTHR/ARKEO 6258, ARKEO 4258) (SBA-AS)

Spring. 4 credits. Limited to 15 students. Prerequisite: archaeology course or permission of instructor. Next offered 2010-2011. J. Henderson.]

ANTHR 4260 Field and Analytical Methods in Archaeology (also ARKEO 4260) # (SBA-AS)

Spring. 4 or 6 credits. K. Jordan.

This course provides a hands-on introduction to field, laboratory, and analytical methods in archaeology, focusing on historic-period American Indian sites in the Finger Lakes region. Students collectively will generate new archaeological data, beginning the semester with study of an under-considered archaeological museum collection, and moving to survey and excavation at an archaeological site as the weather permits. Students will have an opportunity to formulate and test their own research designs in laboratory and field settings. Readings will provide an in-depth immersion into field and laboratory methodology, research design, and the culture history and material culture typologies appropriate to the site and era. In addition to laboratory and field work, students will write a 15-page term paper based on original data which can draw on museum collections, field data, documentary sources, or a combination of these sources. Most class time will be spent off-campus; transportation will be arranged by the instructor.

[ANTHR 4262 Catalhoyuk and Archaeological Practice (also ANTHR/ARKEO 7262, ARKEO 4262) @ # (HA-AS)

Spring. 4 credits. Next offered 2011-2012. N. Russell.]

[ANTHR 4263 Zooarchaeological Method (also ARKEO 4263) (PBS Supplementary List)

Fall. 5 credits. Next offered 2009-2010. N. Russell.]

[ANTHR 4264 Zooarchaeological Interpretation (also ARKEO 4264) (PBS Supplementary List)

Spring. 4 credits. Prerequisite: permission of instructor. Next offered 2009-2010. N. Russell.]

[ANTHR 4267 Origins of Agriculture (also ARKEO 4267) # (HA-AS)

Spring. 4 credits. Next offered 2010-2011. N. Russell.]

ANTHR 4268 Myth, History, and Politics: The Aztecs and Their Empire (also ANTHR/ARKEO 7268, ARKEO 4268)

Spring. 4 credits. J. Henderson.

Examines the structure and history of the largest polity in ancient Mexico, the "empire" of the Aztecs, using descriptions left by Spanish invaders, accounts written by Aztecs under Colonial rule, and archaeological evidence. Explores Aztec visions of the past, emphasizing the roles of myth, religion, and identity in Aztec statecraft and the construction of history.

ANTHR 4270 Political Economy in Archaeology (also ANTHR/ARKEO 7270, ARKEO 4270) # (SBA-AS)

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. The course 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 will be 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 4272 Historical Archaeology of Indigenous Peoples (also AMST 6272, ANTHR/ARKEO 7272, ARKEO/AMST 4272) # (HA-AS)

Spring. 4 credits. Next offered 2009-2010. K. Jordan.]

ANTHR 4294 Seminar in Archaeology: The Archaeology of Human Origins (also ARKEO 4294) (HA-AS)

Spring. 4 credits. T. Volman.

An exploration of the archaeological record associated with early modern and near-modern humans as well as their non-modern 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?

IV. Biological Anthropology

Biological anthropology is the subfield of anthropology that explores the physical diversity, evolutionary history, and behavioral potential of our species. Consistent with anthropology more generally, biological anthropology is concerned with human variation. The distinctive perspective of this subfield is that it examines human variation within the framework of evolutionary theory. Analyses of both biology and culture, and of the interaction between the two, mark the broad boundaries of this discipline. Within that wide scope, specific areas of inquiry are diverse, including fossil studies, primate behavior, nutrition and development, sexual behavior, parental investment, molecular and

population genetics, adaptation to environmental stress, disease evolution, life history analysis, and more. Some of the most pressing social issues of our time fall within the domain of biological anthropology as well as a range of professions: the controversy over evolution and intelligent design; race, gender, and genetic determinism; the control of disease; the roots of aggression; and conservation and the role of humans in ecological systems. Although the number of Anthropology courses offered in this subfield are limited, students can pursue their interests through a variety of related courses in other departments and by constructing independent study courses with specific faculty members.

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

Spring. 3 credits. Lab usage and maintenance fee: \$5. M. Small.
For description, see Introductory Courses.

ANTHR 1401 The Scope of Anthropology

Fall. 1 credit. Staff.
For description, see Introductory Courses.

ANTHR 2750 Human Biology and Evolution (also NS 2750)

Fall. 3 credits. J. D. Haas.
For description, see NS 2750.

ANTHR 3000 Introduction to Anthropological Theory (CA-AS)

Fall. 4 credits. D. Boyer.
For description, see Sociocultural Anthropology.

ANTHR 3305 Anthropology of Parenting @ (SBA-AS)

Spring. 4 credits. M. Small.
Human children are packets of genes that represent individual reproductive success. Like all animals, humans are selected by evolution to care for their offspring, but human infants and children require more intense parental investment than the offspring of most other species. Why is this so? Human parents are also influenced by cultural belief systems and ideology that play out in parenting styles. How do various belief systems influence parent-offspring interaction? In this course we will examine the human infant as a biologically designed organism that has co-evolved with caretakers, and then look at the various parenting styles across cultures that also mold our young.

[ANTHR 3375 Evolutionary Theory and Human Behavior (also ANTHR 6375)]

Spring. 4 credits. Comparative Survey.
M. Small. Next offered 2010–2011.]

[ANTHR 3390 Primate Behavior and Ecology (PBS Supplementary List)]

Spring. 4 credits. Comparative Survey.
Prerequisite: ANTHR 1300 or permission of instructor. Next offered 2010–2011. A. Clark Arcadi.]

[ANTHR 4390 Topics in Biological Anthropology]

Spring. 4 credits. Prerequisites: ANTHR 1300, 3390, or permission of instructor.
Next offered 2009–2010. A. Clark Arcadi.
Current topics in biological anthropology are explored. Topics change each semester. For further information, contact the professor or department office.]

V. Honors, Field Research, and Independent Study

ANTHR 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 4920 Independent Study: Undergrad II

Fall or spring. Credit and Times TBA.
Prerequisite: undergraduate standing. Staff.
For description, see ANTHR 4910, section II, "Honors and Independent Study."

ANTHR 4983 Honors Thesis Research

Fall. 3 credits. Prerequisite: permission of Honors Committee. Staff.
Research work supervised by the thesis advisor, concentrating on determination of the major issues to be addressed by the thesis, preparation of literature reviews, analysis of data, and the like. The thesis advisor will assign the grade for this course.

ANTHR 4984 Honors Thesis Write-Up

Spring. 2 credits. Staff.
Final write-up of the thesis under the direct supervision of the thesis advisor, who will assign the grade for this course.

ANTHR 4991 Honors Workshop I Write-Up

Fall. 1 credit. Staff.
Course will consist of several mandatory meetings of all thesis writers with the honors chair. These sessions will inform students about the standard thesis production timetable, format and content expectations, and deadlines; expose students to standard reference sources; and introduce students to each other's projects. The chair of the Honors Committee will assign the grade for this course.

ANTHR 4992 Honors Workshop II

Spring. 2 credits. Staff.
Course will consist of weekly, seminar-style meetings of all thesis writers until mid-semester, under the direction of the honors chair. This second semester concentrates on preparation of a full draft of the thesis by mid-semester, with ample time left for revisions prior to submission. Group meetings will concentrate on collective reviewing of the work of other students, presentation of research, and the like.

Relevant courses in other departments

MUSIC 1302 Introduction to World Music II: Asia

Spring. 3 credits. M. Hatch.

MUSIC 1341 Gamelan in Indonesian History and Cultures

Fall and spring. 3 credits. Prerequisite: permission of instructor. M. Hatch.

BSOC/HD/NS 3470 Human Growth and Development: Biological and Behavioral Interactions

Spring. 3 credits. J. Haas and S. Robertson.

NS 6300 Anthropometric Assessment

Spring. 1 credit. J. Haas.

VI. 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 6000 and 6010. ANTHR 6403 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 6000 Proseminar: Culture and Symbol

Spring. 6 credits. A. Willford.
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 6010 Proseminar: Social Organization

Fall. 6 credits. D. Boyer.
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 6248 Iroquois Archaeology (also ANTHR 3248, ARKEO/AIS 3248/6248)

Fall. 4 credits. K. Jordan.
For description, see ANTHR 3248.

[ANTHR 6256 Maya History (also ARKEO 6256)]

Fall. 4 credits. Next offered 2009–2010.
J. Henderson.]

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

Spring. 4 credits. Next offered 2010–2011.
J. Henderson.]

[ANTHR 6269 Gender and Age in Archaeology (also ANTHR/ARKEO 3269, ARKEO 6269, FGSS 6700)]

Fall. 4 credits. Next offered 2010–2011.
N. Russell.]

[ANTHR 6270 Environmental Archaeology (also ANTHR 3720, ARKEO 3270/6270)]

Fall. 4 credits. Next offered 2009–2010.
T. Volman.]

[ANTHR 6272 Hunters/Gatherers Past/ Present (also ANTHR 3272, ARKEO 3272/6272)]

Fall. 4 credits. Next offered 2009–2010.
T. Volman.
For description, see ANTHR 3272.]

[ANTHR 6371 Palaeoanthropology of South Asia (also ASIAN 6671, BIOEE 6710)]

Fall. 3 credits. Next offered 2009–2010.
K. A. R. Kennedy.]

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

Fall. 3 credits. Prerequisite: one year introductory biology, ANTHR 1300, or permission of instructor. Offered alternate years. Next offered 2009–2010.
K. A. R. Kennedy.]

[ANTHR 6375 Evolutionary Theory and Human Behavior (also ANTHR 3375)]

Spring. 4 credits. Comparative Survey.
M. Small. Next offered 2010–2011.]

[ANTHR 6403 Ethnographic Field Methods (also ANTHR 4403)]

Fall. 4 credits. Next offered 2010–2011.
V. Santiago-Irizarry.]

[ANTHR 6421 Gender and Culture (also FGSS 6310)]

Fall. 4 credits. Next offered 2009–2010.
K. March.]

ANTHR 6424 Ethnoracial Identity in Anthropology, Language, and Law (also AMST/LSP 6424)

Spring. 4 credits. V. Santiago-Irizarry.
This course examines the role that both law and language, as mutually constitutive mediating systems, occupy in constructing ethnoracial identity in the United States. We approach the law from a critical anthropological perspective, as a signifying and significant sociocultural system rather than as an abstract collection of rules, norms, and procedures, to examine how legal processes and discourses contribute to processes of cultural production and reproduction that contribute to the creation and maintenance of differential power relations. Course material draws on anthropological, linguistic, and critical race theory as well as ethnographic and legal material to guide and document our analyses.

ANTHR 6440 Research Design

Spring. 4 credits. K. March.
This seminar focuses on preparing a full-scale proposal for anthropological fieldwork for a dissertation. Topics include identifying of appropriate funding sources; defining a researchable problem; selecting and justifying a particular fieldwork site; situating the ethnographic case within appropriate theoretical contexts; selecting and justifying appropriate research methodologies; developing a feasible timetable for field research; ethical considerations and human subjects protection procedures; and preparing appropriate budgets. This is a writing seminar, and students will complete a proposal suitable for submission to a major funding agency in the social sciences.

[ANTHR 6450 Social Studies of Economics and Finance]

Fall. 4 credits. Next offered 2010–2011.
H. Miyazaki.]

[ANTHR 6452 Evidence: Ethnography and Historical Method]

Fall. 4 credits. Next offered 2009–2010.
H. Miyazaki.]

[ANTHR 6479 Technocracy: Anthropological Approaches]

Spring. 4 credits. Next offered 2009–2010.
A. Riles.]

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

Fall. 4 credits. Next offered 2009–2010.
Staff.]

ANTHR 6482 Perspectives on the Nation

Spring. 4 credits. V. Munasinghe.
This course will critically examine 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), we will then move on to more contemporary writings by Gellner, Hobsbawm, and Anderson, and end 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 will be how notions of culture, power, and history are implicated in constructions of "the Nation." We will also explore 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 will also form a section of this course.

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

Fall. 4 credits. Next offered 2009–2010.
D. Holmberg.]

[ANTHR 6543 Chinese Ethnology]

Fall. 4 credits. Next offered 2010–2011.
S. Sangren and M. Fiskesjo.]

ANTHR 7000 Development of Anthropological Thought (also ANTHR 4000)

Fall. 4 credits. H. Miyazaki.
For description, see ANTHR 4000.

[ANTHR 7262 Catalhoyuk and Archaeological Practice (also ANTHR 4262/)]

Spring. 4 credits. Next offered 2009–2010.
N. Russell.]

ANTHR 7268 Myth, History, and Politics: The Aztecs and Their Empire (also ANTHR/ARKEO 4268, ARKEO 7268)

Spring. 4 credits. J. Henderson.
For description, see ANTHR 4268.

ANTHR 7270 Political Economy in Archaeology (also ANTHR 4270, ARKEO 4270/7270)

Fall. 4 credits. K. Jordan.
For description, see ANTHR 4270.

[ANTHR 7272 Historical Archaeology of Indigenous Peoples (also AMST 6272, AMST/ARKEO 4272, ARKEO 7272)]

Fall. 4 credits. Next offered 2009–2010.
K. Jordan.]

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

Spring. 4 credits. Next offered 2009–2010.
S. Sangren.]

[ANTHR 7429 Anthropology and Psychoanalysis (also ANTHR 4429)]

Fall. 4 credits. Next offered 2009–2010.
S. Sangren.]

[ANTHR 7437 Anthropology of Development (also ANTHR 4437)]

Fall. 4 credits. Next offered 2009–2010.
M. Welker.]

[ANTHR 7444 God(s) and the Market (also ANTHR 4444)]

Spring. 4 credits. Next offered 2009–2010.
H. Miyazaki.]

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

Spring. 4 credits. Next offered 2009–2010.
M. Fiskesjo.]

ANTHR 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 7545 Peoples and Cultures of the Himalayas (also ANTHR 3545)

Spring. 4 credits. K. March. For description, see ANTHR 3545.

ANTHR 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 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 7920 Independent Study: Grad II

Fall or spring. Credit TBA. Prerequisite: graduate standing. Staff. For description, see ANTHR 7910.

ANTHR 7930 Independent Study: Grad III

Fall or spring. Credit TBA. Prerequisite: graduate standing. Staff. For description, see ANTHR 7910.

ARABIC AND ARAMAIC

See "Department of Near Eastern Studies."

ARCHAEOLOGY

S. Baugher, director (Landscape Architecture), K. M. Clinton, director of graduate studies (Classics), A. Alexandridis (History of Art), K. Bowes (Classics), J. E. Coleman (Classics), M. Fiskesjo (anthropology), F. Gleach (Anthropology), K. L. Gleason (Landscape Architecture), J. S. Henderson (Anthropology), K. Jordan (Anthropology), K. A. R. Kennedy (Ecology and Evolutionary Biology), S. Manning (Classics), R. McNeal (Asian Studies), C. Monroe (Near Eastern Studies), L. Monroe (Near Eastern Studies), D. I. Owen (Near Eastern Studies), A. Ramage (History of Art), E. Rebillard (Classics), N. Russell (Anthropology), B. S. Strauss (History), M. A. Tömlan (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 1200 or one of the basic courses as defined below before they will be admitted to the major.

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 advisor 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 3000 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 3000 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 average overall. They should consult with the director of undergraduate studies by

the beginning of the senior year. The honors essay is normally prepared over two semesters in consultation with a faculty advisor during the senior year. Students may enroll in ARKEO 4981 Honors Thesis Research, and to complete the thesis, they may enroll in ARKEO 4982 Honors Thesis Writeup. Both courses are offered in the fall and spring. Only ARKEO 4981 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 advisor. 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 Minor

Students in Cornell schools and colleges other than Arts and Sciences may elect a minor in archaeology. To minor 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 1200 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. Minors 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 1200 Ancient Peoples and Places (also ANTHR 1200) # @ (HA-AS)**

Spring. 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 3000 Individual Study in Archaeology and Related Fields

Fall and spring. Credit TBA. Prerequisite: ARKEO 1200 or permission of instructor. Undergraduate students pursue topics of particular interest under the guidance of a faculty member.

ARKEO 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 4982 Honors Thesis Writeup

Fall or spring. 4 credits, variable.

ARKEO 6000 Special Topics in Archaeology

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

ARKEO 8901-8902 Master's Thesis
8901, fall; 8902, 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 2200 Early People: The
Archaeological and Fossil Record
(also ANTHR 2200) # (HA-AS)**
Spring. 3 credits. Basic. T. P. Volman.
For description, see ANTHR 2200.

**[ARKEO 2201 Early Agriculture (also
ANTHR 2201) @ # (HA-AS)]**
Spring. 3 credits. Basic. Next offered
2009-2010. N. Russell.]

**ARKEO 2215 Stone Age Art (also ANTHR
2215) # (CA-AS)**
Fall. 3 credits. Basic. T. P. Volman.
For description, see ANTHR 2215.

**ARKEO 2220 Field Course in Iroquois
Archaeology (also ANTHR 2220)**
Summer only. 3 credits. K. Jordan.
For description, see ANTHR 2220.

**ARKEO 2230 Historical Archaeology
(also ANTHR 2230)**
Spring. 3 credits. F. Gleach.
For description, see ANTHR 2230.

**[ARKEO 2235 Archaeology of North
American Indians (also AIS/AMST
2350, ANTHR 2235)]**
Spring. 3 credits. Basic. Next offered
2009-2010. K. Jordan.]

**[ARKEO 2255 Great Empires of the
Andes (also ANTHR 2255)]**
Summer only. 3 credits. Next offered 2010.
M. Malpass.]

**ARKEO 3217 Stone Age Archaeology
(also ANTHR 3217) (HA-AS)**
Fall. 4 credits. Basic. T. P. Volman.
For description, see ANTHR 3217.

**[ARKEO 3230 Humans and Animals (also
ANTHR 3230)]**
Fall. 4 credits. Next offered 2010-2011.
N. Russell.]

**[ARKEO 3232 Politics of the Past (also
ANTHR 3232)]**
Fall. 4 credits. Next offered 2009-2010.
N. Russell.]

**ARKEO 3248 Iroquois Archaeology (also
AIS 3428/6428, AMST/ANTHR/ARKEO
6248) # (HA-AS)**
Fall. 4 credits. K. Jordan.
For description, see ANTHR 3248.

**ARKEO 3255 Ancient Mexico and Central
America (also ANTHR 3255) @ #
(HA-AS)**
Fall. 4 credits. Basic. J. Henderson.
For description, see ANTHR 3255.

**[ARKEO 3256 Archaeology of the Andes
(also ANTHR 3256) @ # (HA-AS)]**
Spring. 4 credits. Basic. Next offered
2009-2010. J. Henderson.]

**[ARKEO 3269 Gender and Age in
Archaeology (also ANTHR 3269/6269,
ARKEO 3269, FGSS 3700/6700)]**
Fall. 4 credits. Next offered 2010-2011.
N. Russell.]

**[ARKEO 3272 Hunters and Gatherers
(also ANTHR 3272/6272, ARKEO
6272)]**
Fall. 4 credits. Next offered 2009-2010.
T. Volman.]

**[ARKEO 3600 Preindustrial Cities and
Towns in North America (also LA
3600, CRP 3600)]**
Fall. 3 credits. Next offered 2009-2010.
S. Baugher.]

**[ARKEO 4256 Mesoamerican Religion,
Science, and History (also ANTHR
4256)]**
Spring. 4 credits. Next offered 2010-2011.
J. Henderson.]

**[ARKEO 4262 Cataloyuk and
Archaeological Practice (also
ANTHR 4262, ARKEO/ANTHR 7262)]**
Spring. 4 credits. Next offered 2011-2012.
N. Russell.]

**ARKEO 4268 Myth, History, and Politics:
the Aztecs and their Empire (also
ANTHR 4268, ARKEO/ANTHR 7268)]**
Spring. 4 credits. J. Henderson.
For description, see ANTHR 4268.

**ARKEO 4270 Political Economy in
Archaeology (also ANTHR 4270,
ARKEO/ANTHR 7270) # (SBA-AS)**
Fall. 4 credits. K. Jordan.
For description, see ANTHR 4270.

**[ARKEO 4272 Historical Archaeology of
Indigenous Peoples (also AIS 4270,
AMST/ANTHR 4272, ANTHR/ARKEO
4272/7272)]**
Spring. 4 credits. Next offered 2009-2010.
K. Jordan.]

**ARKEO 4294 Seminar in Archaeology:
The Archaeology of Human Origins
(also ANTHR 4294) (HA-AS)**
Spring. 4 credits. T. P. Volman.
For description, see ANTHR 4294.

**ARKEO 6248 Iroquois Archaeology (also
AIS 3480/6480, AMST 6248, ANTHR
3248/6248, ARKEO 3248)**
Fall. 4 credits. K. Jordan.
For description, see ANTHR 3248.

**[ARKEO 6256 Maya History (also ANTHR
6256)]**
Fall. 4 credits. Next offered 2009-2010.
J. Henderson.]

**[ARKEO 6269 Gender and Age in
Archaeology (also ANTHR 3269/6269,
ARKEO 3269, FGSS 3700/6700)]**
Fall. 4 credits. Next offered 2010-2011.
N. Russell.]

**ARKEO 7268 Myth, History, and Politics:
the Aztecs and their Empire (also
ANTHR 7268, ARKEO/ANTHR 4268)]**
Spring. 4 credits. J. Henderson.
For description, see ANTHR 4268.

**ARKEO 7270 Political Economy in
Archaeology (also ANTHR 4270/7270,
ARKEO 4270)**
Fall. 4 credits. K. Jordan.
For description, see ANTHR 4270.

**[ARKEO 7272 Historical Archaeology of
Indigenous Peoples (also AIS 7270,
AMST 4272/6272, ANTHR 4272/7272,
ARKEO 4272)]**
Fall. 4 credits. K. Jordan. Next offered
2009-2010.]

III. Classical, Near Eastern, and Medieval Archaeology

**[ARKEO 2661 Ships and Seafaring—Intro
to Nautical Archaeology (also JWST/
NES 2661)]**
Spring. 3 credits. Basic. Next offered
2009-2010. C. Monroe.]

**ARKEO 2662 Daily Life in the Biblical
World (also JWST/NES/RELST 2662,
LA 2520)**
Fall. 3 credits. J. Zorn.
For description, see NES 2662.

**[ARKEO 2663 Introduction to Biblical
History and Archaeology (also LWST/
NES/RELST 2663)]**
Fall. 3 credits. Basic. Next offered
2009-2010. J. Zorn.]

**ARKEO 2668 Ancient Egyptian
Civilization (also JWST/NES 2668) @
(HA-AS)**
Spring. 3 credits. Basic. C. Monroe.
For description, see NES 2668.

**CLASS 2700 Introduction to Art History:
The Classical World (also ARTH
2200)**
Fall. 4 credits. Basic. K. McDonnell.
For description, see CLASS 2700.

**[ARKEO 2728 Art and Archeology of the
Ancient Mediterranean World (also
ARTH 2227, CLASS 2727)]**
Fall. 4 credits. Next offered 2009-2010.
S. Manning.]

**ARKEO 2743 Archaeology/Roman Private
Life (also ARTH 2221, CLASS 2743)]**
Spring. 3 credits. A. Alexandridis.
For description, see CLASS 2743.

**[ARKEO 2765 Religions of Ancient Israel
(also JWST/NES 2675, RELST 2765)]**
Spring. 3 credits. Next offered 2009-2010.
J. Zorn.]

**ARKEO 3661 Sumerian Language and
Culture I (also JWST/NES 3661)**
Fall. 4 credits. D. Owen.
For description, see NES 3661.

**[ARKEO 3665 Ancient Iraq II: 2000-331
BCE (also NES 3665) (HA-AS)]**
Fall. 4 credits. Next offered 2009-2010.
D. Owen.]

**ARKEO 3666 History and Archaeology of
the Ancient Near East (also ARKEO/
JWST/NES 6666, JWST/NES 3666)**
Fall. 4 credits. D. Owen.
For description, see NES 3666.

**ARKEO 3730 Archaeology, Ethics, and
Nationalism (also CLASS 3730, HIST
3630)**
Spring. 3 credits. K. Bowes.
For description, see CLASS 3730.

**[ARKEO 3731 Archaeology/Ancient
Medierranean Religion (also CLASS
3731)]**
Fall. 4 credits. Next offered 2009-2010.
K. Bowes.]

**[ARKEO 3800 Introduction to the Arts of
China (also ARTH 3800) @ # (LA-AS)]**
Fall. 4 credits. Next offered 2009-2010.
A. Pan.]

**ARKEO 4644 Archaeology of the Ugarit
(also ARKEO/JWST/NES 6644, JWST/
NES 4644)**
Spring. 4 credits. C. Monroe.
For description, see NES 4644.

ARKEO 6644 Archaeology of the Ugarit (also ARKEO/JWST/NES 4644, NES/JWST 6644)

Spring. 4 credits. C. Monroe.
For description, see NES 4644.

ARKEO 6666 History and Archaeology of the Ancient Near East (also ARKEO/JWST/NES 3666, JWST/NES 6666)

Fall. 4 credits. D. Owen.
For description, see NES 3666.

ARTH 3202 Arts of the Roman Empire (also CLASS 3740)

Spring. 4 credits. A. Ramage.

LA 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.
K. Gleason.

IV. Methodology and Technology**[ARKEO 2728 Art and Archaeology in the Ancient Mediterranean World (also ARTH 2227, CLASS 2727)**

Fall. 4 credits. Basic. Next offered 2009–2010. S. Manning.]

[ARKEO 2756 Practical Archaeology (also CLASS 2756)]**ARKEO 2610 Urban Archaeology (also CRP/LA 2610)**

Fall. 3 credits. Basic. S. Baugher.
For description, see LA 2610.

ARKEO 2620 Laboratory in Landscape Archaeology (also LA 2620)

Spring. 3 credits. Basic. S. Baugher.
For description, see LA 2620.

ARKEO 3002 Archaeology Underwater

Summer only. 2 credits. Off campus at Shoals Marine Lab. N. Brady.
As a special interest area, maritime archaeology explores the development of humankind by exposing and examining the cultural artefacts that our ancestors have left us throughout the coastal zone, both along the foreshore and underwater. Coastal settlements, midden deposits, and shipwreck sites are perhaps the more obvious indicators of this rich material assemblage, while island communities invariably combine all three elements to present exceptionally important case studies for research. This course outlines the development of maritime archaeology as it has emerged from more traditional terrestrial archaeology and the still-young discipline of underwater archaeology. Today, such archaeology is also intrinsically integrated with environmental/biological science and with GIS approaches to data recording. Remote-sensing technology (including side-scan sonar) have come to enhance the survey capabilities of all projects and permit unprecedented access to the seabed. As its primary examples, the course focuses on the archaeology of the Isles of Shoals within the Gulf of Maine; it also conducts onsite survey and site investigations to create an in-depth archaeological and historical study of the isles. Students will participate in active fieldwork, which will include foreshore study and underwater exploration, the results of which will lay the basis for a long-term analysis of the archaeological potential that surrounds the islands on and under water.

ARKEO 3003 Island Archaeology

Summer only. 2 credits. Off campus at Shoals Marine Lab. N. Hamilton.
The objective of this course will be to train students in standardized and innovative methods and technology used in archaeological surveys, excavations, assessments, research, and compliance work. Course work will include documentation, reporting, and completion of architectural, historic, and prehistoric site survey and excavation forms suitable for historic reservation submission. Students will be able to develop research designs and strategies for Phase I, II, and III archaeological investigations. Field logistics, scheduling, ethics, public relations, and personnel-management training will be included. The Register of Professional Archaeology standards and practice will be used as a guide.

ARKEO 3090 Introduction to Dendrochronology (also ARTH 3250, CLASS 3750)

Fall. 4 credits. Limited to 10 students.
Prerequisite: permission of instructor. Letter grades only. S. Manning.
For description, see CLASS 3750.

[ARKEO 3270 Environmental Archaeology (also ANTHR 3270/6270, ARKEO 6270)

Spring. 4 credits. Next offered 2009–2010. T. P. Volman.]

[ARKEO 4020 Designing Archaeological Exhibits (also ARKEO 6020)

Spring. Variable credit. Letter grades only. Next offered 2009–2010. S. Baugher.]

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

Spring. 4 credits. Limited to 15 students.
Prerequisite: archaeology course or permission of instructor. Next offered 2010–2011. J. S. Henderson.]

ARKEO 4260 Field and Analytical Methods in Archaeology (also ANTHR 4260)

Spring. 4 or 6 credits. K. Jordan.
For description, see ANTHR 4260.

[ARKEO 4263 Zooarchaeological Method (also ANTHR 4263) (PBS Supplementary List)

Fall. 5 credits. Next offered 2009–2010. N. Russell.]

[ARKEO 4264 Zooarchaeological Interpretation (also ANTHR 4264) (PBS Supplementary List)

Spring. 4 credits. Prerequisites: ANTHR/ARKEO 4263; permission of instructor. Next offered 2009–2010. N. Russell.]

[ARKEO 4267 Origins of Agriculture (also ANTHR 4267)

Spring. 4 credits. Next offered 2010–2011. N. Russell.]

ARKEO 4370 Geophysical Field Methods (also EAS 4370) (PBS)

Fall. 3 credits. Prerequisite: PHYS 2213 or 2208 or permission of instructor.
L. D. Brown.
For description, see EAS 4370.

ARKEO 4600 Late Quarternary Paleocology (also EAS 4600)

Fall. 4 credits. M. Goman.
For description, see EAS 4600.

ARKEO 4903 Methods in the Study of the Ancient Near East (also JWST/NES 4903)

Spring. 4 credits. D. Owen.
For description, see NES 4903.

ARKEO 6000 Special Topics in Archaeology

Fall and spring. 4 credits. Staff.

[ARKEO 6020 Designing Archaeological Exhibits (also ARKEO 4020)

Spring. Variable credit. Letter grades only. Next offered 2010. S. Baugher.]

ARKEO 6270 Environmental Archaeology (also ANTHR 3270/6270, ARKEO 3270)

Fall. 4 credits. T. P. Volman.]

ARKEO 6510 Advanced Fieldwork in Historical Archaeology (also ARKEO 4510)

Fall. 4 credits. S. Baugher.

ARKEO 6520 Advanced Laboratory in Historical Archaeology (also ARKEO 4520)

Spring. 3 credits. S. Baugher.
This is a course for archaeology majors and minors who want to obtain more in-depth skills in laboratory work, identification and cataloguing of historic period ceramics, glass, and metal. The course will provide the students with skills to undertake laboratory analysis of artifacts. Students will undertake independent research projects on specific artifacts (in lieu of a term paper).

[ARKEO 7742 Research Methods in Archaeology (also CLASS 7742)

Spring. 4 credits. S. Manning. Next offered 2009–2010.]

[BIOEE 6710 Paleoanthropology of South Asia (also ANTHR 6371, ASIAN 6672)

Fall. 3 credits. Next offered 2010. K. A. R. Kennedy.]

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 2008.

Archaeology of Colonial America. S. Stull. Fall 2008.

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. Every other year.

Seminar: Origins of Agriculture. J. Rossen. Every other year.

Ethnoarchaeology. J. Rossen. Every other year.

Archaeological Field School.

ASIAN STUDIES

R. McNeal, chair (350 Rockefeller Hall, 255-5095); A. Blackburn, B. Bledsoe, D. Boucher, T. Chaloeontiarana, M. Chapman, J. Choi, B. de Bary, S. Divo, W. George, D. Gold, G. Green, E. Gunn, B. Herath, H. Huang, S. Ichikawa, N. Jagacinski, J. Kanemitsu, Y. Katagiri, N. Larson, J. M. Law, L. McCrea, D. McKee, Y. Lee-Mehta, S. Mukherjee, S. Oja, J. Pandin, L. Paterson, H. Phan, B. Rusk, N. Sakai, T. Savella, W. Shao, M. Shin, S. Singh, M. Song, R. Sukle, M. Suzuki, K. Taylor, Q. Teng, T. Tranviet, S. Tun, D. X. Warner, L. Zheng; Emeritus: K. Brazell, T. L. Mei, J. Wolff; Associated Faculty: A. Carlson, J. Chen, Z. Chen, S. Cochran, A. Cohn, M. Fiskesjo, M. Hatch, R. Herring, T. J. Hinrichs, K. Hirano, D. Holmberg, M. Katzenstein, K. Kennedy, V. Koschmann, T. Loos, T. Lyons, K. March, S. Martin, K. McGowan, H. Miyazaki, S. Mohanty, V. Munasinghe, V. Nee, A. Nussbaum, A. Pan, P. Sangren, J. Siegel, E. Tagliacozzo, N. Uphoff, J. Whitman, A. Willford

The Department of Asian Studies and associated faculty members in other departments encompass the study of East Asia, South Asia, and Southeast Asia and offer courses in most of the disciplines of the social sciences and the humanities. Over 40 faculty members specialize in topics arranged under our rubrics of "Literature and Linguistics," "Religion," and "Society and Culture," as well as offering more broad courses under our "General Education" heading. Asian Studies courses through the 4000 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

To become an Asian Studies major, a student must first successfully complete with a minimum grade of B at least two Asia content courses (excluding writing seminars), one of which may be a language course. Applications to major in Asian Studies must be approved by the director of undergraduate studies.

Completion of the major requires completion of two courses in an Asian language at the 2000 level or above and in, addition to this, 30 Asian Studies credits (which may include up to 6 additional credits of language study) from courses numbered 2000 and above and including at least one from two of the Asian Studies categories of "Literature and Linguistics," "Religion," and "Society and Culture"; at least one course at the 3000 level; and at least one course at the 4000 level or above. A minimum grade of B must be received in all of these courses. Certain courses about Asia offered in other departments at the 1000 level may, at the discretion of the advisor and the DUS, be counted toward our major as if they were 2000 level courses, e.g., ASIAN/HIST 1191, 1192.

Category Key: Courses in Asian Studies are broken into different categories. To determine which category a course falls in, please note the reference at the end of each course description. The key is as follows: GE = General Education, LL = Literature and Linguistics, RL = Religion and SC = Society and Culture.

Honors

To be eligible for honors in Asian Studies, a student must have a cumulative GPA of 3.0, and an average 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 4401. 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 4402, 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.

Minor in East Asia Studies

A candidate for the bachelor of arts or science degree at Cornell may minor in East Asian studies by completing at least 18 credits of course work in East Asian studies.

Students normally take five courses in East Asian Studies at the 2000 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 2000 level or beyond. East Asian graduate courses may also be taken for the minor, 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 minor. Students minoring in East Asian Studies should select an advisor from the East Asia Program faculty for consultation on their course of study. For more information, contact the Department of Asian Studies, 350 Rockefeller Hall, 255-5095, or lrc.cornell.edu/asian.

Minor in South Asia Studies

A candidate for the bachelor of arts or science degree at Cornell may minor in South Asia Studies by completing at least 18 credits of course work (typically five courses) in South Asian Studies at the 2000 level or above. These courses are selected from South Asia courses listed under the Department of Asian Studies, or from other Asia-related courses. Of these, two courses may be South Asian language courses at the 2000 level or above. Appropriate South Asia graduate course work may be included in the minor with consent of the instructor and the advisor. One South Asia-related course with a research paper on a South Asia subject may be included with the consent of the advisor and the director of undergraduate studies. Students minoring in South Asian Studies are considered members of the South Asia Program and will have an advisor from the program faculty. (This advisor will supervise a student's minor and does not substitute for a student's major advisor.) For more information, contact the

Department of Asian Studies, 350 Rockefeller Hall, 552-5095, or lrc.cornell.edu/asian.

Minor in Southeast Asia Studies

A candidate for the bachelor of arts or science degree at Cornell may minor in Southeast Asian Studies by completing 18 credits of course work in Southeast Asian Studies. A recommended plan would include ASIAN 2208 and four courses at the intermediate or advanced stage, two of which could be a Southeast Asian language. Students minoring in Southeast Asian Studies are members of the Southeast Asia Program and are assigned an advisor 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. For more information, contact the Department of Asian Studies, 350 Rockefeller Hall, 255-5095, or lrc.cornell.edu/asian.

Intensive Language Program (FALCON)

The FALCON Program offers intensive instruction in either Japanese or Mandarin 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 through 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 1160, 2260, and 3360, but they may take any portion of the program if they have the necessary background as determined by a placement interview. Some students do choose to apply only to the summer portion. The spring semester of the Chinese program will be offered in Beijing at the School of International Studies at Peking University.

Students must formally apply to the program. To guarantee course availability and scholarship eligibility, 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. The 1160-2260-3360 sequence fulfills the language requirement for the M.A. in Asian Studies and the joint M.B.A./M.A. in Asian Studies. Applications are available in 388 Rockefeller Hall or on the FALCON web site at lrc.cornell.edu/falcon/apply.

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.

Students may apply up to 15 credits from abroad to the major.

First-Year Writing Seminars

See John S. Knight Institute brochure for times, instructor, and descriptions.

Asia—General Education Courses

[ASIAN 1190 East Asia to 1800 (also HIST 1900) (HA-AS)]

Spring. 4 credits. Next offered 2009–2010.
T. J. Hinrichs and H. Hirano.

For description, see HIST 1900. (GE)]

[ASIAN 1191 Introduction to Modern Asian History (also HIST 1910) @ (HA-AS)]

Fall. 4 credits. T. Loos and S. Cochran.

For description, see HIST 1910. (GE)]

[ASIAN 1192 Introduction to World Music II: Asia (also MUSIC 1302) @ (CA-AS)]

Fall. 3 credits. Next offered 2009–2010.
M. Hatch.

For description, see MUSIC 1302. (GE)]

[ASIAN 2208 Introduction to Southeast Asia @ (CA-AS)]

Fall. 3 credits. L. Paterson.

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. (GE)

[ASIAN 2209 Script and Culture in East Asia (also ARTH 2801, HIST 2891) @ # (LA-AS)]

Fall. 3 credits. B. Rusk.

Introduction to the history and cultural role of writing systems, with a focus on the east of East Asia. Topics include myths and debates about writings origin, its religious and magical uses, its spread across linguistic, social and national boundaries, reform movements, calligraphy, and the esthetics of script. Covers the written word from its invention to its incorporation in contemporary art. No language background is required; all readings are in English. (GE)

[ASIAN 2211 Introduction to Japan: Japanese Texts in History @ # (HA-AS)]

Fall. 3 credits. J. M. Law.

This course surveys major disciplinary approaches in the social sciences and humanities to the study of Japan by focusing on different historical formulations of Japanese native and national identity: Japan the sacred nation, Japan the aesthetic, Japan the warrior nation, Japan the peaceful (victim) nation, Japan the industrious economic superpower and Japan the hyper-modern. We introduce Japanese performance traditions, read fiction, poetry and plays, see classical films and recent anime, and study historical cases relating to each of these formulations. (GE)

[ASIAN 2212 Introduction to China @ # (CA-AS)]

Spring. 3 credits. B. Rusk.

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. (GE)

[ASIAN 2215 Introduction to South Asia @ (HA-AS)]

Spring. 3 credits. A. Blackburn.

This is an interdisciplinary introduction to the cultures and histories of South Asia, with special attention to the intersections of religion, political authority, and the arts, as well as problems connected to gender and development. Students will look briefly at South Asian migration as well. Many sections of the course focus on questions of identity and belonging, looking at how people do, and have, expressed their relationship to places and social groups. This course is suitable for students not majoring in Asian Studies. Students with more specialized interests in Asia, and Asian Studies are also welcome. (GE)

[ASIAN 2218 Introduction to Korea @ (CA-AS)]

Fall. 3 credits. M. Shin.

Multidisciplinary introduction to Korean history, society, and culture. The first part of the course will examine sources of Korean tradition in their historical contexts. The second part, on the transition to a modern

society, will cover the mid–19th century to the Korean War. The last part will be devoted to contemporary society. (GE)

[ASIAN 2250 Introduction to Asian Religions (also RELST 2250) @ # (HA-AS)]

Fall. 3 credits. D. Boucher.

Explores religious traditions in South Asia (Pakistan, India, and Sri Lanka) and East Asia (China and Japan) including Hinduism, Buddhism (South Asian and East Asian), Sikhism, Confucianism, Daoism, and Shinto. Encounters a wide range of religious expressions as well, including myth, ritual, pilgrimage, mysticism, meditation, and other spiritual technologies. (GE)

Asia—Literature and Linguistics Courses

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

[ASIAN 2240 Japan's Literary Heritage: An Introduction in Translation (LA-AS)]

Spring. 3 credits. J. Kanemitsu.

In this course, students will meet some of the most memorable characters depicted in Japanese literature, from the eighth through 18th centuries. In addition to each work's historical and cultural contexts, we will consider its literary conventions and think about how genres have been defined. A survey of representative works in Japan's literary history, this course examines changing representations of idealized male and female protagonists as they pursue desire, conquest, and occasionally both. (LL)

[ASIAN 2241 China's Literary Heritage: An Introduction in Translation @ # (LA-AS)]

Spring. 3 credits. D. X. Warner.

This is a 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. Lectures and guided discussions explore the interrelation between the Chinese literary tradition and its history and culture. The goal is to help students toward informed and enjoyable reading of Chinese literature while gaining a deeper understanding of traditional China and its cultural heritage. (LL)

[ASIAN 2279 Chinese Mythology @ # (LA-AS)]

Summer. 3 credits. R. McNeal.

Students will study Chinese myths from the earliest times down to the late imperial era. Focus will be on understanding the form Chinese myths take, how they are related to religion, literature, historical accounts and intellectual trends. (LL)

[ASIAN 3373 20th-Century Chinese Literature @ (LA-AS)]

Fall. 4 credits. Next offered 2009–2010.
E. Gunn. (LL)]

[ASIAN 3374 Chinese Narrative Literature @ # (LA-AS)]

Spring. 4 credits. Next offered 2009–2010.
E. Gunn.

Selected works in classical Chinese fiction are read in translation. Major novels, such as *The Dream of the Red Chamber* and *Water Margin*, are emphasized. (LL)]

ASIAN 3379 Southeast Asian Literature in Translation @ (LA-AS)

Spring, 4 credits. L. Paterson.

An introduction to modern Southeast Asian literature in translation, concentrating on short stories and novels from the mainland. The course will explore the literature thematically with reference to such issues as modernization, decolonization, changing gender roles and relationships, and the urban-rural dichotomy. (LL)

ASIAN 3380 Vietnamese Literature in Translation (also ASIAN 6680) @ # (LA-AS)

Fall, 4 credits. L. Paterson.

This course is an introduction to Vietnamese literature in translation, concentrating on short stories and novels from the modern period. After reading some more traditional Vietnamese texts, we will examine some of the literary legacies of the Vietnam Wars, as well as themes such as the role of nationalism, changing gender roles and relationships, representations of the urban-rural divide and the effects of censorship. There is no knowledge of Vietnamese literature or the Vietnamese language assumed. (LL)

ASIAN 3387 Literature and Film of South Asia (also COML 3860, VISST 3870) @ (CA-AS)

Spring, 4 credits. A. Banerjee.

For description, see COML 3860. (LL)

[ASIAN 4411 History of the Japanese Language (also LING 4411, JAPAN 4410) @ # (HA-AS)

Fall, 4 credits. Next offered 2009-2010.

J. Whitman.

For description, see LING 4411. (LL)

[ASIAN 4412 Linguistic Structure of Japanese (also LING 4412) (KCM-AS)

Spring, 4 credits. Next offered 2009-2010.

J. Whitman.

For description, see LING 4412. (LL)

[ASIAN 4424 Scars and Bars: Asian Trauma Memoirs (also ASIAN 6627) @ (CA-AS)

Spring, 4 credits. Next offered 2009-2010.

L. Paterson. (LL)

[ASIAN 4430 Structure of Korean (also LING/KOREA 4430) (KCM-AS)

Spring, 4 credits. Next offered 2009-2010.

J. Whitman.

For description, see LING 4430. (LL)

[ASIAN 4437 Research Methods in Pre-Modern China (also ASIAN 6611) @ # (LA-AS)

Fall, 4 credits. Next offered 2010-2011.

B. Rusk. (LL)

[ASIAN 4481 Translation and Cultural Difference (also COML 4700) @ (KCM-AS)

Fall, 4 credits. Next offered 2009-2010.

N. Sakai.

The course will explore the broader conception of translation in terms of which to critically understand communication as the ideology of Capital. (LL.)

ASIAN 5505 Methodology of Asian Language Learning and Teaching

Spring, 2 credits. R. Sukle.

This is a course for anyone interested in the pedagogy of Asian languages; required for graduate students seeking appointment as teaching assistants and those seeking as continuing appointments as teaching

associates in the Department of Asian Studies for Chinese, Hindi and Urdu, Japanese, and Korean. The course presents theories of language teaching and learning, provides classroom observation and practice teaching, and outlines the basics of phonology, morphology, grammar, sociolinguistics, pragmatics, and discourse structure and other features of language use. (LL)

Asia—Religion Courses**[ASIAN 2201 Buddhist Felicities @ (CA-AS)**

Spring, 4 credits. Next offered 2009-2010.

A. Blackburn. (RL)

[ASIAN 2226 Society and Religion in China (also HIST 2261) @ # (HA-AS)

Fall, Next offered 2009-2010. T. J. Hinrichs.

(RL)

ASIAN 2277 Meditation in Indian Culture (also RELST 2277) @ # (CA-AS)

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 world views as suggested by doctrines, rituals, iconic forms, and literary texts. Grades are based on short papers. (RL)

[ASIAN 3306 Zen Buddhism @ # (KCM-AS)

Spring, 4 credits. Limited to 15 students.

Next offered 2009-2010. (RL)

ASIAN 3344 Introduction to Indian Philosophy # @ (KCM-AS)

Fall, 4 credits. L. McCrea.

This course will survey the rich and sophisticated tradition of Indian philosophical thought from its beginnings in the speculations of Upanishads, surveying debates between Hindus, Buddhists, Jains and materialistic philosophers about the existence and nature of God and of the human soul, the nature of knowledge, and the theory of language. (RL)

[ASIAN 3347 Tantric Traditions (also RELST 3349) @ # (CA-AS)

Fall, 4 credits. Next offered 2009-2010.

D. Gold. (RL)

[ASIAN 3348 Indian Devotional Poetry (also RELST 3347) @ # (LA-AS)

Spring, 4 credits. Next offered 2011-2012.

D. Gold. (RL)

ASIAN 3351 Indian Religious Worlds (also RELST 3351) @ (CA-AS)

Fall, 4 credits. D. Gold.

A study of religious traditions as lived today in the Indian subcontinent. Attention will be paid to differences in piety and practice within alternative environments. (RL)

[ASIAN 3354 Indian Buddhism (also ASIAN 6654, RELST 3354/6654) @ # (HA-AS)

Fall, 4 credits. Next offered 2009-2010.

D. Boucher. (RL)

[ASIAN 3355 Japanese Religions (also RELST 3355) @ (CA-AS)

Spring, 4 credits. Next offered 2009-2010.

J. M. Law. (RL)

[ASIAN 3359 Japanese Buddhism: Texts in Context (also RELST 3359) @ # (HA-AS)

Spring, 4 credits. Next offered 2009-2010.

J. M. Law. (RL)

[ASIAN 4421 Religious Reflections on the Human Body (also RELST 4421) (KCM-AS)

Fall, 4 credits. Prerequisites: one religious

studies course or permission of instructor.

Next offered 2009-2010. J. M. Law. (RL)

ASIAN 4438 Monks, Texts, and Relics: Transnational Buddhism in Asia (also ASIAN 6638, RELST 4438/6638) (CA-AS)

Spring, 4 credits. Prerequisites: one

3000-level or above course in ASIAN or

RELST or permission of instructor.

A. Blackburn.

This course examines the ways in which South and Southeast Asian Buddhist communities were formed through the import-export of monks, texts, and relics, as part of a trade in "orthodoxy," symbolic capital, and magical power. (RL)

[ASIAN 4441 Mahayana Buddhism (also RELST 4441) @ # (CA-AS)

Spring, 4 credits. Next offered 2009-2010.

D. Boucher. (RL)

ASIAN 4444 Ritual Puppetry and Japan I (also RELST 4444) @ # (CA-AS)

Spring, 4 credits. J. M. Law.

This course surveys major traditions of ritual puppetry, including the uses of puppets and effigies in appeasement rites developed at the Usa shrine and spread throughout the Inland Sea from the seventh century, the use of hitogata as human substitutes, shamanistic uses of puppets in the Tohoku region of Japan by blind shamanesses, use of infant body substitutes, and practice of epidemic spirit appeasement using puppets. This course will focus on discerning patterns of ritual decisions to use human body substitutes, puppet or effigy, to broaden our understanding of the ritual and theatrical power of puppets. Students will be asked to pursue a research topic and write short responses to cases and readings. (RL)

[ASIAN 4449 History and Methods of the Academic Study of Religion (also RELST 4449) # (KCM-AS)

Spring, 4 credits. Prerequisite: one course

satisfying religious studies major. Next

offered 2009-2010. D. Boucher.

Provides advanced students in religious studies or the humanities familiarity with important methodological issues in the academic study of religion. (RL)

ASIAN 4460 Indian Meditation Texts (also RELST 4460) @ # (KCM-AS)

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. (RL)

[ASIAN 4489 Religion and Sustainability: Traditionalist Discourses in the 21st Century (also RELST 4489) (CA-AS)

Fall, 4 credits. Prerequisite: permission of

instructor. Next offered 2009-2010.

J. M. Law. (RL)

[ASIAN 4513 Religion and Politics in Southeast Asia (also ANTHR 4413) @ (CA-AS)

Spring. 4 credits. Next offered 2008–2009.
A. Willford.

For description, see ANTHR 4513. (RL)

Asia—Society and Culture Courses

[ASIAN 2206 The Occidental Tourist: Travel Writing and Orientalism in Southeast Asia (also ASIAN 5507, HIST 2070/5070) @ (CA-AS)

Fall. 4 credits. Next offered 2009–2010.
T. Loos. (SC)

ASIAN 2210 Pop Culture in China (also HIST 2210) @ (HA-AS)

Spring. 4 credits. T. J. Hinrichs.

For description, see HIST 2210. (SC)

[ASIAN 2219 Women and Gender in South Asia (also FGSS/HIST 2190) @ (HA-AS)

Fall. 4 credits. Next offered 2010–2011.
D. Ghosh. (SC)

ASIAN 2225 Literature, Politics, and Genocide in Cambodia (also ASIAN 4422) @ (CA-AS)

Summer. 3 credits. G. Chigas.

This course will examine various literary, historical, and political responses to the Cambodian genocide, particularly literary testimony by survivors and governmental efforts to bring the perpetrators to justice. The course considers the limited effectiveness of these responses for addressing the causes and effects of genocide despite the vow of “never again.” To pursue these questions, students will read selections from novels and poetry written by Cambodian survivors, along with historical accounts of the genocide and analysis attempts by the Cambodian government and the international community to bring the perpetrators to justice. (SC)

[ASIAN 2228 Indian Ocean World (also HIST 2280) @ # (HA-AS)

Spring. 4 credits. Next offered 2010–2011.
Limited to 15 students. E. Tagliacozzo.
(SC)

ASIAN 2245 Gamelan in Indonesian History and Cultures (also MUSIC 1341, VISST 2744) @ (LA-AS)

Fall or spring. 3 credits. Prerequisite: permission of instructor. M. Hatch and staff.

For description, see MUSIC 1341. (SC)

[ASIAN 2257 China Encounters the World (also CAPS 2570, HIST 2571) @ (HA-AS)

Fall. 3 credits. Next offered 2009–2010.
J. Chen. (SC)

[ASIAN 2275 History of Modern South Asia (also HIST 2750) @ # (HA-AS)

Fall. 4 credits. Next offered 2009–2010.
D. Ghosh. (SC)

ASIAN 2290 East Asian Martial Arts (also HIST 2960) @ (HA-AS)

Fall. 4 credits. T. J. Hinrichs.

For description, see HIST 2960. (SC)

[ASIAN 2294 History of China in Modern Times (also HIST 2940) @ (HA-AS)

Fall. 4 credits. Next offered 2009–2010.
S. Cochran. (SC)

ASIAN 2296 From Slow Boats to CEOs?: The Chinese of Southeast Asia @ (CA-AS)

Spring. 4 credits. L. Paterson.

From a Thai king’s pamphlet on the “Jews of the East,” to the 1998 anti-Chinese riots in Indonesia, the ethnic Chinese of Southeast Asia have long been positioned as a privileged and wealthy elite who wield disproportionate power and influence. But what lies behind these stereotypes? Beginning with the history of Chinese migration to Southeast Asia, this interdisciplinary course will examine the changing relationship between China and its Southeast Asian sojourners, as well as Chinese cultural and social impact in the region. Through a series of case studies, the course will interrogate issues of how Chinese ethnicity is constructed within this transnational Chinese Diaspora, and how it impacts contemporary issues in Southeast Asia. (SC)

ASIAN 2298 The U.S.–Vietnam War (also HIST 2890) @ (HA-AS)

Fall. 4 credits. F. Logevall.

This course will examine events relating to the struggle for Vietnam, 1945–1975, with particular attention to the period of heavy U.S. involvement. Readings will include historical narratives, memoirs, and literature. Occasional films will be screened. (SC)

ASIAN 3301 Schools of Thought—Ancient China @ # (HA-AS)

Spring. 4 credits. R. McNeal.

This class is a critical, in-depth introduction to the intellectual history of ancient China. Students will read translations from early Confucian, Legalist, Mohist, and Daoist texts, as well as lesser-known works from, e.g., the Yin–Yang school. In addition to primary sources, students will read a number of secondary articles on intellectual and textual history of the classical period. Our main objectives are: an overview of the traditional understanding of the major schools and thinkers, based on careful reading and in-class discussions of the texts; and, beyond this, calling the very concept of “schools of thought in ancient China” into question, looking at recent critical scholarship on the period and examining archaeologically discovered materials that bear on this issue. (SC)

[ASIAN 3302 Art of War in Ancient China @ # (HA-AS)

Fall. 4 credits. Next offered 2009–2010.
R. McNeal. (SC)

ASIAN 3305 Seminar on American Relations with China (also CAPS 3000, HIST 3391) (HA-AS)

Fall. 4 credits. Taught in Washington, D.C.
R. Bush.

For description, see CAPS 3000. (SC)

[ASIAN 3312 Intellectuals in Early Modern Korea @ # (HA-AS)

Spring. 4 credits. Prerequisite: one course on modern Japan or Korea. Next offered 2009–2010. M. Shin. (SC)

ASIAN 3315 Banaras: Sacred Geography @ (CA-AS)

Winter. 3 credits. Course taught in Banaras, India. D. Gold and R. Gupta

An interdisciplinary exploration of the notion “Sacred Geography” in India’s oldest continually occupied urban settlement. Students will be totally immersed in the history, culture, architecture, and traditional and performing arts of Banaras and will reflect

on the notion of the city as metaphor, specifically the self-conscious representation of a city as embodiment of cosmos. (SC)

[ASIAN 3328 Construction of Modern Japan (also HIST 3280) @ # (HA-AS)

Spring. 4 credits. Next offered 2010–2011.
J. V. Koschmann. (SC)

[ASIAN 3335 Japan from War to Prosperity (also HIST 3300) @ (HA-AS)

Fall. 3 credits. Next offered 2009–2010.
V. Koschmann. (SC)

[ASIAN 3361 Bakumatsu–ISHIN: Conflicts and Transformation in Early Modern Japan, 1700–1890 (also HIST 3611) @ (HA-AS)

Fall. 4 credits. Next offered 2009–2010.
K. Hirano.

For description, see HIST 3611. (SC)

ASIAN 3381 Introduction to the Arts of Japan (also ARTH 3820) @ # (LA-AS)

Fall. 4 credits. A. Pan

For description, see ARTH 3820. (SC)

ASIAN 3382 Art of South Asia, 1500–Present @ # (also ARTH 3611) (KCM-AS)

Spring. 4 credits. I. Dadi

For description, see ARTH 3611 (SC).

[ASIAN 3385 History of Vietnam (also ASIAN 6685, HIST 3880/6880) @ # (HA-AS)

Fall. 4 credits. Meets concurrently with ASIAN 6685. Graduate students may enroll and attend a seminar sec. Next offered 2009–2010. K. Taylor.

Survey of Vietnamese history and culture from earliest times to the present. (SC)

[ASIAN 3386 Southeast Asia through Film @ (CA-AS)

Spring. 4 credits. Next offered 2009–2010.
L. Paterson. (SC)

[ASIAN 3388 Theorizing Gender and Race in Asian Histories and Literatures (also ASIAN 6688, COML 3980/6680, FGSS 3580) @ (CA-AS)

Spring. 4 credits. Next offered 2009–2010.
N. Sakai. (SC)

[ASIAN 3391 Martial Arts and Society and Religion (also HIST 3191) @ (HA-AS)

Fall. 4 credits. Next offered 2009–2010.
T. J. Hinrichs. (SC)

ASIAN 3394 The House and the World: Architecture of Asia (also ARTH 3855/VISST 3655) @ # (HA-AS)

Spring. 4 credits. K. McGowan.

For description, see ARTH 3855. (SC)

ASIAN 3396 Southeast Asian History from the 18th Century (also HIST 3960/6960) @ (HA-AS)

Spring. 4 credits. T. Loos and E. Tagliacozzo.

For description, see HIST 3960. (SC)

[ASIAN 3397 Premodern Southeast Asia (also ASIAN 6697, HIST 3950/6950) @ # (HA-AS)

Fall. 4 credits. Next offered 2009–2010.
E. Tagliacozzo.

For description, see HIST 3950. (SC)

ASIAN 4408 The Korean War

Spring. 4 credits. Staff.
The Korean War was both the defining event of modern Korean history and a formative moment in the development of the Cold War. This course will examine the internal origins of the war, the U.S. and Soviet occupations of southern and northern Korea from 1945-1948, the development of Cold War policies, and the conduct of the war itself. We will also cover cinematic and literary depictions of the war in South Korea. The objective is to give students a better understanding of the war as both a civil and an international conflict whose outcome solidified a division that has outlasted the Cold War and persists to this day. (SC)

[ASIAN 4409 Archipelago: The Worlds of Indonesia (also ASIAN 6617, HIST 4100/6100) @ (HA-AS)

Spring. 4 credits. Next offered 2008-2009.
E. Tagliacozzo. (SC)

[ASIAN 4410 Chinese Film @ (LA-AS)

Spring. 4 credits. Next offered 2009-2010.
E. Gunn. (SC)

[ASIAN 4416 Gender and Sexuality in Southeast Asian History (also ASIAN 6618, FGSS 4160, HIST 4160/6160) @ (CA-AS)

Fall. 4 credits. Next offered 2009-2010.
T. Loos. (SC)

ASIAN 4422 Literature, Politics, and Genocide in Cambodia (also ASIAN 2225) @ (CA-AS)

Summer. 3 credits. G. Chigas.
For description, see ASIAN 2225. (SC)

ASIAN 4426 Hist/Mem of Asia-Pacific War (also HIST 4070) @ (HA-AS)

Spring. 4 credits. V. Koschmann.
For description, see HIST 4070. (SC)

ASIAN 4428 Formation of the Field (also HIST 4428) @ (HA-AS)

Fall. 4 credits. N. Sakai.
This course will provide both historical introduction to and critical analysis of the constitution of Japanese Studies as a "field" of postwar academic inquiry. While reading texts particularly influential in the early and contemporary formation of the field, we will consider such questions as the domestic and international contexts in which Japanese Studies has been institutionalized and maintained, and the relationship between "Japan" as an object of area studies discourse and "Japan" as represented in American journalism, popular culture, and politics. The course will examine historical origins of area studies and various critiques conducted about area studies as a model of academic discipline. Possibilities for cross-disciplinary research (along lines recently undertaken in fields such as feminist criticism and cultural studies) will also be explored. (SC)

ASIAN 4436 Topics in Indian Film @ (LA-AS)

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. (SC)

ASIAN 4462 Religion, Colonialism, and Nationalism in South and Southeast Asia (also ASIAN 6662, RELST 4462) (CA-AS)

Fall. 4 credits. Prerequisites: one course in ANTHR, ASIAN, HIST, RELST at 3000 level or above or permission of instructor.
A. Blackburn.

Taught as a seminar, the course engages recent theoretical literature on the relations between religion, colonialism and nation formation. This theoretical literature is read in conjunction with historical and ethnographic materials from South and Southeast Asian contexts, which allow us to explore the intellectual promise and limitations of the theoretical work in question. (SC)

ASIAN 4465 Partitioned Postmodernity and Anomalous Colonies in East Asia (also COML 4430)

Fall. 4 credits. P. Liu.
For description, see COML 4430. (SC)

[ASIAN 4468 Arendt, Morisaki, Weil (also ASIAN 6668, COML 4380/6240) (KCM-AS)

Fall. 4 credits. Limited to 20 students. Next offered 2009-2010. B. deBary. (SC)

ASIAN 4469 History of Medicine and Healing in China (also ASIAN 6692, BSOC/HIST/STS 4961, HIST 6961) @ # (HA-AS)

Spring. 4 credits. T. J. Hinrichs.
For description, see HIST 4961. (SC)

ASIAN 4493 Problems in Modern Chinese History (also ASIAN 6693, HIST 4930/6930) @ (HA-AS)

Fall. 4 credits. Prerequisite: ASIAN 2294/HIST 2940 or permission of instructor.
S. Cochran.
For description, see HIST 4930. (SC)

[ASIAN 4494 India: Nation and Narration, History and Literature (also HIST 4921) @ (CA-AS)

Spring. 4 credits. Next offered 2011-2012.
D. Ghosh and A. Banerjee.
For description, see HIST 4921. (SC)

[ASIAN 4499 Problems in Modern Chinese History (also HIST 4990/6940) @ (HA-AS)

Spring. 4 credits. Prerequisite: permission of instructor. Next offered 2009-2010.
S. Cochran. (SC)

[ASIAN 5507 The Occidental Tourist (also ASIAN 2206, HIST 2070/5070)

Fall. 4 credits. Next offered 2009-2010.
T. Loos. (SC)

ASIAN 5581 Dancing the Stone: Body, Memory and Architecture (also ARTH 5850, THETR 5800, VISST 4280)

Spring. 4 credits. K. McGowan.
For description, see ARTH 5850. (SC)

ASIAN 5599 East Asian Colloquium (also HIST 6020)

Fall and spring. 2 credits. Graduate students only. K. Hirano.
For description, see HIST 6020. (SC)

Asia—Graduate Seminars

For complete descriptions of courses numbered 6000 or above, see www.lrc.cornell.edu/asian.

ASIAN 6602 Southeast Asia Seminar

Spring. 4 credits. Staff. (SC)

ASIAN 6603 Southeast Asia Field Seminar

Spring. 4 credits. Staff. (SC)

[ASIAN 6604 Southeast Asia Topical Seminar

Spring. 3-4 credits. Next offered 2009-2010. Staff. (SC)]

[ASIAN 6611 Research Methods in Pre-Modern China (also ASIAN 4437)

Fall. 4 credits. Next offered 2010-2011
B. Rusk.
For description, see ASIAN 4437. (LL)]

ASIAN 6612 Japanese Bibliography and Methodology

Fall. 1 credit. Requirement for honors students and M.A. candidates. Prerequisite: permission of instructor. D. McKee. (LL)

[ASIAN 6613 South East Asian Bibliography and Methodology

Fall. 1 credit. Recommended: reading knowledge of at least one SE Asian language or other Asian language and and a major European language. Next offered 2009-2010. G. Green. (LL)]

[ASIAN 6615 Histories of Tokugawa Japan (also HIST 6150)

Fall. 4 credits. Next offered 2009-2010.
K. Hirano.
For description, see HIST 6150. (SC)]

[ASIAN 6617 Archipelago: The Worlds of Indonesia (also, ASIAN 4409, HIST 4100/6617)

Spring. 4 credits. Next offered 2009-2010.
E. Tagliacozzo. (SC)]

[ASIAN 6618 Gender and Sexuality in Southeast Asian History (also ASIAN 4416, HIST 4160/6160)

Fall. 4 credits. Prerequisite: graduate standing. Next offered 2009-2010. T. Loos.
For description, see HIST 4160. (SC)]

[ASIAN 6619 Graduate Seminar: Translation in Theory (also COML 6160, VISST 6619)

Spring. 4 credits. Next offered 2009-2010.
B. de Bary.
Because it entails a necessary exposure to a diffrand—the excess of signification in language—translation has become, for some philosophers, an exemplary ethical practice. The course will take up texts by Benjamin, Derrida, Deleuze, Sherry Simon, Tawada Yoko, and others. (LL)]

[ASIAN 6626 The 18th Century and the Emergence of Literary Modernity (also COML 6380)

Spring. 4 credits. Next offered 2009-2010.
N. Sakai.]

[ASIAN 6627 Scars and Bars: Asian Trauma Memoirs (also ASIAN 4424)

Spring. 4 credits. Next offered 2009-2010.
L. Paterson. (LL)]

ASIAN 6629 Contemporary Studies of Japan

Fall. 4 credits. N. Sakai.
This course will help graduate students meet new demands of contemporary East Asian studies. Emphasis will be on students' ability to express themselves and engage in their interlocutors' debates. While reading texts particularly influential in the early and contemporary formation of the field and its critique, we will consider such questions as,

what is academically and intellectually shared between American and East Asian intellectuals in the fields of humanities; how area studies specialists can engage in transnational problematics; and what is the relationship between “Japan” as an object of area studies discourse and “America” as represented in Japanese journalism, popular culture, and politics. This course will encourage students to discuss not area related topics but reflectively their own theoretical concerns in the Japanese language. (SC)

[ASIAN 6634 Buddhist Studies Seminar]
Spring. 4 credits. Prepares graduate students studying Asian religions for A examination; other graduate students may enroll with permission of instructor. Next offered 2009–2010. A. Blackburn. (RL)]

ASIAN 6638 Monks, Texts, and Relics: Transnational Buddhism in Asia (also ASIAN 4438, RELST 4438/6638)
Spring. 4 credits. Prerequisites: one 3000-level or above course in ASIAN or RELST or permission of instructor. A. Blackburn.
For description, see ASIAN 4438. (RL)

[ASIAN 6650 Seminar in Asian Religions (also RELST 6650)]
Fall. 4 credits. Limited to 10 students. Prerequisite: graduate standing. Recommended: reading knowledge of modern Japanese. Next offered 2009–2010. Staff.]

ASIAN 6653 Buddhist Narrative Literature (also RELST 6653)
Fall. 4 credits. Prerequisite: two years of Sanskrit OR one year of literary Chinese. D. Boucher
This seminar will focus on close readings of Buddhist narrative literature, particularly jataka and avadana tales preserved in Sanskrit and Chinese. The plan for the seminar is as follows: students who read Sanskrit will meet during the first hour; students who read Chinese will meet during the third hour. Both groups of students will meet during the second hour to discuss issues related to genre, including notions of gifting, discourses on gender, and representations of the body in this literature. (RL)

[ASIAN 6654 Indian Buddhism (also ASIAN 3354, RELST 3354/6654)]
Spring. 4 credits. Graduate students attend ASIAN 3354 and arrange additional meetings with instructor. Next offered 2009–2010. D. Boucher. (RL)]

[ASIAN 6659 Seminar in Vedic Philology (also CLASS 7690, LING 6659) (KCM-AS)]
Fall. 4 credits. Next offered 2009–2010. M. Weiss.
For description, see LING 6659. (LL)]

ASIAN 6662 Religion, Colonialism, and Nationalism in South and Southeast Asia (also ASIAN/RELST 4462)
Fall. 4 credits. Prerequisites: one course in ANTHR, ASIAN, HIST, RELST at 3000 level or above or permission of instructor. A. Blackburn.
For description, see ASIAN 4462. (RL)

[ASIAN 6668 Arendt, Morisaki, Weil (also ASIAN 4468, COML 4380/6240)]
Fall. 4 credits. Next offered 2009–2010. B. deBary. (SC)]

[ASIAN 6671 Paleoanthropology of South Asia (also ANTHR 6371, BIOEE 6710)]
Fall. 3 credits. Limited to 15 students. Next offered 2009–2010. K. A. R. Kennedy.]

[ASIAN 6676 Southeast Asia Reading Seminar: The Early Thai Novels]
Fall. 4 credits. Next offered 2009–2010. T. Chaloehtiarana. (LL)]

ASIAN 6680 Vietnamese Literature in Translation (also ASIAN 3380)
Fall. 4 credits. L. Paterson.
For description, see ASIAN 3380. (LL)

[ASIAN 6681 Intellectual History of Empire (also HIST 6810) (HA-AS)]
Spring. 4 credits. Next offered 2009–2010. J. V. Koschmann and N. Sakai.
For description, see HIST 6810. (SC)]

[ASIAN 6685 History of Vietnam (also ASIAN 3385, HIST 3880/6880)]
Fall. 4 credits. Next offered 2009–2010. K. Taylor.
For description, see ASIAN 3385. (SC)]

[ASIAN 6688 Theorizing Gender and Race in Asian Histories and Literature (also ASIAN 3388, 3580/6580, HIST 3880/6880)]
Spring. 4 credits. Prerequisite: reading knowledge of Japanese. Next offered 2009–2010. N. Sakai. (SC)]

ASIAN 6692 Medicine and Healing in China (also ASIAN 4469, BSOC/HIST/STS 4961, HIST 6961)
Spring. 4 credits. T. J. Hinrichs.
For description, see HIST 4961. (SC)

ASIAN 6693 Problems in Modern Chinese History (also ASIAN 4493, HIST 4930/6930)
Fall. 4 credits. S. Cochran.
For description, see HIST 4930. (SC)

[ASIAN 6694 Problems in Modern Chinese History (also ASIAN 4499, HIST 4990/6940)]
Spring. 4 credits. Next offered 2009–2010. S. Cochran. (SC)]

ASIAN 6696 Modern Southeast Asia: Graduate Proseminar (also HIST 3960/6960)
Spring. 4 credits. T. Loos.
For description, see HIST 3960. (SC)

[ASIAN 6697 Premodern Southeast Asia (also ASIAN 3397, HIST 3950/6950)]
Fall. 4 credits. Next offered 2009–2010. E. Tagliacozzo.
For description, see HIST 3950. (SC)]

[ASIAN 6698 Seminar in Japanese Thought (also HIST 6980)]
Fall. 4 credits. Limited to 15 graduate students. Prerequisite: reading knowledge of Japanese. Next offered 2010–2011. V. Koschmann. (SC)]

ASIAN 7701–7702 Seminar in East Asian Literature
7701, fall; 7702, spring. 1–4 credits. Staff.

ASIAN 7703–7704 Directed Research
7703, fall or spring; 7704, fall or spring. 1–4 credits. Staff.

[ASIAN 7708 Academic Study of Religion]
Fall. 4 credits. Prerequisite: graduate standing and permission of instructor. Letter grades only. Next offered 2009–2010. J. M. Law.

This course is limited to graduate students with a strong interest in the academic study of religion. (RL)

ASIAN 8899 Master's Thesis Research
Fall, spring. 2–4 credits. Staff.

ASIAN 9999 Doctoral Dissertation Research
Fall, spring. 2–4 credits. Staff.

Asia—Honors and Supervised Reading Courses

ASIAN 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 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 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 1121–1122 Elementary Bengali
1121, fall; 1122, spring. 4 credits each semester. Prerequisite: for BENGL 1122, BENGL 1121 or examination. Letter grades only. S. Mukherjee.

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. An interactive videoconference course.

BENGL 2201–2202 Intermediate Reading and Conversation @
2201, fall; 2202, spring. 4 credits each semester. *BENGL 2201 satisfies Option 1.* Prerequisites: for BENGL 2201, BENGL 1122 or examination; for BENGL 2202, BENGL 2201 or examination. Letter grades only. S. Mukherjee.

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 2203–2204 Intermediate Bengali Composition and Conversation
2203, fall; 2204, spring. 2 credits each semester. Prerequisites: for BENGL 2203, BENGL 2202 or examination; for BENGL 2204, BENGL 2203 or examination. Letter grades only. S. Mukherjee.

Complements the verbal skills developed in BENGL 2201–2202 by improving writing skills.

BENGL 3303-3304 Bengali Literature I, II @

3303, fall; 3304, spring. 4 credits each semester. Prerequisites: BENGL 2203-2204 or equivalent. *BENGL 3303 satisfies Option 1.* Letter grades only. S. Mukherjee.

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.

BENGL 4431-4432 Directed Study

4431, fall; 4432, spring. 1-4 credits, variable. Prerequisite: permission of instructor. Letter grades only. S. Mukherjee. Intended for advanced language study.

Burmese

Note: Contact S. Tun in 405 Morrill Hall before classes begin for placement or other testing and organizational information.

BURM 1121-1122 Elementary Burmese

1121, fall; 1122, spring. 4 credits each semester. Prerequisites: for BURM 1122, BURM 1121. Letter grades only. S. Tun. A thorough grounding is given in all language skills: listening, speaking, reading, and writing.

BURM 2201-2202 Intermediate Burmese Reading @

2201, fall or spring; 2202, fall or spring. 3 credits each semester. *BURM 2201 satisfies Option 1.* Prerequisites: for BURM 2201, BURM 1122 or 1123; for BURM 2202, BURM 2201. Letter grades only. S. Tun. Continuing instruction in Burmese. For consolidating and extending skills acquired at the elementary level in both spoken and written Burmese, and for strengthening the understanding of literary Burmese.

BURM 2203-2204 Intermediate Burmese I and II @

2203, fall or spring; 2204, fall or spring. 3 credits each semester. *BURM 2203 satisfies Option 1.* Prerequisites: for BURM 2203, BURM 2202; for BURM 2204, BURM 2203 or by examination. Letter grades only. S. Tun. Continuing instruction in Burmese at the higher intermediate level with a focus on improving oral expression, reading and interpretation of written texts, and further development of listening skills using language learning materials based on authentic audio-video clips.

BURM 3301-3302 Advanced Burmese @

3301, fall or spring; 3302, fall or spring. 3 credits each semester. Prerequisites: for BURM 3301, BURM 2202 or permission of instructor; for BURM 3302, BURM 3301. *BURM 3301 satisfies Option 1.* Letter grades only. S. Tun.

For further development of listening skills in Burmese with emphasis on enriching vocabulary, strengthening grammatical competence, and understanding various genres and styles of written Burmese, such as articles on current events, anecdotes, short stories, etc.

BURM 4431-4432 Directed Study

4431, fall; 4432, spring. 1-4 credits variable. Prerequisite: permission of instructor. Letter grades only. S. Tun. Intended for advanced language study.

Cambodian

See "Khmer."

Chinese

Note: Testing for placement, including 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 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 1101-1102 Beginning Mandarin I and II

1101, fall; 1102, spring. 6 credits each semester. Limited to 10-12 students per sec. Prerequisite: for CHIN 1102, CHIN 1101 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 only. S. Divo 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 1109-1110. Students who read Chinese, but who speak "dialects," such as Cantonese or Amoy, should enroll in CHIN 2215.

CHIN 1109-1110 Beginning Chinese Reading and Writing for Students of Chinese Heritage I and II

1109, fall; 1110, spring. 4 credits each semester. Students who complete CHIN 1110 normally continue with CHIN 2209 and 2210. Because of high demand, students missing first two meetings without university excuse are dropped so others may register. Letter grades only. Y. Lee-Mehta and staff.

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 1111-1112 Elementary Cantonese I and II

1111, fall; 1112, spring. 4 credits each semester. Prerequisite: for CHIN 1111, none; for CHIN 1112, CHIN 1111 or equivalent. Students with Mandarin background should consult with instructor for enrollment. Letter grades only. H. Huang.

CHIN 1111 is for beginners with no or very limited Chinese/Cantonese language background from heritage or previous formal training. CHIN 1111/1112 gives basic training in oral/aural Cantonese spoken and used in Guangzhou and Hong Kong. CHIN 1112 gives some basic training in reading Cantonese characters besides the training in oral/aural Cantonese. For more details, see lrc.cornell.edu/asian/courses/ch/chin111.

CHIN 2201-2202 Intermediate Mandarin I and II @

2201, fall or summer; 2202, spring or summer. 4 credits each semester. *CHIN 2201 satisfies Option 1.* Prerequisites: for CHIN 2201, CHIN 1102 with grade of C+ or above or equivalent; for CHIN 2202, CHIN 2201 or equivalent. Letter grades only. 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 2209-2210 Intermediate Chinese Reading and Writing for Students of Chinese Heritage I and II @

2209, fall; 2210, spring. 4 credits each semester. *CHIN 2209 satisfies Option 1.* Prerequisites: for CHIN 2209, CHIN 1110 or equivalent; CHIN 2210, CHIN 2209. Letter grades only. 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 2211-2212 Intermediate Cantonese I and II @

2211, fall; 2212, spring. 4 credits each semester. *CHIN 2211 satisfies Option 1.* Prerequisites: for 2211, permission of instructor or completion of CHIN 1112 or elementary conversational skills in Cantonese from heritage but very limited formal training in Cantonese character reading and writing; for 2212, CHIN 2211 or equivalent. Mandarin speakers should consult with instructor for enrollment. Letter grades only. H. Huang.

Gives comprehensive training in oral and written Cantonese at a higher level than CHIN 1111-1112. Oral training covers conversational Cantonese expression on daily life topics with more vocabulary and more sophisticated sentence structures. Written training includes reading aloud and writing Cantonese characters as well as simple composition writing skills in Cantonese characters. For more details, see lrc.cornell.edu/asian/courses/ch/chin211.

CHIN 2213-2214 High Intermediate Cantonese I and II @

2213, fall; 2214, spring. 4 credits each semester. *CHIN 2213 satisfies Option 1.* Prerequisite: for 2213, basic oral/aural and written skill in Cantonese and intention to continue the learning of Cantonese both oral and written, or completion of CHIN 2212; Prerequisite for 2214: 2213 or equivalent. Letter grades only. H. Huang. CHIN 2213: A course primarily for students who have acquired basic oral/aural skill in Cantonese and have the interest to continue learning speaking Cantonese and reading and writing Cantonese characters; CHIN 2214: A course primarily for students who have the interest to raise their oral and written Cantonese to a higher level. Enlarges the range of training in Cantonese reading and writing to essay and research writing in Cantonese characters.

CHIN 2215 Mandarin for Cantonese Speakers @

Fall. 4 credits. *Satisfies Option 1.* Limited to 15 students. Prerequisite: advanced Cantonese with native-like reading and writing ability. Letter grades only. Staff. Works on standard Chinese pronunciation and differences in vocabulary and grammar between Cantonese and Mandarin.

CHIN 3301-3302 High Intermediate Mandarin I and II @

3301, fall; 3302, spring. 4 credits each semester. *CHIN 3301 satisfies Option 1.* Prerequisites: for CHIN 3301, CHIN 2202 or equivalent; for CHIN 3302, CHIN 3301. Letter grades only. Y. Lee-Mehta.

Continuing instruction in spoken Chinese and in various genres and styles of written Chinese.

[CHIN 3306 Readings in Chinese History, Culture and Society (also CAPS 3060) @

Spring. 4 credits. Next offered 2009–2010. Z. Chen.

Designed for CAPS majors to enhance Chinese proficiency while preparing them for studying in a Chinese-language setting.]

[CHIN 3309/3310 Business Chinese in Cultural Context (also CHIN 5509/5510) @

Fall, spring. 4 credits each semester. *CHIN 309 satisfies Option 1.* Prerequisite: permission of instructor only. Letter grades only. Next offered 2009–2010. Z. Chen.

A two-semester sequence for those who have studied Mandarin to the advanced level (or equivalent). Aims to enhance students' language skills in the business context and to promote understanding of the macro and micro business environment and culture in China.]

CHIN 3341 High Intermediate Mandarin: CAPS in D.C. @

Fall. 4 credits. Letter grades only. Staff. For description, see CHIN 3301.

CHIN 4411-4412 Advanced Mandarin I and II @

4411, fall; 4412, spring. 4 credits each semester. *CHIN 4411 satisfies Option 1.* Prerequisites: for CHIN 4411, CHIN 3302 or equivalent; for CHIN 4412, CHIN 4411 and permission of instructor. Letter grades only. Q. Teng.

Reading, discussion, and composition at advanced levels.

CHIN 4425 Special Topics (also CHIN 6625) @

Spring. 4 credits. Prerequisite: permission of instructor. Letter grades only. Staff.

[CHIN 4426 Historical Documents on Modern China (also CHIN 6626, HIST 4650/6650) @

Fall. 4 credits. Prerequisite: permission of instructor. Next offered 2009–2010. Z. Chen. This course is designed to help graduate students and qualified undergraduates to conduct research on topics on modern Chinese history. To qualify to take the course, a student should have studied Chinese for at least three years.]

CHIN 4427-4428 High Advanced Mandarin I and II @

4427, fall; 4428, spring. *CHIN 4427 satisfies Option 1.* 4 credits each semester. Prerequisite: for CHIN 4427, CHIN 2210 or CHIN 4412 or equivalent; for CHIN 4428, CHIN 4427 or permission of instructor. Letter grades only. W. Shao.

The focus of the course is on formal Chinese, and the main aim of this course is to help students achieve an advanced level of Chinese performance, so they may combine Chinese with their work in their majors.

CHIN 4431-4432 Directed Study

4431, fall; 4432, spring. 1–4 credits, variable. Prerequisite: permission of instructor. Staff.

Intended for advanced language study.

CHIN 4441 Advanced Mandarin: CAPS in D.C. @

Fall. 4 credits. Letter grades only. Staff. For description, see CHIN 4411.

CHIN 4445 Directed Study: CAPS in D.C.

Fall. 1–4 credits. Letter grades only. Staff. For description, see CHIN 4431–4432.

CHIN 4451 Advanced Mandarin: CAPS in Beijing @

Fall. 4 credits. Letter grades only. Staff. For description, see CHIN 4411.

CHIN 4455 Directed Study: CAPS in Beijing

Fall. 1–4 credits. Letter grades only. Staff. For description, see CHIN 4431–4432.

CHIN 4457 High Advanced Mandarin: CAPS in Beijing @

Fall. 3 credits. *CHIN 4457 satisfies Option 1.* Letter grades only. Staff. For description, see CHIN 4427.

[CHIN 5509-5510 Business Chinese in Cultural Context (also CHIN 3309-3310)

Fall, spring. 4 credits each semester. Next offered 2009–2010. Letter grades only. Z. Chen.

For description, see CHIN 3309–3310.]

[CHIN 6625 Special Topics (also CHIN 4425)

Fall. 4 credits. Prerequisite: permission of instructor. Letter grades only. Next offered 2009–2010. Staff.]

[CHIN 6626 Historical Documents on Modern China (also CHIN 4426, HIST 4650/6650)

Fall. 4 credits. Prerequisite: permission of instructor. Next offered 2009–2010. Z. Chen.

For description, see CHIN 4426.]

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 lrc.cornell.edu/falcon

FALCON is designed to help students develop “copability” in Mandarin 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 CHIN 1159 or 1160 (summer), 2260 (fall), and 3360 (spring). Students typically take the entire sequence, but they may take any portion of the program if they have the necessary background as determined by a placement interview. 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. For more information and application forms, please contact the FALCON program office. Some students do choose to apply only to the summer portion. The spring semester of the Chinese program will be offered in Beijing

at the School of International Studies at Peking 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 and English. In the spring semester, all four classes are conducted entirely in Chinese. In the summer and fall, students are also required to spend at least 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. The demands of this 16-credit program do not normally permit students to take other courses simultaneously.

Students must formally apply to the program. To guarantee course availability and scholarship eligibility, 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 lrc.cornell.edu/falcon/apply.

CHIN 1159 Summer Intensive Chinese (FALCON)

Summer only. 1–7 credits. Prerequisite: some previous language study in Chinese; permission of program director. S. Divo and staff.

This course is for students with significant prior background in Chinese who take CHIN 1160 for fewer than 8 credits. Formal application and a placement interview are required.

CHIN 1160 Introductory Intensive Mandarin (FALCON)

Summer only. 8 credits. Students who complete this course with grade of at least B are normally eligible to enroll in CHIN 2201. S. Divo and staff.

This is a nine-week intensive, 8-credit course that meets only in the summer, Monday through Friday from 8:30 am to 4:30 pm, beginning from an absolutely introductory level introducing the spoken and written language. Lectures on linguistics and cultural matters, intensive practice with native speakers, and laboratory work prepare students for an intermediate level of study. This course involves work on all four skills: speaking, listening comprehension, reading and writing. Students who complete this course with a grade of B or higher are normally eligible to enroll in CHIN 2201, if they choose not to continue to CHIN 2260.

CHIN 2260 Intermediate Intensive Mandarin (FALCON) @

Fall. 16 credits. *Satisfies Option 1.* Prerequisites: for CHIN 2260, CHIN 1160 or equivalent or permission of instructor. Students must apply formally to FALCON program; open to all Cornell students and students from other institutions. S. Divo and staff.

Students work on spoken and written Chinese at the intermediate level, developing fluency, accuracy, and control that are not achieved in other academic settings. This is a full-time academic program that meets Monday through Friday from 9:05 a.m. to 4:30 p.m., with 1–3 hours per day of self-directed practice in Cornell's Language Resource Center.

CHIN 3360 Advanced Intensive Mandarin (FALCON) @

Spring. 16 credits. CHIN 3360 is scheduled to be held in Beijing, People's Republic of China. S. Divo and staff.

After finishing the summer and fall terms at Cornell, students have the language skills to

benefit fully from a Chinese linguistic and cultural environment. FALCON's full-year students spend their last semester in Beijing, where they continue to improve their skills and put them to effective use in daily life. In Beijing, students continue to attend four small-group classes with FALCON-trained Chinese language teachers; these classes include comprehensive training to develop reading, writing, and speaking proficiency, a course in newspaper reading and translation, as well as a course in advanced listening skills. In addition, a variety of activities outside the classroom, including field trips and guest lectures are provided. Spring FALCON is scheduled at the School of International Studies at Peking University.

Literature in Chinese

CHLIT 2213-2214 Introduction to Classical Chinese @ # (LA-AS)

2213, fall; 2214, spring. 3 credits each semester. *CHLIT 2213-2214 does NOT satisfy Option 1.* Prerequisite: for 2213, qualification in Chinese or permission of instructor; for 2214, 2213 or permission of instructor. May be taken concurrently with CHIN 1101-1102, 2201-2202, 3301-3302. Open to students who have studied at least two years of any language that employs Chinese writing system (e.g., Mandarin, Cantonese, Japanese).
D. X. Warner and B. Rusk.

Two-part introductory course. Students learn the fundamental grammar and vocabulary of classical Chinese by analyzing and translating short passages. (LL)

[CHLIT 3300 Reading from the Early Masters @ # (HA-AS)

Spring. 4 credits. Prerequisites: CHLIT 2213-2214 or permission of instructor. Next offered 2010-2011. R. McNeal.

Students read and discuss several passages from early classical texts, such as the Confucian Analects, the Mozi, the Guanzi, and others. Attention is paid to grammar, historical context, and methodology.]

CHLIT 3307 Readings in Classical Chinese Literature @ # (LA-AS)

Spring. 4 credits. Prerequisite: CHLIT 214 or permission of instructor. D. X. Warner and B. Rusk.

This course surveys selected texts—primarily in prose—from the ancient and medieval periods. Through close reading, students expand their knowledge of the diction, syntax, and various genres, themes, and literary styles that were foundational for the later Chinese literary tradition. (LL)

CHLIT 4418 Medieval Chinese Narrative Tales @ # (LA-AS)

Fall. 4 credits. Prerequisite: at least three years of Chinese language training and preferably one year classical Chinese. Next offered 2010-2011. D. X. Warner.

This course introduces students to medieval Chinese narrative literature. (LL)

[CHLIT 4420 T'ang Poetry: Themes and Contexts (also CHLIT 6620) @ # (LA-AS)

Fall. 4 credits. Prerequisite: minimum three years of Chinese and/or one year of Classical Chinese or permission of instructor. Next offered 2009-2010. D. X. Warner.

A guided reading in Chinese of selected works on shared themes written by selected poets of the T'ang dynasty (618-907). Focuses on developing the essential skills for reading T'ang poems while giving attention to their social, cultural, and historical contexts. (LL)

CHLIT 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. (LL)

CHLIT 4423 Readings in Chinese History @

Spring. 4 credits. Prerequisites: equivalent of three years of Mandarin instruction; permission of instructor. *Satisfies Option 1.* Staff. (LL)

CHLIT 4435 Chinese Buddhist Texts @ # (LA-AS)

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. Next offered 2009-2010. D. Boucher. (LL)]

[CHLIT 6603 Seminar in Chinese Fiction and Drama

Fall. 4 credits. Prerequisite: permission of instructor. Next offered 2009-2010. E. Gunn. (LL)]

[CHLIT 6605 Seminar in Chinese Fiction and Drama

Fall. 4 credits. Prerequisite: permission of instructor. Next offered 2009-2010. B. Rusk. (LL)]

[CHLIT 6610 Chinese Cultural Criticism

Spring. 4 credits. Next offered 2009-2010. E. Gunn. (SC)]

[CHLIT 6615 Seminar: Ideas and Literature of Medieval China

Spring. 4 credits. Next offered 2010-2011. D. X. Warner. (LL)]

[CHLIT 6620 T'ang Poetry: Themes and Contexts (also CHLIT 4420)

Fall. 4 credits. Prerequisite: minimum three years of Chinese and/or one year of Classical Chinese or permission of instructor. Next offered 2009-2010. D.X. Warner. For description, see CHLIT 4420. (LL)]

CHLIT 6621-6622 Advanced Directed Reading: Chinese Historical Syntax

6621, fall; 6622, 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. (LL)

Hindi

HINDI 1101-1102 Introductory Hindi

1101, fall; 1102, spring. 6 credits each semester. *Students may not receive credit for both HINDI 1101 and 1109. Students may not receive credit for both HINDI 1102 and 1110.* Prerequisite: for HINDI 1102, HINDI 1101 or equivalent. Letter grades only. S. Singh and staff.

This is a course designed for a complete beginner in Hindi. Students are not expected to have any prior knowledge in Hindi before taking this course. In this course, they will

learn how to read and write Hindi script and how to speak survival Hindi in different social settings. While reading, writing, and listening are very important components of this course, much emphasis is put on spoken Hindi.

HINDI 1109-1110 Accelerated Hindi

1109, fall; 1110, spring. 4 credits each semester. *Students may not receive credit for both HINDI 1101 and 1109. Students may not receive credit for both HINDI 1102 and 1110.* Prerequisite: for HINDI 1109, background in Hindi or permission of instructor; for HINDI 1110, HINDI 1109 or equivalent. Check with instructor regarding placement. Letter grades only. S. Singh and staff.

Accelerated Hindi is a course designed for heritage students. Students develop fluency and accuracy in all four language skills: reading, writing, listening and speaking. It is a parallel course of HINDI 1101, except it moves faster and the focus is on fluency and accuracy in the target language.

HINDI 2201-2202 Intermediate Hindi @

2201, fall; 2202, spring. 4 credits each semester. *HINDI 2201 satisfies Option 1.* Prerequisites: for HINDI 2201, HINDI 1102 or HINDI 1110; for HINDI 2202, HINDI 2201 or permission of instructor. Letter grades only. S. Singh and staff.

This is an intermediate-level course in Hindi. Students' competence in all four language areas will become very strong and solid. This course will work on building up their confidence in describing complicated situations and ideas in the target language, reading and writing speed, and clarity in listening comprehension such as news, complicated descriptions, and other media contents.

HINDI 3301-3302 Advanced Hindi @

3301, fall; 3302, spring. 3 credits each semester. *HINDI 3301 satisfies Option 1.* Prerequisites: for HINDI 3301, HINDI 2202; for HINDI 3302, HINDI 3301; or permission of instructor. Letter grades only. S. Singh and staff.

Selected readings in modern Hindi literature. Continued work on fluency in speaking Hindi on an advanced level. There will be a combination of different reading materials from literature, journals, newspapers and many social, entertainment and political magazines in Hindi. Discussions will be based on those readings and articles, hence giving opportunities to express views and opinions in a fluent and effective manner.

HINDI 4431-4432 Directed Study

4431, fall; 4432 spring. 1-4 credits, variable. Prerequisite: permission of instructor. Letter grades only. S. Singh.

Intended for advanced language study.

Indonesian

INDO 1121-1122 Elementary Indonesian

1121, fall; 1122, spring. 4 credits each semester. Prerequisite: for INDO 1122, INDO 1121. Letter grades only. J. Pandin.

Gives a thorough grounding in basic speaking and listening skills with an introduction to reading.

INDO 2205–2206 Intermediate Indonesian @

2205, fall; 2206, spring. 3 credits each semester. *INDO 2205 satisfies Option 1.* Prerequisites: for INDO 2205, INDO 1122 or equivalent; for INDO 2206, INDO 2205 or equivalent. Letter grades only. J. Pandin. Develops all four skills: reading, writing, speaking, and comprehension.

INDO 3301–3302 Advanced Indonesian @

3301, fall; 3302, spring. 3 credits each semester. *INDO 3301 satisfies Option 1.* Prerequisite: INDO 2206 or equivalent. Letter grades only. J. Pandin. Practical language course on an advanced level in which students read selected materials on current issues, write reports, and make oral presentations.

INDO 4431–4432 Directed Study

4431, fall; 4432, spring. 1–4 credits, variable. Prerequisite: permission of instructor. Letter grades only. J. Pandin. Intended for advanced language study.

Japanese**JAPAN 1101–1102 Elementary Japanese**

1101, fall; 1102, spring. 6 credits each semester. Prerequisite for 1102: JAPAN 1101 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. Letter grades only. M. Suzuki and staff.

Gives a thorough grounding in all four language skills—speaking, listening, reading, and writing—at the beginning level. The lecture provides explanation, analysis, and cultural background. Sections are conducted entirely in Japanese.

JAPAN 2201–2202 Intermediate Japanese Conversation I @

2201, fall; 2202, spring. 4 credits each semester. *JAPAN 2201 satisfies Option 1.* Prerequisites: for JAPAN 2201, JAPAN 1102 or placement by instructor during registration; for JAPAN 2202, JAPAN 2201 or placement by instructor during registration. Students must enroll in lec and one sec. Letter grades only. Y. Katagiri.

This course provides widely applicable language proficiency as an integrated Japanese course, which develops all four language skills (speaking, listening, reading, and writing) at the post-elementary level. Sections are conducted entirely in Japanese to give opportunities to practice socio-culturally appropriate language performances while enhancing listening comprehension and speaking ability through realistic situational practices, in addition to training in practical reading and writing skills. Lectures systematically demonstrate versatile knowledge of essential structural patterns with audio-visual aides and explain cultural background and customs useful for effective oral and written communication.

[JAPAN 3301–3302 Intermediate Japanese Conversation II @

3301, fall; 3302, spring. 3 credits each semester. *JAPAN 3301 satisfies Option 1.* Prerequisites: for JAPAN 3301, JAPAN 2202 or 2242 or placement by instructor during registration; for JAPAN 3302, JAPAN 3301 or placement by instructor during registration. Letter grades only. Next offered 2009–2010. Staff.]

JAPAN 3305–3306 Continuing Intermediate Japanese

3305, fall; 3306, spring. 4 credits each semester. S. Ichikawa. Continuing instruction at the high intermediate level for those with two-three years of learning experience. Further develops oral communication skills as well as reading and writing ability.

JAPAN 4401–4402 Advanced Japanese

4401, fall; 4402, spring. 4 credits each semester. Prerequisites: for JAPAN 4401, JAPAN 3302 or placement by instructor during registration; for JAPAN 4402, JAPAN 4401 or placement by instructor during registration. Letter grades only. N. Larson. Develops all four language skills (speaking, listening, reading, and writing) at the advanced level.

[JAPAN 4410 History of the Japanese Language (also ASIAN/LING 4411) @ # (HA-AS)

4 credits. Prerequisite: permission of instructor. Next offered 2009–2010. J. Whitman.

For description, see LING 4411.]

JAPAN 4421–4422 Special Topics @

4421, fall; 4422, spring. 4 credits. Prerequisites, for JAPAN 4421, JAPAN 4402 or placement by instructor during registration; for JAPAN 4422, JAPAN 4421 or placement by instructor during registration. *JAPAN 4421 satisfies Option 1.* Letter grades only. M. Chapman.

Intended for advanced students or placement by instructor. Advanced readings with discussion about a particular topic.

JAPAN 4431–4432 Directed Study

4431, fall; 4432, spring. 1–4 credits each semester. Prerequisite: permission of instructor. Letter grades only. Staff. Intended for advanced language study.

Japanese FALCON (Full-Year Asian Language Concentration)

Web site: irc.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 1160 (summer), 2260 (fall), and 3360 (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. 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. For more information and application forms, please contact the FALCON program office. 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 and 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 are required to spend at least 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. One must formally apply to the program to take the courses. The deadline for application is March 1 in a given year, but applications will be considered after that date if space is still available. The degree of intensity of this program makes it impossible to simultaneously take other courses or work except possibly on weekends.

JAPAN 1159 Summer Intensive Japanese (FALCON)

Summer only. 1–7 credits. Prerequisite: permission of program director; some previous language study in Japanese. Applications must be received by March 1. After the deadline, applications are considered provided that space is available. R. Sukle and staff.

This course is for students with significant prior background in Japanese who take JAPAN 1160 for fewer than 8 credits. Formal application and a placement interview are required.

JAPAN 1160 Introductory Intensive Japanese (FALCON)

Summer only. 8 credits. 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. R. Sukle and staff.

This is a nine-week intensive, 8 credit course that meets only in the summer, Monday through Friday from 8:30 a.m. to 4:30 p.m., beginning from an absolute introductory level introducing the spoken and written language. Lectures on linguistics and cultural matters, intensive practice with native speakers, and laboratory work prepare students for an intermediate level of study. This course involves work on all four skills: speaking, listening comprehension, reading and writing. Students who successfully complete this course and plan to continue at Cornell may take the fall and spring FALCON courses (JAPAN 2260 and 3360). Students interested in other options for continuing after FALCON should consult the FALCON director, Robert Sukle, at rjs19@cornell.edu or 255-0734.

JAPAN 2260 Intermediate Intensive Japanese (FALCON) @

Fall. 16 credits. *Satisfies Option 1 or Option 2.* Prerequisites: JAPAN 1160, JAPAN 1102 at Cornell, or placement by FALCON staff before beginning of fall semester. 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. R. Sukle and staff.

Students work on spoken and written Japanese at the intermediate level, allowing students to develop fluency, accuracy, and control that are not achieved in other academic settings. This is a full-time academic program that meets Monday through Friday from 9:05 a.m. to 4:30 p.m., with one to three hours per day of self-directed practice in Cornell's Language Resource Center.

JAPAN 3360 Advanced Intensive Japanese (FALCON) @

Spring. 16 credits. Prerequisite: JAPAN 220 at Cornell or placement by FALCON staff. R. Sukle and staff.

Students work on spoken and written Japanese from an intermediate to an advanced level, allowing students to develop fluency, accuracy, and control. The material is more complicated with practice on switching levels of politeness (formal to informal). There is great emphasis on eliciting from students complex explanations and narratives rather than one-sentence answers. By the end of the term students are able to speak in paragraph-length utterances. More emphasis is placed on application and vocabulary acquisition, allowing students to deal with natural, social interactions and to begin explaining ideas. After the texts are finished, students begin reading authentic publications from Japan aimed at a native Japanese reader, learning to discuss the contents of what they have read in Japanese.

Literature in Japanese

JPLIT 4406 Introduction to the Fundamental Vocabulary and Grammar of Classical Japanese @ #

Fall. 4 credits. Prerequisite: JAPAN 4402 or permission of instructor. J. Kanemitsu.

Introduction to the fundamental grammar and vocabulary of classical Japanese. (LL)

JPLIT 4408 Readings in Classical Japanese @ #

Spring. 4 credits. *Satisfies Option 1.* Prerequisite: JPLIT 4406 or permission of instructor. J. Kanemitsu.

Readings of excerpts and complete brief pieces from representative premodern Japanese literature mostly with the use of standard modern annotated editions. (LL)

JPLIT 6617 Modern Japanese Philosophy

Spring. 4 credits. N. Sakai.

Seminar on modern Japanese philosophy. Students are expected to read texts in Japanese and discuss epistemic, historical, and practical issues involved in them. Supplementary reading of European and U.S. philosophical texts is also required. (LL)

[JPLIT 6618 Japanese Philosophical Discourse II

Spring. 4 credits. Prerequisite: reading knowledge of Japanese. Next offered 2009-2010. N. Sakai. (LL)

JPLIT 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. (LL)

JPLIT 6627-6628 Advanced Directed Readings

6627, fall; 6628, spring. 1-4 credits.

Prerequisite: permission of instructor. Staff.

Khmer (Cambodian)

KHMER 1121-1122 Elementary Khmer

1121, fall; 1122, spring. 4 credits each semester. Prerequisite: for KHMER 1122, KHMER 1121; for beginners or those placed in course by examination. Letter grades only. H. Phan.

Gives a thorough grounding in speaking and reading.

KHMER 2201-2202 Intermediate Khmer Reading @

2201, fall; 2202, spring. 3 credits each semester. *KHMER 2201 satisfies Option 1.* Prerequisites: for KHMER 2201, KHMER 1122; for KHMER 2202, 2201. Letter grades only. H. Phan.

Continuing instruction in spoken and written Khmer.

KHMER 2203-2204 Intermediate Composition and Conversation @

2203, fall; 2204, spring. 3 credits each semester. *KHMER 2203 satisfies Option 1.* Prerequisites: for KHMER 2203, KHMER 1122; for KHMER 2204, 2203. Letter grades only. H. Phan.

KHMER 3301-3302 Advanced Khmer @

3301, 3302, fall. 4 credits each semester.

KHMER 3301 satisfies Option 1.

Prerequisites: for KHMER 3301, KHMER 2202 or equivalent; for KHMER 3302, 3301. Letter grades only. H. Phan.

Continuing instruction in spoken and written Khmer; emphasis on enlarging vocabulary, increasing reading speed, and reading various genres and styles of prose.

KHMER 4431-4432 Directed Study

4431, fall; 4432, spring. 1-4 credits

variable. Prerequisite: permission of

instructor. Letter grades only. H. Phan.

Intended for advanced language study.

Korean

KOREA 1101-1102 Elementary Korean

1101, fall; 1102, spring. 6 credits each semester. Prerequisites: for KOREA 1101, none; for KOREA 1102, KOREA 1101 or placement by instructor. *Students may not receive credit for both KOREA 1101 and KOREA 1109. Students may not receive credit for both KOREA 1102 and 1110.* Letter grades only. M. Song.

Covers basics of speaking, reading, and writing. Introduces Hangul writing system and grammar.

KOREA 1109-1110 Elementary Korean Reading and Writing

1109, fall; 1110, spring. 4 credits each semester. Prerequisites: for KOREA 1109, placement by instructor; for KOREA 1110, KOREA 1109 or placement by instructor. If in doubt about eligibility, see instructor. *Students may not receive credit for both KOREA 1101 and KOREA 1109. Students may not receive credit for both KOREA 1102 and 1110.* Letter grades only. M. Song.

For students who have spoken some Korean in the home, but whose reading and writing skills are limited or nonexistent.

KOREA 2201-2202 Intermediate Korean @

2201, fall; 2202, spring. 4 credits each semester. *KOREA 2201 satisfies Option 1.* Prerequisites: for KOREA 2201, KOREA 1102 or permission of instructor; for KOREA 2202, 2201. Letter grades only. J. Choi.

Continuing instruction in written and spoken Korean with emphasis on consolidating basic conversational skills and improving reading ability and confidence.

KOREA 2209-2210 Intermediate Korean Reading and Writing @

2209, fall; 2210, spring. 4 credits each semester. *KOREA 2209 satisfies Option 1.* Prerequisites: for KOREA 2209, KOREA 1110 or permission of instructor; for KOREA 2210, 2209 or permission of instructor. If in doubt about eligibility, see instructor. Letter grades only. J. Choi.

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 3301-3302 High Intermediate Korean @

3301, fall; 3302, spring. 4 credits each semester. *KOREA 3301 satisfies Option 1.* Prerequisites: for KOREA 3301, KOREA 2202 or KOREA 2210, or placement by instructor; for KOREA 3302, 3301 or placement by instructor. Letter grades only. J. Choi.

Continuing instruction in Korean with emphasis upon spoken fluency and reading various materials including newspapers.

KOREA 4401-4402 Advanced Korean I and II @

4401, fall; 4402, spring. 4 credits. *KOREA 4401 satisfies Option 1.* Prerequisite: for KOREA 4401, KOREA 2210 or KOREA 3302 or placement by instructor; for KOREA 4402, KOREA 4401 or placement by instructor. Letter grades only. M. Song.

Develops all four language skills (speaking, listening, reading and writing) through discussion and composition at the advanced level.

KOREA 4425 Special Topics @

Fall. 4 credits. *KOREA 4425 satisfies Option 1.* Prerequisite: Fluency in Korean and permission of instructor. Letter grades only. Taught in Korean. Staff.

In-depth examination of topics on Korea.

[KOREA 4430 Structure of Korean (also ASIAN/LING 4430) (KCM-AS)]

Spring. 4 credits. Next offered 2009-2010. J. Whitman.

For description, see LING 4430.]

KOREA 4431-4432 Directed Study

4431, fall; 4432, spring. 1-4 credits, variable. Prerequisite: permission of instructor. Letter grades only. Staff.

Intended for advanced language study.

Literature in Korean

KRLIT 4405 Readings in Korean Literature @ (LA-AS)

Spring. 4 credits. Prerequisite: three years of Korean language study or permission of instructor. M. Shin.

Readings of 20th-century Korean literature in the original. Short stories and novels will be

selected to provide a mixture of canonical and contemporary authors. Students will also have to read some academic works of literary history and literary criticism. (LL)

[KRLIT 4432 Middle Korean (also LING 4432) @ # (LA-AS)]

Spring. 4 credits. Prerequisite: KOREA 3301 or equivalent. Next offered 2009–2010. J. Whitman.

For description, see LING 4432. (LL)

KRLIT 6615 Development of Literary Modernity in Korea

Fall. 4 credits. Prerequisite: fluency in Korean. Graduate students only. M. Shin.

This course examines the formation of literary modernity in Korea through a survey of some of the major writers of the early 20th century. Students will take an inter-textual approach to their novels by reading them in the context of their critical works on literary modernism. (LL)

[KRLIT 6617 Colonial Modernity in Korea]

Spring. 4 credits. Prerequisites: fluency in Korean and permission of instructor. Next offered 2009–2010. M. Shin.

This course examines the nature of colonial modernity in Korea, its effects on the economy, society, and resistance movements, and intellectual responses to it. (SC)

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 1101–1102 Elementary Nepali

1101, fall; 1102, spring; 1101–1102, summer. 6 credits each semester. Prerequisite: for NEPAL 1102, NEPAL 1101 or examination. Letter grades only. 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 2201–2202 Intermediate Nepali Conversation @

2021, fall; 2022, spring; 2201–2202, summer. 3 credits each semester. *NEPAL 2201 satisfies Option 1.* Prerequisites: for NEPAL 2201, NEPAL 1102 or examination; for NEPAL 2202, 2201 or examination. Letter grades only. 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 2203–2204 Intermediate Nepali Composition @

2203, fall; 2204, spring; 2203–2204, summer. 3 credits each semester. *NEPAL 2203 satisfies Option 1.* Prerequisites: for NEPAL 2203, NEPAL 1102 or examination; for NEPAL 2204, 2203 or examination. Letter grades only. 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 3301–3302 Advanced Nepali @

3301, fall; 3302, spring; 3301–3302, summer. 3 credits each semester. *NEPAL 3301 satisfies Option 1.* Prerequisite: NEPAL 2204 or permission of instructor. Letter grades only. S. Oja.

Reading of advanced texts, together with advanced drill on the spoken language.

NEPAL 4431–4432 Directed Study

4431, fall; 4432, spring. 1–4 credits, variable. Letter grades only. S. Oja.

Permission of instructor needed. Intended for advanced language study.

Pali

PALI 1131–1132 Elementary Pali

1131, fall; 1132, spring. 3 credits each semester. This language series may not be used to satisfy language requirement. A. Blackburn.

PALI 1151–1152 Accelerated Elementary Pali

1151, fall; 1152, spring. 3 credits each semester. Prerequisites: prior background in Sanskrit or permission of instructor. A. Blackburn.

An accelerated one-semester introduction to Pali that assumes prior study of Sanskrit (normally at least one year). Readings include textbook sections and original texts, beginning with simple prose.

PALI 4450 Readings in Pali @

Spring. 3 credits. Prerequisite: permission of instructor. Letter grades only. A. Blackburn.

Readings in Pali selected in relation to student and instructor interests. This course may be repeated for credit with different topics and readings.

Sanskrit

SANSK 1131–1132 Elementary Sanskrit (also CLASS 1331–1332, LING 1131–1132)

1131, fall; 1132, spring. 4 credits each semester. Letter grades only. A. Nussbaum.

An introduction to the essentials of Sanskrit grammar. Designed to enable the student to read classical and epic Sanskrit as quickly as possible.

SANSK 2251–2252 Intermediate Sanskrit (also CLASS 2351–2352, LING 2251–2252) @ #

2251, fall; 2252, spring. 3 credits each semester. *SANSK 2251 satisfies Option 1.* Prerequisite: at least one year study of Sanskrit or equivalent. Offered alternate years. Letter grades only. A. Ruppel and L. McCrea.

Review of grammar and reading of selections from Sanskrit epic poetry and narrative prose.

[SANSK 3323 Buddhist Hybrid Sanskrit]

Fall. 4 credits. Next offered 2011–2012. D. Boucher.]

SANSK 4431–4432 Directed Study

4431, fall; 4432, spring. 1–4 credits, variable. Prerequisite: permission of instructor. Letter grades only. Staff.

Intended for advanced language study.

Literature in Sanskrit

SNLIT 3301–3302 Advanced Sanskrit I and II (also CLASS 3393–3394) @ (LA-AS)

3301, fall; 3302, spring. 4 credits each semester. Prerequisite: two years study of Sanskrit or equivalent. L. McCrea.

Selected readings in Sanskrit literary and philosophical texts.

[SNLIT 4465 The Literature of Ancient India]

Spring. 4 credits. Next offered 2009–2010. L. McCrea.

The course will survey in translation a selection of major works of poetry, drama, and aesthetic theory and criticism from the Sanskrit literary tradition of ancient India. (LL)

Sinhala (Sinhalese)

SINHA 1121–1122 Elementary Sinhala

1121, fall; 1122, spring. 4 credits each semester. Prerequisite: for SINHA 1122, SINHA 1121 or equivalent. Letter grades only. B. Herath.

Semi-intensive introduction to colloquial Sinhala, intended for beginners. A thorough grounding is given in all the language skills; listening, speaking, reading, and writing.

SINHA 2201–2202 Intermediate Sinhala @

2201, fall; 2202, spring. 3 credits each semester. *Satisfies Option 1.* Prerequisites: for SINHA 2201, SINHA 1102 or SINHA 1122; for SINHA 2202, 2201 or equivalent. Letter grades only. B. Herath.

This course further develops student competence in colloquial Sinhala, attending to all the language skills: listening, speaking, reading and writing. In addition, this course prepares students for the transition to literary Sinhala.

SINHA 3301 Literary Sinhala I @

Fall or spring. 3 credits. *Satisfies Option 1.* Prerequisite: SINHA 2201/2202 or permission of instructor. Letter grades only. B. Herath.

This one-semester course provides an introduction to the distinctive grammatical forms and vocabulary used in Literary Sinhala. While focused particularly on the development of reading skills, the course also introduces students to Literary Sinhala composition, and builds students' listening comprehension of semi-literary Sinhala forms (such as those used in radio and TV news).

SINHA 4400 Literary Sinhala II

Fall or spring. 2-4 credits variable.

Prerequisite: SINHA 3301 or permission of instructor. B. Herath.

This one-semester course further develops students' comprehension of written Literary Sinhala, using sample materials from a variety of genres prepared by the instructor, as well as excerpts from texts relevant to graduate student research (when appropriate).

SINHA 4431-4432 Directed Study

4431, fall; 4432 spring. 1-4 credits variable.

Prerequisite: permission of instructor. Letter grades only. B. Herath.

Intended for advanced language study.

Tagalog**TAG 1121-1122 Elementary Tagalog**

1121, fall; 1122, spring. 4 credits each semester. Prerequisite: for TAG 1122, TAG 1121. Letter grades only. T. Savella.

Gives a thorough grounding in basic speaking and listening skills with an introduction to reading.

TAG 2205-2206 Intermediate Tagalog @

2205, fall; 2206, spring. 3 credits each semester. *TAG 2205 satisfies Option 1.*

Prerequisites: for TAG 2205, TAG 1122 or equivalent; for TAG 2206, 2205 or equivalent. Letter grades only. T. Savella.

Develops all four skills: reading, writing, speaking, and comprehension.

TAG 3301-3302 Advanced Tagalog @

3301, fall; 3302, spring. 3 credits each semester. *TAG 3301 satisfies Option 1.*

Prerequisite: TAG 2206 or equivalent. Letter grades only. 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.

TAG 4431-4432 Directed Study

4431, fall; 4432, spring. 1-4 credits, variable. Prerequisite: permission of instructor. Letter grades only. T. Savella.

Intended for advanced language study.

Tamil**TAMIL 1121-1122 Elementary Tamil**

1121, fall; 1122, spring. 4 credits. Letter grades only. S. Chavan.

This course will teach modern spoken and written Tamil to beginning level students. Students will learn Tamil through simple conversations, sentence and question construction, grammar, culture and festivals and folk tales of Tamilians of India, and how to express performance of simple daily activities. All course activities conducted in Tamil. An interactive videoconference course.

TAMIL 2201-2202 Intermediate Tamil

2201, fall; 2202, spring. 4 credits.

S. Chavan.

To teach modern spoken and written Tamil to intermediate level students. This course helps to acquire Tamil language proficiency, which refines and expands previously acquired linguistic skills in culturally authentic contexts. This course further incorporates reading, discussing, and analyzing texts as a basis for the expression and interpretation of meaning. All course activities are conducted in Tamil. Video-conference with Syracuse University.

Thai**THAI 1101-1102 Elementary Thai**

1101, fall; 1102, spring. 6 credits each semester. Prerequisite: for THAI 1102, THAI 1101 or equivalent. Intended for beginners or students placed by examination. Letter grades only.

N. Jagacinski.

Gives a thorough grounding in all the language skills: listening, speaking, reading, and writing.

THAI 2201-2202 Intermediate Thai Reading @

2201, fall; 2202, spring. 3 credits each semester. *THAI 2201 satisfies Option 1.* Prerequisites: for THAI 2201, THAI 1102; for THAI 2202, 2201 or equivalent. Letter grades only. N. Jagacinski.

Continuing instruction in spoken and written Thai.

THAI 2203-2204 Intermediate Composition and Conversation @

2203, fall; 2204, spring. 3 credits each semester. *THAI 2203 satisfies Option 1.* Prerequisites: for THAI 2203, THAI 1102; for THAI 2204, 2203. Letter grades only. N. Jagacinski.

Intermediate instruction in spoken and written grammar and reading comprehension.

THAI 3301-3302 Advanced Thai @

3301, fall; 3302, spring. 4 credits each semester. *THAI 3301 satisfies Option 1.* Prerequisite: THAI 2202 or equivalent. Letter grades only. N. Jagacinski.

Selected readings in Thai writings in various fields.

THAI 3303-3304 Thai Literature @

3303, fall; 3304, spring. 4 credits each semester. *THAI 3303 satisfies Option 1.* Prerequisite: THAI 3302 or equivalent. Letter grades only. N. Jagacinski.

Reading of significant novels, short stories, and poetry written since 1850.

THAI 4431-4432 Directed Study

4431, fall; 4432 spring. 1-4 credits variable.

Prerequisite: permission of instructor. Letter grades only. N. Jagacinski.

Intended for advanced language study.

Urdu**URDU 1125 Introduction to the Urdu Script (also NES 1312)**

Fall or spring. 1 credit. Prerequisite: HINDI 1101 or permission of instructor. Letter grades only. S. Singh.

Focus of this course is to learn basic Urdu script. The course will meet two times per week, for one hour each. Students will learn how to read and write basic Urdu. In addition to teaching the script, the instructors will teach a significant number of most commonly used expressions and words in Urdu.

URDU 2201-2202 Intermediate Written Urdu

2201, fall; 2202, spring. 2 credits.

Prerequisite: HINDI 1102 or HINDI 1110; and URDU 1125 or permission of instructor. Letter grades only. S. Singh.

This course is designed to develop competence in Urdu reading and writing for students with a first-year knowledge of Hindi and knowledge of Urdu script. May be taken concurrently with Intermediate Hindi.

URDU 4431-4432 Directed Study

4431, fall; 4432, spring. 1-4 credits variable. Prerequisite: permission of instructor. Letter grades only. S. Singh.

Intended for advanced language study.

Vietnamese**VIET 1101-1102 Elementary Vietnamese**

1101, fall; 1102, spring. 6 credits each semester. Prerequisite: for VIET 1102, VIET 1101 or equivalent. Intended for beginners or students placed by examination. Letter grades only. T. Tranviet.

Gives a thorough grounding in all language skills: listening, speaking, reading, and writing.

VIET 2201-2202 Intermediate Vietnamese @

2201, fall; 2202, spring. 3 credits each semester. *VIET 2201 satisfies Option 1.* Prerequisites: for VIET 2201, VIET 1102 or equivalent; for VIET 2202, 2201. Letter grades only. T. Tranviet.

Continuing instruction in spoken and written Vietnamese.

VIET 2203-2204 Intermediate Vietnamese Composition and Reading @

2203, fall; 2204, spring. 3 credits each semester. *VIET 2203 satisfies Option 1.*

Prerequisite: permission of instructor. Letter grades only. T. Tranviet.

Designed for students and "native" speakers of Vietnamese whose speaking and listening skills are at the advanced level, but who still need to improve writing and reading skills.

VIET 3301-3302 Advanced Vietnamese @

3301, fall or spring; 3302, fall or spring. 3 credits each semester. *VIET 3301 satisfies Option 1.* Prerequisites: for VIET 3301, VIET 2202 or permission of instructor; for VIET 3302, 3301. Letter grades only. 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 4431-4432 Directed Study

4431, fall; 4432, spring. 1-4 credits, variable. Prerequisite: permission of instructor. Letter grades only. T. Tranviet.

Intended for advanced language study.

Literature in Vietnamese**[VTLIT 2222 Introduction to Classical Vietnamese @ #**

Spring. 3 credits. *Satisfies Option 1.*

Prerequisite: qualification in Vietnamese or permission of instructor. Next offered 2009-2010. K. Taylor.

Introduces students to Han (classical Chinese as used in the Vietnamese language) and Nom (vernacular Vietnamese character writing). Students learn to read Han and Nom texts, from the 17th through 19th centuries, including historical records, prose writings, and poetry. (LL)

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. Courses below generally count toward the Asian Studies major, as long as the

course content is 50 percent or more focused on Asia. Such courses typically fall under the heading of Society and Culture (SC).

Asia/General Courses

[ARTH 2800 Introduction to Art History: Approaches to Asian Art (SC)]

DSOC 2050 International Development

ECON 4730 Economics of Export-Led Development (SC)

ILRIC 6370 Labor Relations in Asia (SC)

China—Area Courses

[ANTHR 3535 The Situation of China's Minorities (SC)]

ANTHR 7550 East Asia: Readings in Specific Problems (SC)

CAPS/GOVT 2827 China and the World (SC)

[ARTH 3800 Introduction to the Arts of China (SC)]

[ARTH 4810 The Arts in Modern China (SC)]

Japan—Area Courses

ANTHR 2560 Japanese Society through Film (SC)

ANTHR 7550 East Asia: Readings in Specific Problems (SC)

ARCH 3309 Elements, Principles, and Theories in Japanese Architecture (SC)

[HIST 2300 Japan and the Pacific War (SC)]

South Asia—Area Courses

ANTHR 3421/6421 Sex and Gender (SC)

ANTHR 3545 Peoples and Cultures of the Himalayas (SC)

ANTHR 4406 Culture of Lives (SC)

[ANTHR 6373 Human Evolution: History, Concepts, and Theory (also BIOES 6373) (SC)]

ANTHR 7530 South Asia: Readings in Specific Problems (SC)

ARCH 3402 Architecture as a Cultural System (SC)

ARCH 4405 Architecture and the Mythic Imagination (SC)

ARCH 4407 Architectural Design and the Utopian Tradition (SC)

ARCH 4408 Topics in Architecture, Culture, and Society (SC)

ARCH 4408–4418 Special Topics in Architectural Culture and Society (SC)

ARCH 6401–6402 Architecture in Its Cultural Context I and II (SC)

ARCH 6409 Graduate Investigations in Architecture, Culture, and Society (SC)

CRP 6710 Seminar in International Planning (SC)

[ECON 4750 Economic Problems of India (SC)]

HD 6330 Language Acquisition (SC)

Southeast Asia—Area Courses

[ANTHR 3516 Power, Society, and Culture in Southeast Asia (SC)]

ANTHR 4420 Development of Anthropology Thought (SC)

ANTHR 4523 Making History on the Margins: The China–SE Asian Borderlands (SC)

ANTHR 7520 Southeast Asia: Readings in Special Problems (SC)

ARTH 3960 The Arts of Southeast Asia (SC)

ARTH 4900 Art and Collecting: East and West (SC)

ARTH 5855 Threads of Consequence—Textiles in South and Southeast Asia (SC)

GOVT 6423 Comparative Political Economy: East and Southeast Asia (SC)

HIST 2440 The United States in Viet Nam (SC)

HIST 3950 Southeast Asian History from the 18th Century (SC)

HIST 6950 Early Southeast Asia: Graduate Proseminar (SC)

HIST 6960 Modern Southeast Asia: Graduate Proseminar (SC)

MUSIC 1341 Gamelan in Indonesian History and Cultures (SC)

[MUSIC 3610 Cornell Gamelan Ensemble (SC)]

[MUSIC 6301 Ethnomusicology (SC)]

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 Asians in the Americas 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 minor 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 Minor

The program's undergraduate minor affords students an opportunity to develop a multidisciplinary approach to the study of Asians in the hemispheric Americas. The course of study stresses developments not only 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 advisor from among the program's affiliated faculty and must complete at least 15 units of credits as follows: (1) AAS 1100 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 advisor, and they should address issues of race, gender, or the histories and cultures of Asian peoples.) Students must file an application for the minor 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 50 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 year-long intensive study of selected themes.

Core Faculty

D. Chang, C. Lai, V. Munasinghe, T. Tu, S. Wong

Courses

AAS 1100 Introduction to Asian American Studies (CA-AS)

Spring. 3 credits. Can be used to satisfy either social science or humanities distribution requirement. C. Lai.

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 2090 The Immigrant Imagination (also AMST 2091, ARTH 2190) (HA-AS)

Spring. 4 credits. T. Tu.

This course explores how contemporary immigrant experiences are expressed through visual culture. Class examines a variety of expressive forms produced by recent immigrants, and will consider the ways that they function as a type of "migration narrative." By doing so, we will make connections between visual representations and other modes of narration, including literary and musical. We will ask: How does 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 2130 Introduction to Asian American History (also AMST/HIST 2640)]

Fall. 4 credits. Next offered 2009–2010. D. Chang.]

[AAS 2620 Asian American Literature (also AMST/ENGL 2620) (LA-AS)]

Spring 4 credits. S. Wong.
For description, see ENGL 2620.

[AAS 3030 Asians in the Americas: A Comparative Perspective (also ANTHR 3703) (CA-AS)]

Fall. 4 credits. V. Munasinghe.
For description, see ANTHR 3703.

[AAS 3470 Asian American Women's History (also AMST/FGSS/HIST 3470)]

Spring. 4 credits. Next offered 2009–2010. D. Chang.]

[AAS 3801/6801 Asian American Urban Experience (also AMST/CRP 3801/6801)]

Fall. 3 credits. C. Lai.
The seminar examines the histories and geographies of urban Asian American communities. We begin with an introduction to key geographical terms and spatial theories and then use them to analyze different Asian ethnic communities throughout North America. This includes an investigation of 19th- and early-20th-century segregated ethnic enclaves on the West Coast and the East Coast as well as an examination of postwar Asian American communities in suburbs.]

[AAS 3901 Asian American Politics and Public Policy (also CRP 3102)]

Spring. 3 credits. Next offered 2009–2010. C. Lai.
This lecture course examines key political and public policy issues affecting Asian American communities, such as immigration law, racial profiling, labor struggles, and electoral politics. We pay particular attention to political mobilization efforts of different Asian ethnic groups and examine how these groups have organized, framed their issues, and mobilized in terms of space, place, and spatial scale.]

[AAS 3950 Race, Space, and Place (also AMST 3950/6950, CRP 3101/6101)]

Spring. 3 credits. Next offered 2008–2009. C. Lai.
This seminar examines critical theories of race and space and investigates key sites where racial formation and spatial production intersect. These multiscale sites include the neoliberal city, the prison industrial complex, and the Mississippi Delta. We analyze not only the fatal coupling of difference, power, and space, but also the spatial politics of resistance and refusal.]

[AAS 4130 Race, Technology, and Visuality (also AMST/ARTH 4113) (CA-AS)]

Fall. 4 credits. Next offered 2009–2010. 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.]

[AAS 4310 Mind, Self, and Emotion (also HD 4310)]

Spring. 3 credits. Staff.
For description, see HD 4310.

[AAS 4240 Asian American Communities (also AMST/HIST 4200) (HA-AS)]

Fall. 4 credits. D. Chang.]

[AAS 4520 Culture and Human Development (also COGST/HD 4520)]

Next offered 2009–2010.
For description see HD 4520.]

[AAS 4530 20th-Century American Women Writers of Color (also AMST/ENGL/FGSS 4530) (LA-AS)]

Fall. 4 credits. S. Wong.
For description, see ENGL 4530.

[AAS 4790 Ethnicity and Identity Politics: An Anthropological Perspective (also ANTHR 4749) (SBA-AS)]

Next offered 2009–2010. V. Munasinghe.
For description, see ANTHR 4749.]

[AAS 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 4970 Jim Crow and Exclusion-Era America (also AMST/HIST 4970/6970)]

Spring. 4 credits. Limited to 15 students.
Next offered 2009–2010. D. Chang.]

ASTRONOMY

I. M. Wasserman, chair (616 Space Sciences Bldg., 254-4556); G. J. Stacey, director of undergraduate studies (212 Space Sciences Bldg., 255-5900); R. E. Bean, J. F. Bell, J. A. Burns, D. B. Campbell, D. F. Chernoff, J. M. Cordes, E. E. Flanagan, P. J. Gierasch, R. Giovanelli, M. P. Haynes, T. L. Herter, J. R. Houck, D. Lai, J. P. Lloyd, R. V. E. Lovelace, J.-L. Margot, P. D. Nicholson, S. W. Squyres, Y. Terzian, S. A. Teukolsky, J. F. Veverka. Emeritus: P. F. Goldsmith, 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, submillimeter, 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 1000-level courses are designed primarily for nonscience majors. The alternative introductory sequence ASTRO 2211–2212 is geared toward sophomore physical science and engineering majors and requires co-registration in beginning calculus. ASTRO 2201 and 2202 are intended for students with an interest in astronomy but no scientific background; they are topical rather than survey-oriented. ASTRO 3332 is designed for physical science and engineering majors as an introduction to astrophysics. Other courses at the 2000 and 3000 levels may appeal to students of various backgrounds and interests, as indicated in the individual course descriptions.

Courses numbered above 4000 are intended for students who have had two to three years of college physics and at least two years of college mathematics. ASTRO 4940 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 1112–2213–2214 or 1116–2217–2218 and the complementary pathway in mathematics, MATH 1110–1220–2210–2220 or 1910–1920–2930–2940 (or equivalent). Students who anticipate undertaking graduate study are urged to elect the honors physics sequence PHYS 1116–2217–2218–3318–3327 if possible. The sophomore seminar ASTRO 2233 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 3334 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 3314 or 3318, 3316, 3323 or 3327, 3341 and 4443
AEP 3210–3220 (or equivalent, e.g., MATH 4200 and 4220)
ASTRO 4410, 4431, and 4432.

With permission of the major advisor, 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 3000 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 4940 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 Advisors Committee of the Astronomy faculty. Typical requirements for graduating with honors are a minimum GPA of 3.5 over the past four semesters and grades of A– or better in ASTRO 4410, 4431, and 4432.

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.

Minor. The minor in Astronomy for other majors normally requires 12 credits, at least 8 of which must be at the 3000 level or above. ASTRO 2233 is recommended for sophomores planning to concentrate in Astronomy.

Distribution Requirement

All courses in astronomy, except ASTRO 1109, may be used to fulfill the science distribution requirement in the College of Arts and Sciences.

Courses

ASTRO 1101 The Nature of the Universe (PBS)

Fall. 3 credits. Limited to 30 students per disc sec. *Students may not receive credit for both ASTRO 1101 and 1103.* J. Lloyd and T. Herter.

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 1102 Our Solar System (PBS)

Spring. 3 credits. Limited to 30 students per disc sec. *Students may not receive credit for both ASTRO 1102 and 1104.* J.-L. Margot.

The past few decades have seen incredible advances in the exploration of our solar system. In this course students learn about the current state and past evolution of the Sun and its family of planets, moons, asteroids, and comets. The course emphasizes images and other data obtained from current and past NASA space missions and how these data provide insights about the important processes that have shaped the evolution of solar system objects. General astronomical concepts relevant to the study of the solar system are also discussed. Critical focus is on developing an understanding of the Earth as a planetary body and discovering how studies of other planets and satellites influence models of the climatic, geologic, and biologic history of our home world. Other topics covered include energy production in stars, global warming, impact hazards, the search for life in the solar system and beyond, and future missions.

ASTRO 1103 The Nature of the Universe (PBS)

Fall. 4 credits. Limited to 22 students per lab, 30 students per disc sec. J. Lloyd and T. Herter.

Identical to ASTRO 1101 except for addition of the laboratory. Students may not receive credit for both ASTRO 1101 and 1103.

ASTRO 1104 Our Solar System (PBS)

Spring. 4 credits. Limited to 22 students per lab, 30 students per disc sec. J.-L. Margot.

Identical to ASTRO 1102 except for addition of the laboratory. Students may not receive credit for both ASTRO 1102 and 1104.

ASTRO 1105 An Introduction to the Universe (PBS)

Summer. 3 credits. Recommended: high school physics. *Students may not receive credit for both ASTRO 1105 and 1107.*

J. Kregenow.

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 1106 Essential Ideas in Relativity and Cosmology (PBS)

Summer. 3 credits. Prerequisites: high school algebra and trigonometry. A. Brazier.

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 1107 An Introduction to the Universe (PBS)

Summer. 4 credits. *Students may not receive credit for both ASTRO 1105 and 1107.* J. Kregenow.

Identical to ASTRO 1105 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 1109 FWS: Birth of the Universe

Spring. 3 credits. A. Martin.

Our knowledge of the universe has been revolutionized by discoveries in the past century and is very much a work in progress. The history of the origin, evolution, and ultimate fate of the entire universe (collectively known as cosmology) is full of instances where a widely accepted belief was shown to be most likely false. Our current cosmological theories are also riddled with many issues that are not yet fully understood. We will read popular texts by such authors as Carl Sagan and Alan Lightman to learn what we know about some recent burning cosmological questions: What happened after the Big Bang? What exactly are dark matter and dark energy? What does the future hold for our universe? Students will have an opportunity to participate in some of the many currently heated debates in cosmology through writing and in-class discussions.

ASTRO 1195 Observational Astronomy (PBS)

Fall. 3 credits. Limited to 24 students. 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 spectroscopes and sun dials; laboratory spectroscopy; experiments in planetary cratering; collection and study of micrometeorites; analyses of planetary and lunar images obtained by the class, measuring the diameter of Earth or the size of the solar system.

ASTRO 2201 Our Home in the Universe (PBS)

Fall. 3 credits. Prerequisite: freshman or sophomore standing. No scientific background assumed. R. Giovanelli and 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 2202 Our Home in the Solar System (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 2211 Astronomy: Stars, Galaxies, and Cosmology (PBS)

Fall. 4 credits. Intended for first- and second-year engineering and physical sciences students. Prerequisite: introductory calculus or co-registration in MATH 1110 or 1910 or permission of instructor. R. Bean.

This course offers an introduction to astrophysics aimed at prospective science and engineering majors. It covers a broad array of topics in astrophysics including the formation, structure, evolution and observational properties of normal and extreme stars, galaxies and cosmology, and the underlying physical processes governing them. The textbook is by Kutner. This course is a slightly more mathematical and physics-oriented alternative to ASTRO 1101/1103.

ASTRO 2212 The Solar System: Planets, Satellites, and Rings (PBS)

Spring. 4 credits. Intended for first- and second-year engineering and physical sciences students. Prerequisite: introductory calculus or co-registration in MATH 1110 or 1910; some knowledge of classical physics (mechanics and thermodynamics). D. Campbell and P. Nicholson.

Introduction to the solar system with emphasis on the quantitative application of simple physical principles to the understanding of what we observe or can deduce. Topics include the Sun and the interior processes that control its luminosity, the interiors, surfaces, and atmospheres of the planets including the effects of greenhouse gases, satellites, and small bodies, orbits of solar system bodies and the search for extra-solar planets. Results from past and current spacecraft missions will be discussed including the Cassini mission to the Saturn system and the Mars Exploration Rovers.

ASTRO 2233 Topics in Astronomy and Astrophysics

Fall. 3 credits. Intended for sophomores planning to major in Astronomy or related fields. Prerequisites: co-registration in PHYS 1112 or 1116, MATH 1120, 1220 or 1920. Home page: www.astro.cornell.edu/academics/courses/astro233. M. Haynes and D. Campbell.

The course theme may change yearly. The Fall 2008 course will explore the theme: "Science with the Big Dish in the Jungle: The Arecibo Telescope." Constructed in northwestern Puerto Rico in the 1960's, the 305 meter diameter

Arecibo antenna remains the world's largest radio/radar telescope. In this class, we will explore how continuing advances in technology have enabled new scientific discoveries with Arecibo especially in the fields of planetary, pulsar and extragalactic science. Topics will include applications of asteroid and pulsar observations to test general relativity and extreme physics, determination of orbital parameters for near-Earth asteroids, and the search for "stealth galaxies" composed almost entirely of dark matter. Organized as a seminar, with readings and discussions. Students may have the opportunity to participate in observations using Arecibo conducted remotely from the Space Sciences Building.

[ASTRO 2280 Space Exploration (PBS)

Fall. 3 credits. No special background in physical sciences, math, or engineering assumed. Next offered 2009-2010. 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 2290 Relativity and Astrophysics (PBS)

Spring. 4 credits. Prerequisites: freshman physics, calculus, and geometry. Next offered 2009-2010. 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 2299 Search for Life in the Universe (PBS)

Spring. 4 credits. Prerequisites: two courses in any physical science subject or permission of instructors. Next offered 2009-2010. 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 3310 Planetary Imaging Processing (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). Next offered 2009-2010. J. Bell.

Reviews basic techniques employed in the collection and processing of spacecraft images of solar system objects. See www.astro.cornell.edu/courses/astro310/main.html for course details.]

ASTRO 3332 Elements of Astrophysics (PBS)

Spring. 4 credits. Prerequisites: MATH 1120, 1220, 1920, or equivalent; PHYS 2213 or 2217. J. Houck.

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 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 3334 Modern Astrophysical Techniques (PBS)

Spring. 3 credits. Intended for sophomores majoring or concentrating in Astronomy or related fields. Prerequisites: two semesters of introductory physics and two semesters of calculus. Recommended: ASTRO 2233. J. Lloyd.

The course reviews the basic techniques employed in astrophysical research, both observational and theoretical, to explore the universe. Basic methods and strategies of data acquisition and image and signal processing are discussed. Students gain hands-on experience with visualization techniques and methods of error analysis, data fitting, and numerical simulation. Exercises address the processes by which astrophysicists piece together observations made with today's foremost astronomical instruments to solve questions concerning the origin of planets, stars, galaxies, and the universe itself.

ASTRO 4410 Experimental Astronomy (PBS)

Fall. 4 credits. Prerequisites: PHYS 2214/2218 (or 3310 or 3360), PHYS 3323/3327 (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 4431 Introduction to Astrophysics and Space Sciences (PBS)

Fall. 4 credits. Prerequisites: mathematics above 2000 level and physics above 3000 level. Recommended: PHYS 4443. D. Lai and P. Nicholson.

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 4432 Introduction to Astrophysics and Space Sciences II (PBS)

Spring. 4 credits. Prerequisite: ASTRO 4431 or permission of instructor. R. Bean and G. Stacey.

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 4445 Introduction to General Relativity (also PHYS 4445) (PBS)

Fall. 4 credits. Staff.

For description, see PHYS 4445.

ASTRO 4490 Senior Seminar Critical Thinking (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 will also be discussed. 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? Is the future determined?

ASTRO 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 3332, 4431, or 4434.

Individuals work on selected topics. A program of study is devised by the student and instructor.

ASTRO 6509 General Relativity I (also PHYS 6553)

Fall. 4 credits. Prerequisite: knowledge of special relativity and methods of dynamics at level of *Classical Mechanics* by Goldstein. E. Flanagan.

For description, see PHYS 6553.

ASTRO 6510 Applications to General Relativity II (also PHYS 6554)

Spring. 4 credits. Prerequisite: ASTRO 6509. E. Flanagan.

For description, see PHYS 6554.

[ASTRO 6511 Physics of Black Holes, White Dwarfs, and Neutron Stars (also PHYS 6525)]

Spring. 4 credits. Prerequisites: all of physics at upper-division undergraduate level. Next offered 2009–2010. D. Lai.

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 6516 Galactic Structure and Stellar Dynamics]

Fall. 4 credits. Next offered 2009–2010. 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 6520 Radio Astronomy]

Fall. 4 credits. Next offered 2009–2010.

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 6523 Signal Modeling, Statistical Inference, and Data Mining in Astronomy]

Fall. 4 credits. Next offered 2009–2010. 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 6525 Techniques of Optical/Infrared and Submillimeter Astronomy

Fall. 4 credits. T. Herter.

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 6530 Astrophysical Processes]

Spring. 4 credits. Next offered 2009–2010. D. Lai.

Fundamentals of radiative transfer, bremsstrahlung, synchrotron radiation, Compton scattering, spectral line transfer, gas heating and cooling and topics in atomic and molecular spectroscopy topics are discussed within the framework of astrophysical sources and problems.]

ASTRO 6531 Astrophysical Fluid Dynamics

Spring. 4 credits. D. Lai.

This course will survey fluid dynamics (including magnetohydrodynamics and some plasma physics) important for understanding astronomical phenomena. Topics include basic fluid and MHD concepts and equations, waves and instabilities of various types (e.g., sound, gravity, Rossby, hydromagnetic, spiral density waves; Rayleigh-Taylor, thermal, Jeans, rotational, magnetorotational instabilities), shear and viscous flows, turbulence, shocks and blast waves, etc. These topics will be discussed in different astrophysical contexts and applications, such as atmosphere and ocean, star and planet formation, compact objects, interstellar medium, galaxies and clusters. This course is intended mainly for graduate students (both theory and observation) interested in astrophysics and space physics. No previous exposure to fluid dynamics is required.

ASTRO 6560 Theory of Stellar Structure and Evolution (also PHYS 7667)

Fall. 4 credits. 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 6570 Physics of the Planets]

Fall. 4 credits. Next offered 2009–2010. 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. An introduction to the theory of planetary interiors, gravitational fields, heat sources, and rotational mechanics. Intended for graduate students and seniors in astronomy, physics, and engineering.]

[ASTRO 6571 Mechanics of the Solar System (also TAM 6730)]

Spring. 3 credits. Next offered 2009–2010.
J. Burns.

For description, see TAM 6730.]

ASTRO 6575 Planetary Atmospheres (also EAS 5750)

Fall. 4 credits. P. Gierasch.

Introduction to radiative transfer in emitting and scattering atmospheres. Radiative energy balance and radiative equilibrium. Structures of the atmospheres in the solar system. Introduction to motions in atmospheres. Planetary examples of balanced flows. Mesoscale waves, wave absorption and wave accelerations. Planetary waves. The influence of wave accelerations on thermal structure and composition. Introduction to atmospheric chemistry. Dynamical transports. Observations. At the level of Andrews, *Atmospheric Physics*.

ASTRO 6577 Planetary Surface Processes (also EAS 5770)

Spring; 3 or 4 credits (3 credits for course only; 4 credits if registered for the lab trip—see course description below). J. Bell.

Survey of processes involved in the formation and evolution of the surfaces of solar system bodies. Surface morphology and landforms of terrestrial planets, planetary satellites, asteroids, and comets. Fundamentals of impact cratering, volcanism, tectonism, and erosion as applied to planetary surfaces, with significant emphasis on terrestrial field examples as analogs and study sites. Basic introduction to physical, geochemical, and “space” weathering of planetary surfaces. Basic introduction to field methods and remote sensing techniques and data sets (terrestrial, spacecraft). Students enrolled in the course can participate in an optional field trip over Spring Break to a “classic” planetary surface process analog field site (e.g., Meteor Crater, Amboy, Hawaii, Grand Canyon, Death Valley) for 1 additional credit. Grading based on participation in discussions, critical literature reviews, and final project/presentation.

ASTRO 6578 Planet Formation and Evolution (also EAS 5780)

Fall. 4 credits. J.-L. Margot and M. Pritchard.

Survey of chemical and physical processes important to the origin and evolution of planetary systems. The first part of the course will cover the formation of planets including the astronomical context, nucleosynthesis, meteoritics, condensation sequence, accretion, dynamical evolution, and observational constraints (disks, exoplanets, major planets, satellites, and small bodies). The second part of the course will cover planetary internal structure and evolution including melting, differentiation, core formation, convection, thermal evolution, and magnetic fields.

ASTRO 6579 Celestial Mechanics (also TAM 6720)

Spring. 3 credits. J. Burns.

For description, see TAM 6720.

ASTRO 6590 Galaxies and the Universe

Fall. 4 credits. R. Giovanelli and M. Haynes.

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 6599 Cosmology (also PHYS 6599)]

Spring. 4 credits. Prerequisites: statistical physics, quantum mechanics, and electromagnetic theory courses. Next offered 2009–2010. R. Bean.

Intended to provide a detailed theoretical development of current ideas in cosmology. Topics include Big Bang cosmology and universe’s matter content; a cosmological chronology very early universe, symmetry breaking, inflationary scenarios, nucleosynthesis, recombination, growth of irregularities, galaxy formation and clustering, dark energy; current and future cosmological observational approaches.]

ASTRO 6940 Advanced Study and Research

Fall or spring. Credit TBA.

Guided reading and seminars on topics not currently covered in regular courses.

[ASTRO 7620 Seminar: Advanced Radio Astronomy]

Spring. 2 credits. Prerequisites: for advanced undergraduates, by permission of instructor. Recommended: some background in astronomical spectroscopy. Next offered 2009–2010. R. Giovanelli, M. Haynes, and J. Houck.

“Dwarf Galaxies: The View from 1 Meter to 1 Micron.” CDM theory describes the growth of structure through the merger of small halos formed in large numbers early on, and while these small halos serve as the building blocks of galaxies and clusters, many low mass objects are nonetheless expected to survive to the present epoch. In this seminar, we will explore our current understanding of dwarf galaxies, their impact on hierarchical structure development and the clues about galaxy formation and evolution they carry with them especially as viewed using today’s long wavelength forefront instruments Spitzer, ALFA and the VLA and, in the future, ALMA and CCAT.]

[ASTRO 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. Next offered 2009–2010. D. Campbell and J.-L. Margot.

Discussion of radar techniques and the results from the application of these techniques to the study of solar system bodies including the Earth.]

ASTRO 7652 Advanced Atmospheric Dynamics (also EAS 6520)

Spring. 3 credits. S. Colucci.

For description, see EAS 6520.

[ASTRO 7660 Cosmic Electrodynamics (also AEP 6080)]

Spring. 2 credits. Next offered 2009–2010. 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 7671 Seminar: Classic Papers in Planetary Science]

Fall. 3 credits. Next offered 2009–2010.

J.-L. Margot.

This reading seminar is designed to review seminal papers in planetary science. Required readings will be selected for their pedagogical aspects and will be discussed in-depth in class. Faculty, staff, and students will make presentations from the readings.]

[ASTRO 7671 Seminar: Planetary Science—Composition and Mineralogy of the Martian Surface (also EAS 6930)]

Spring. 3 credits. Next offered 2009–2010.

J. Bell.

This course will review our current knowledge of the composition, mineralogy, and physical properties of the surface of Mars, using the latest available data and analyses from space missions like the Mars Exploration Rovers and the Global Surveyor, Odyssey, Mars Express, and Reconnaissance orbiters. Lectures will follow the chapters of the 2007 Cambridge University Press book on this same topic (edited by J. Bell), and will be augmented by student in-class literature reviews. Grades will be based on in-class reviews, discussions, and a final term paper/presentation.]

[ASTRO 7671 Seminar: Planetary Science—Stars, Rocks, and Between]

Spring. 3 credits. Next offered 2009–2010.

J. Lloyd.

This seminar will discuss the theoretical and observational aspects of the formation, structure and evolution of low mass objects in the Universe: red dwarf stars, brown dwarfs, jovian and terrestrial exoplanets. The seminar will focus particularly on aspects of low mass stars and substellar objects of recent progress and of relevance to ongoing extrasolar planet research programs.]

[ASTRO 7671 Seminar: Planetary Science—Micron to Millimeter Astronomy]

Spring. 3 credits. Next offered 2009–2010.

J. Houck, 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 7671 Seminar: The Nature and Exploration of Comets

Fall. 3 credits. J. Veverka.

The course will review the current understanding of comets and of their role in the evolution of the solar system. Particular attention will be given to results obtained by recent spacecraft missions to comets and to plans for the future exploration of these bodies.

[ASTRO 7673 Seminar: Planetary Atmospheres

Spring, 2 credits. Next offered 2009–2010.
P. Gierasch.

Deals with motions in planetary atmospheres. Among the topics to be discussed are the Venus general circulation, the Mars general circulation, and dust and water transports on Mars. The focus this year will be on the nature of the planetary boundary layers on Venus and Mars. Comparison with the Earth will be examined. The role of the boundary layer in soil transport will be discussed.]

ASTRO 7690 Seminar: Computational Physics (also PHYS 4480/7680)

Spring, 3 credits. Prerequisite: working knowledge of FORTRAN. Staff.
For description, see PHYS 4480/7680.

[ASTRO 7699 Seminar: Problems in Theoretical Astrophysics (also PHYS 7665)

Fall, 2 credits. Next offered 2009–2010.
D. Lai.

Topics in condensed matter, atomic, nuclear and particle astrophysics will be treated, with examples from domains ranging from planets to white dwarfs and neutron stars.]

BIOLOGICAL SCIENCES

The biological sciences (“biology”) major is distinguished from other life sciences majors by its focus on basic, as opposed to applied, aspects of biology. All biology majors take courses in genetics, evolutionary biology, and biochemistry—subjects fundamental to understanding questions spanning the full spectrum of biology in the age of genomics.

In addition to taking these core courses, each student completes a Program of Study (“concentration”) that affords the opportunity for acquiring a more detailed knowledge of particular subject areas: Animal Physiology, Biochemistry, Computational Biology, Ecology and Evolutionary Biology, Genetics and Development, Insect Biology, Molecular and Cell Biology, Microbiology, Neurobiology and Behavior, Nutrition, Plant Biology, and Systematics and Biotic Diversity. Alternatively, students may choose to explore three or more of these areas in the General Biology Program of Study.

The continuing rapid advances in biology are built on an ever-greater integration with the physical sciences and mathematics. Thus, the biology major is designed to provide students with a strong foundation not only in core areas of modern biology, but also in chemistry, organic chemistry, physics, and mathematics.

Students work with faculty, staff, and student advisors in selecting their Program of Study and in choosing the course options that each offers. The Office of Undergraduate Biology (OUB) in 216 Stimson Hall oversees advising for biology majors, and also coordinates the extensive undergraduate biology research program, including the biology research honors program, and the Biology Scholars Program.

The biology major is very popular among students of both the College of Agriculture and Life Sciences and the College of Arts and Sciences. It provides excellent preparation not only for various advanced degrees in science,

but also for health careers, because so many of its requirements are also requirements for medical, dental, or veterinary programs. For more details about the biology major and minor see the section in this catalog on biological sciences or visit www.biology.cornell.edu.

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 courses that have similar content. Students will receive credit for only one of the courses in each group.

BIOG 1101 & 1103, 1105, 1107, 1110

BIOG 1102 & 1104, 1106, 1108, 1109

BIOBM 3300, 3310 & 3320, 3330, NS 3200

BIOSM 3640, 3750

BIOSM 3760, BIOEE 3730

BIOLOGY & SOCIETY MAJOR

K. Vogel, director of undergraduate studies, College of Arts and Sciences; N. Breen, advising coordinator, College of Human Ecology; B. Chabot, advising coordinator, College of Agriculture and Life Sciences; E. Adkins-Regan, D. Bates, B. Bedford, W. Bemis, K. Berggren, R. Boyd, N. Breen, J. T. Brenna, D. Brown, R. Canfield, S. Ceci, B. Chabot, C. C. Chu, W. Crepet, J. Davis, P. Dear, R. Depue, G. W. Feigenson, J. Fortune, C. Geisler, W. Ghiorse, C. Goodale, C. Greene, D. Gurak, J. Haas, A. Hajek, L. Harrington, A. Hedge, S. Hilgartner, T. J. Hinrichs, H. C. Howland, B. Johnson, B. Knuth, A. Lemley, C. Leuenberger, D. Levitsky, B. Lewenstein, B. Lust, M. Lynch, K. McComas, S. McCouch, A. Netravali, 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, S. Seth, R. Stedman, R. Stoltzfus, J. Tantillo, J. Thies, V. Utermohlen, K. Vogel, R. Wayne, E. Wethington, T. Whitlow, S. Wolf. Emeritus: U. Bronfenbrenner, C. Eberhard, K. A. R. Kennedy, 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 advisor, 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.

Because of the interdisciplinary nature and flexibility of the Biology & Society major, we do not allow students to triple major.

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 STS 2011, *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

- BIOG 1101-1104 or 1105-1106 or 1107-1108 (prerequisite for admission to Biology & Society).
- College calculus (one course):* MATH 1106, 1110, 1120 or any higher-level calculus.
- Recommended but not required: General chemistry (one-year sequence) (prerequisite to biochemistry and other chemistry courses): CHEM 1560, 2070-2080, or 2150-2160.

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 1000 level, at least 3 credit hours, and taken for a letter grade.

- Ethics: one course; BSOC 2051 (also STS 2051) or BSOC 2061 (also STS 2061, PHIL 2460).
- 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 3300 or 3310 or 3330 or NS 3200); ecology (BIOEE 2610, BIOSM 3640, BIOSM 3750); genetics and development (BIOGD 2801 or 2810 or 2820 or PLBR 2250); evolutionary biology (BIOEE 2780); animal behavior (BIONB 2210, BIOSM 3290); neurobiology (BIONB 2220); anatomy and physiology (BIOAP 3110); biological diversity (BIOPL 2410 or BIOMI 2900 or BIOEE 3730 or 2740 or 4500 or 4700 and 4720 or 4750 or 4760 or ENTOM 2120 or PLPA 3010 or 3090 or BIOSM 3100 or 3740 or 3770 or 4490); nutrition (NS 1150).
- Biology foundation (Depth requirement): one biology course for which one of the above (2c) is a prerequisite.**
- Statistics: one course selected from MATH 1710, BTRY 3010, AEM 2100, SOC 3010, PSYCH 3500, ECON 3190, PAM 2100, ILRST 2100 or 2120.

- Core Course: (one course).** Should be completed by end of junior year.
BSOC 3011 Life Sciences and Society (also STS 3011); or STS 2861 Science and Human Nature (also PHIL 2860).
- Theme** (five courses that correspond to the theme selected by the student). These courses can be above the 1000 level, at least 3 credit hours, and taken for a letter grade. Choose these courses as follows:
 - Natural science issues/biology elective (two courses). Select from the list of BSOC-approved natural science issues courses or choose course(s) with introductory biology as a prerequisite.
 - 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 advisor.
 - 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.

** A list of approved depth courses using NS 1150 as a prerequisite is available in 3060 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 BSOC 3751 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.

The Honors Program

The honors program is designed to provide independent research opportunities for academically talented undergraduate students whose major is Biology & Society (BSOC). 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 advisors. 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. BSOC 4991 is now cross-listed with the College of Agriculture and Life Sciences as ALS 4991 and the College of Human Ecology as HE 4990. Students wishing to receive CALS credit can sign up for ALS 4991 and those wishing to receive Human Ecology credit must sign up for HE 4990. 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: Kathleen Vogel, director of undergraduate studies, kmv8@cornell.edu

In Agriculture and Life Sciences: Brian Chabot, faculty representative to CALS Honors Committee, bfc1@cornell.edu

In Human Ecology: Nancy Breen, advising coordinator, CHE, neb5@cornell.edu

Further Information

Professor Brian Chabot, director of undergraduate studies and advising coordinator, College of Agriculture and Life Sciences, bfc1@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

Consult the John S. Knight Institute web site for times, instructors, and descriptions. Web site: www.arts.cornell.edu/Knight_institute/index.html.

II. Introductory Courses

STS 1101 Science and Technology in the Public Arena (SBA-AS)

Fall. 3 credits. Recommended as introduction to field. Not required; may not be used to fulfill major requirement. STS 1101 and 1102 can be taken separately or in any order. J. Reppy.

For description, see STS listings, STS 1101.

STS 1102 Histories of the Future (also HIST 1620) (CA-AS)

Spring. 3 credits. Recommended as an introduction to the field. Not required; may not be used to fulfill a major requirement. STS 1101 and 1102 may be taken separately or in any order. S. Seth.

For description, see STS listings, STS 1102.

III. Foundation Courses

A. *Ethics* (one course)

BSOC 2051 Ethical Issues in Health and Medicine (also STS 2051) (KCM-AS)

Fall. 4 credits. Limited to 150 students. Not open to freshmen. S. Hilgartner.

In today's rapidly changing world of health and medicine, complex ethical issues arise in many contexts—from the private, interpersonal interactions between doctor and patient to the broad, mass-mediated controversies that make medicine into headline news. This course examines ethical problems and policy issues that arise in contemporary medicine, health care, and biomedical research. Tools for ethical analysis are applied to a variety of cases and fundamental questions in bioethics. Perspectives from social science, history, and law also inform the course. 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.

BSOC 2061 Ethics and the Environment (also PHIL 2460, STS 2061) (KCM-AS)

Spring. 4 credits. Open to all undergraduates; freshmen by permission of instructor. S. Pritchard.

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

[HIST 3150 Environmental History: The U.S. and the World (also AMST 3510)]

Spring. 4 credits. Next offered 2009–2010. A. Sachs.]

NTRES 2320 Nature and Culture

Spring. 3 credits. J. Tantilillo.
For description, see NTRES 2320.

NTRES 3320 Introduction to Ethics and Environment

Fall. 4 credits. J. Tantilillo.
For description, see NTRES 3320.

[STS 2331 Agriculture, History, and Society: From Squanto to Biotechnology]

Fall. 3 credits. Next offered 2009–2010. M. Rossiter.
For description, see STS 2331.]

STS 2811 Science in Western Civilization: Medieval and Early-Modern Europe up to Isaac Newton (also HIST 2810)

Fall. 4 credits. May be taken for Foundation credit if course time period better meets students theme/interest, STS 2821 preferred for major. P. Dear.
For description, see HIST 2810.

STS 2821 Science in Western Civilization: Newton to Darwin, Darwin to Einstein (also HIST 2820)

Spring. 4 credits. P. Dear.
For description, see HIST 2820.

STS 2871 Evolution (also BIOEE 2070, HIST 2870)

Fall or summer. 3 credits. May not be taken for credit after BIOEE 2780. W. Provine.
For description, see BIOEE 2070.

STS 3551 Computers: From the 17th Century to the Dotcom Boom (also COMM/INFO 3551)

Fall. 4 credits. STS 3551 and 3561 may be taken separately or in any order. J. Ratcliff.
For description, see STS listings, STS 3551.

STS 3561 Computing Cultures (also COMM/INFO 3561, VISST 3560)

Spring. 4 credits. STS 3551 and 3561 may be taken separately or in any order. R. Prentice.
For description, see STS listings, STS 3561.

[STS 4331 International History of Science]

Spring. 4 credits. Next offered 2009–2010. M. Rossiter.
For description, see STS listings, STS 4331.]

STS 4441 Historical Issues of Gender and Science (also FGSS 4440)

Spring. 4 credits. M. Rossiter.
For description, see STS listings, STS 4441.

STS 4471 Seminar in the History of Biology (also BIOEE 4670, BSOC 4471, HIST 4150)

Fall or summer (six-week session). 4 credits. Limited to 18 students. S–U or letter grades. Fall, W. Provine; summer, A. MacNeill.
For description and prerequisites, see BIOEE 4670.

2. Philosophy of Science

STS 2011 What Is Science? An Introduction to the Social Studies of Science and Technology (also SOC 2100)

Spring. 3–4 credits. T. Pinch.
For description, see STS listings, STS 2011.

STS 2861 Science and Human Nature (also PHIL 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 2860.

STS 3811 Philosophy of Science: Knowledge and Objectivity (also PHIL 3810)

Fall. 4 credits. R. Boyd.
For description, see PHIL 3810.

3. Sociology of Science

BSOC 2201 Society and Natural Resources under Sociology of Science (also DSOC/NTRES 2201)

Spring. 3 credits. R. Stedman.

BSOC 3011 Life Sciences and Society (also STS 3011) (SBA-AS)

Fall. 4 credits. May be used to meet sociology of science requirement *if not* used to meet core course requirement. J. Crane.
For description, see “Core Courses,” BSOC 3011.

BSOC 3311 Environmental Governance (also NTRES 3310, STS 3311)

Spring. 3 credits. S. Wolf.
For description see NTRES 3310.

BSOC 4421 Sociology of Science (also CRP/SOC 4420, STS 4421)

Fall. 4 credits. T. Pinch.
For description, see STS 4421.

DSOC 2200 Sociology of Health and Ethnic Minorities (also LSP 2200)

Fall. 3 credits. P. Parra.
For description, see DSOC 2200.

[HD 4520 Culture and Human Development]

Fall. 3 credits. Next offered 2009–2010. Q. Wang.
For description, see HD 4520.]

NS 2450 Social Science Perspectives on Food and Nutrition

Fall. 3 credits. C. Bisogni and J. Sobal.
For description and prerequisites, see NS 2450.

STS 2011 What Is Science? An Introduction to the Social Studies of Science and Technology (also SOC 2100)

Spring. 3 credits. T. Pinch.
For description, see STS listings, STS 2011.

STS 3111 The Sociology of Medicine (also SOC 3130)

Spring. 4 credits. Not open to freshmen. C. Leuenberger.
For description, see STS listings, STS 3111.

[STS 4111 Knowledge, Technology, and Property]

Spring. 4 credits. Next offered 2009–2010. S. Hilgartner.
For description, see STS 4111.]

4. Politics of Science

BSOC 3311 Environmental Governance (also NTRES 3310, STS 3311)

Spring. 3 credits. S. Wolf.
For description see NTRES 3310.

[BSOC 4071 Law, Science, and Public Values (also STS 4071)]

Spring. 4 credits. Next offered 2009–2010. M. Lynch.
For description, see STS listings, STS 4071.]

CRP 3800 Environmental Politics

Fall. 4 credits. R. Booth.
For description, see CRP 3800.

PAM 2300 Introduction to Policy Analysis

Fall and spring. 4 credits. R. Avery and J. Gerner.
For description, see PAM 2300.

STS 3241 Environment and Society (also DSOC/SOC 3240)

Spring. 3 credits. G. Gillespie.
For description, see DSOC 3240.

STS 3911 Science in the American Polity: 1960 to Now (also AMST 3911, GOVT 3091)

Spring. 4 credits. J. Reppy.
For description, see STS 3911.

5. Science Communication

COMM 4210 Communication and the Environment

Spring. 3 credits. May be used in Foundation only if **not** taken as senior seminar. Offered odd-numbered years. K. McComas.

For description, see COMM 4210.

STS 2851 Communication in the Life Sciences (also COMM 2850)

Spring. 3 credits. Staff.

For description, see COMM 2850.

STS 3521 Science Writing for the Mass Media (also COMM 3520)

Fall. 3 credits. B. Lewenstein.

For description and prerequisites, see COMM 3520.

STS 4660 Public Communication of Science and Technology (also COMM 4660)

Spring. 3 credits. Limited to 15 students. May be used in Foundation only if **not** taken as senior seminar. Offered even-numbered years. Staff.

For description and prerequisites, see COMM 4660.

C. Biology foundation (breadth requirement): Three courses: one from three of the following subject areas:

1. Biochemistry, Molecular and Cell Biology

BIOBM 3300 Principles of Biochemistry, Individualized Instruction

Fall and spring. 4 credits. J. Blankenship, P. Hinkle, and staff.

For description and prerequisites, see BIOBM 3300.

BIOBM 3310 Principles of Biochemistry: Proteins and Metabolism

Fall. 3 credits. May not be taken for credit after BIOBM 3300 or 3330. G. Feigenson.

For description and prerequisites, see BIOBM 3310.

BIOBM 3330 Principles of Biochemistry, Lectures

Summer, six-week session. 4 credits. S. Ely.

For description and prerequisites, see BIOBM 3330.

[NS 3200 Introduction to Human Biochemistry

Fall. 4 credits. Next offered 2010-2011.

P. Stover.

For description and prerequisites, see NS 3200.]

2. Ecology

BIOEE 2610 Ecology and the Environment

Fall and summer. 4 credits. Not open to freshmen. Fall, A. Kessler, C. Goodale, and staff; summer, A. Vawter.

For description and prerequisites, see BIOEE 2610.

BIOISM 3640 Field Marine Science

Summer. 6 credits. Taught at the Shoals Marine Laboratory, for more information and application, contact the SML office at G14 Stimson Hall. Staff.

For description and prerequisites, see BIOSM 3640.

BIOISM 3750 Field Marine Biology and Ecology

Summer. 6 credits. Taught at the Shoals Marine Laboratory, for more information and application, contact the SML office at G14 Stimson Hall. Staff.

For description and prerequisites, see BIOSM 3750.

3. Genetics and Development

BIOGD 2800 Lectures in Genetics

Fall, spring, and summer. 3 credits. T. Fox, R. MacIntyre, and D. Nero.

For description and prerequisites, see BIOGD 2800.

BIOGD 2810 Genetics

Fall, spring, and summer. 5 credits. Limited to 200 students. Not open to freshmen fall semester. T. Fox, R. MacIntyre, and D. Nero.

For description and prerequisites, see BIOGD 2810.

BIOGD 2820 Human Genetics

Spring. 2 or 3 credits (2 credits if taken after BIOGD 2810); 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 2820.

PLBR 2250 Plant Genetics

Spring. 3 credits. P. Gregory.

For description, see PLBR 2250.

4. Evolutionary Biology

BIOEE 2780 Evolutionary Biology

Fall, spring, and summer. 3 or 4 credits.

Fall, I. Lovette; spring, staff.

For description, see BIOEE 2780.

5. Animal Behavior

BIONB 2210 Neurobiology and Behavior I: Introduction to Behavior

Fall. 3, 4, or 5 credits. R. A. Raguso and staff.

For description and prerequisites, see BIONB 2210.

BIOISM 3290 Ecology of Animal Behavior

Summer. 4 credits. Taught at the Shoals Marine Laboratory, for more information, contact the SML office at G14 Stimson Hall. Staff.

For description and prerequisites, see BIOSM 3290.

6. Neurobiology

BIONB 2220 Neurobiology and Behavior II: Introduction to Neurobiology

Spring. 3 or 4 credits. J. R. Fetcho and staff.

For description and prerequisites, see BIONB 2220.

7. Physiology and Anatomy

BIOAP 3110 Introductory Animal Physiology, Lectures (also VTBMS 3460)

Fall. 3 credits. M. Baustian.

For description and prerequisites, see BIOAP 3110.

8. Biological Diversity

BIOEE 2740 The Vertebrates: Structure, Function, and Evolution

Spring. 4 credits. K. Zamudio.

For description and prerequisites, see BIOEE 2740.

[BIOEE 3730 Biology of the Marine Invertebrates

Fall. 5 credits. Next offered 2009-2010. D. Harvell.

For description and prerequisites, see BIOEE 3730.]

BIOEE 4500 Mammalogy (Lecture)

Spring. 3 credits. B. A. McGuire.

For description and prerequisites, see BIOEE 4500.

BIOEE 4700 Herpetology, Lectures

Spring. 2 credits; must be taken in conjunction with 4701 to count for major credit. Offered alternate years. H. Greene. For description and prerequisites, see BIOEE 4700.

BIOEE 4701 Herpetology, Laboratory

Spring. 2 credits; must be taken in conjunction with 4700 to count for major credit. Offered alternate years. H. Greene.

For description and prerequisites, see BIOEE 4701.

[BIOEE 4750 Ornithology

Spring. 4 credits. Next offered 2009-2010. D. Winkler.

For description and prerequisites, see BIOEE 4750.]

BIOEE 4760 Biology of Fishes

Fall. 4 credits. A. McCune.

For description and prerequisites, see BIOEE 4760.

BIOMI 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. Ghiorse.

For description and prerequisites, see BIOMI 2900.

BIOPL 2410 Introductory Botany

Fall. 3 credits. K. Niklas.

For description, see BIOPL 2410.

BIOISM 3100 Marine Symbiosis

Summer. 4 credits. Taught at the Shoals Marine Laboratory, for more information, contact the SML office at G14 Stimson Hall. Staff.

For description and prerequisites, see BIOSM 3100.

BIOISM 3740 Field Ornithology

Summer. 4 credits. Taught at the Shoals Marine Laboratory, for more information, contact the SML office at G14 Stimson Hall. Staff.

For description and prerequisites, see BIOSM 3740.

BIOISM 3770 Diversity of Fishes

Summer. 4 credits. Taught at the Shoals Marine Laboratory, for more information, contact the SML office at G14 Stimson Hall. Staff.

For description and prerequisites, see BIOSM 3770.

BIOISM 4490 Seaweeds, Plankton, and Seagrass: the Ecology and Systematics of Marine Plants

Summer. 4 credits. Taught at the Shoals Marine Laboratory, for more information, contact the SML office at G14 Stimson Hall. Staff.

For description and prerequisites, see BIOSM 4490.

ENTOM 2120 Insect Biology

Fall. 4 credits. J. P. Sanderson.
For description and prerequisites, see ENTOM 2120.

PLPA 3010 Biology and Management of Plant Diseases

Fall. 3 credits. M. Milgroom.
For description, see PLPA 3010.

PLPA 3090 Fungi

Fall. 3 credits. K. Hodge.
For description and prerequisites, see PLPA 3090.

9. Nutrition**NS 1150 Nutrition, Health, and Society**

Fall. 3 credits. D. Levitsky.
For description, see NS 1150.

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 2100 Introductory Statistics

Spring. 4 credits. C. VanEs.
For description and prerequisites, see AEM 2100.

BTRY 3010 Statistical Methods I

Fall and summer. 4 credits. Fall, P. Sullivan; summer: F. King.
For description and prerequisites, see BTRY 3010.

ECON 3190 Introduction to Statistics and Probability

Fall and spring. 4 credits. Fall: F. Molinari, spring: staff.
For description and prerequisites, see ECON 3190.

ILRST 2100 Introductory Statistics (also STSCI 2100)

Spring. 4 credits. Staff.
For description, see ILRST 2100.

MATH 1710 Statistical Theory and Application in the Real World

Fall and spring. 4 credits. Staff.
For description, see MATH 1710.

PAM 2100 Introduction to Statistics

Fall and spring. 4 credits. S. Abdus, J. Lewis, S. Unur, and staff.
For description, see PAM 2100.

PSYCH 3500 Statistics and Research Design

Fall. 4 credits. J. Schwade.
For description, see PSYCH 3500.

SOC 3010 Evaluating Statistical Evidence

Fall. 4 credits. Limited to Arts and Sciences students. Staff.
For description, see SOC 3010.

IV. Core Courses**BSOC 3011 Life Sciences and Society (also STS 3011) (SBA-AS)**

Fall. 4 credits. J. Crane.
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.

STS 2861 Science and Human Nature (also PHIL 2860)

Spring. 4 credits. R. Boyd.
For description, see PHIL 2860.

V. Themes**A. Natural Science Issues/Biology**

Elective (two courses). Select from the following list of BSOC-approved natural science issues courses or choose course(s) with intro biology as a prerequisite.

BEE 3299 Sustainable Development

Spring. 3 credits. Web-based course.
N. Scott.
For description and more information, see BEE 3299.

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

Fall. 3 credits. Next offered 2009–2010.
K. Kennedy.
For description, see BIOEE 6730.]

BIOG 3050 Basic Immunology (also VETMI 3150)

Fall. 3 credits. J. Marsh.
For description, see VETMI 3150.

[BIOPL 2470 Ethnobiology

Fall. 3 credits. Offered alternate years; next offered 2009–2010. Staff.
For description, see BIOPL 2470.]

BME 4110 Science and Technology Approaches to Problems in Human Health

Fall. 3 credits. C. B. Schaffer and M. G. Kaplitt.
For description, see BME 4110.

[BSOC 2101 Plagues and People (also ENTOM 2100)]

Fall. 3 credits. Next offered 2009–2010.
L. Harrington.
For description, see ENTOM 2100.]

[BSOC 2141 Biological Basis of Sex Differences (also BIOAP/FGSS 2140) (PBS)]

Fall. 3 credits. Offered even-numbered years; next offered 2010–2011. J. Fortune.
For description, see BIOAP 2140.]

BSOC 3441 Insect Conservation Biology (also ENTOM 3440)

Spring. 3 credits. J. Losey.
For description, see ENTOM 3440.

BSOC 3471 Human Growth and Development: Biological and Behavioral Interactions (also HD/NS 3470)

Spring. 3 credits. Offered alternate years.
J. Haas and S. Robertson.
For description and prerequisites, see HD 3470.

EAS 3220 Biogeochemistry of the Hawaiian Islands

Spring. 4 credits. Prerequisites: enrollment in EES Semester in Hawaii; EAS 2200, EAS 3030, or permission of instructor. L. Derry.
For description, see EAS 3220.

EAS 3510 Marine Ecosystems Field Course

Spring. 4 credits. Prerequisites: EAS 2400; enrollment in EES Semester in Hawaii. Recommended: oceanography course.
C. Greene, B. Monger, and C. D. Harvell.
For description, see EAS 3510.

ENTOM 2770 Natural Enemies and Invasive Species

Spring. 2–3 credits (Biology & Society students must take 3-credit option).
J. P. Nyrop.
For description, see ENTOM 2770.

[HD 2220 Biological Issues in Human Development: The Human Brain and Mind

Fall. 3 credits. Next offered 2000–2010. Staff.
For description, see HD 2220.]

HD 2600 Introduction to Personality (also PSYCH 2750)

Fall. 3 credits. R. Depue.
For description, see HD 2600.

[HD 3200 Human Developmental Neuropsychology: Neurobiology of Human Diseases and Disorders

Spring. 3 credits. Next offered 2009–2010. Staff.
For description, see HD 3200.]

HD 3370 Language Development (also COGST/PSYCH 4360, LING 4436)

Spring. 4 credits. B. Lust.
For description, see HD 3370.

HD 3440 Infant Behavior and Development

Fall. 3 credits. Not open to freshmen.
S. Robertson.
For description and prerequisites, see HD 3440.

HD 3660 Emotional Functions of the Brain

Spring. 3 credits. R. Depue.
For description, see HD 3660.

[HD 4330 Developmental Cognitive Neuroscience

Spring. 3 credits. May be used as depth course if BIONB 2210 or 2220 taken as breadth. Next offered 2009–2010. Staff.
For description, see HD 4330.]

HD 4660 Psychobiology of Temperament and Personality

Fall. 3 credits. R. DePue.
For description and prerequisites, see HD 4660.

NS 2220 Maternal and Child Nutrition

Spring. 3 credits. Limited to 25 students.
P. Brannon.
For description and prerequisites, see NS 2220.

NS 2750 Human Biology and Evolution (also ANTHR 2750)

Fall. 3 credits. J. Haas and Z. Gu.
For description, see NS 2750.

NS 3150 Obesity and the Control of Body Weight

Spring. 3 credits. Staff.
For description see NS 3150.

NS 3310 Physiological and Biochemical Bases of Human Nutrition

Spring. 4 credits. C. McCormick.
For description and prerequisites, see NS 3310.

[NS 3610 Biology of Normal and Abnormal Behavior (also PSYCH 3610)]

Spring. 3 credits. Prerequisite: junior or senior standing. Next offered 2010-2011. B. Strupp.

For description and prerequisites, see NS 3610.]

NS 4210 Nutrition and Exercise

Spring. 3 credits. S. Travis.

For description, see NS 4210.

NS 4750 Mechanisms of Birth Defects

Spring. 3 credits. P. Stover.

For description and prerequisites, see NS 4750.

NTRES 2010 Environmental Conservation

Spring. 3 credits. T. Fahey.

For description, see NTRES 2010.

NTRES 4280 Principles and Practices of Applied Wildlife Science

Spring. 3 credits. Staff.

For description, see NTRES 4280.

PSYCH 2230 Introduction to Biopsychology

Fall. 3 credits. D. Smith.

For description, see PSYCH 2230.

PSYCH 3260 Evolution of Human Behavior

Spring. 4 credits. B. Johnston.

For description and prerequisites, see PSYCH 3260.

Examples of biology electives

ANSC 3000 Animal Reproduction and Development

Spring. 3 credits. J. Parks.

For description, see ANSC 3000.

HD 4660 Psychobiology of Temperament and Personality

Fall. 3 credits. R. DePue.

For description and prerequisites, see HD 4660.

NS 3310 Physiological and Biochemical Bases of Human Nutrition

Spring. 4 credits. C. McCormick.

For description, see NS 3310.

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 4640 Economics of Agricultural Development (also ECON 4640)

Fall. 3 credits. R. Christy.

For description, see AEM 4640.

ANTHR 2411 Nature and Culture

Spring. 4 credits. S. Sangren.

For description, see ANTHR 2411.

ANTHR 4900 Primate Conservation: Cross-Cultural Perspectives on Wilderness Preservation and Human-Animal Co-Existence

Spring. 4 credits. A. Arcadi.

For description see ANTHR 4900.

BEE 3299 Sustainable Development

Spring. 3 credits. Web-based course.

N. Scott.

For description and more information, see BEE 3299.

[BIOEE 6710 Paleoanthropology of South Asia (also ANTHR 6371, ASIAN 6671)]

Fall. 3 credits. Next offered 2009-2010.

K. Kennedy.

For description, see BIOEE 6710.]

BSOC 2600 Introduction to Global Health (also NS 2600)

Spring. 3 credits. S. Stolfus.

For description, see NS 2600.

BSOC 3311 Environmental Governance (also NTRES 3310, STS 3311)

Spring. 3 credits. S. Wolf.

For description, see NTRES 3310.

[BSOC 3431 Biotechnology and the Economy (also STS 3431) (SBA-AS)]

Fall. 4 credits. Next offered 2009-2010.

J. Reppy.

For description, see STS 3431.]

[BSOC 3541 Sociology of Contemporary Cultures (also SOC 3520, STS 3541)]

Fall. 4 credits. Next offered 2009-2010.

C. Leuenberger.

For description, see STS 3541.]

BSOC 4351 Postcolonial Science (also ANTHR 4435/7435)

Spring. 4 credits. S. Langwick.

For description, see ANTHR 4435.

CRP 4510 Environmental Law (also CRP 5510)

Fall. 4 credits. R. Booth.

For description, see CRP 4510.

DEA 4100 Facility Planning and Design in a Diverse Society

Spring. 3 credits. L. Maxwell.

For description, see DEA 4100.

DEA 4150 Strategic Planning for Health Care and Educational Facilities

Spring. 3 credits. L. Maxwell.

For description, see DEA 4150.

DEA 4220 Ecological Literacy in Design (also ARCH 4264)

Spring. 3 credits. J. Elliott.

For description, see DEA 4220.

DSOC 2010 Population Dynamics (also SOC 2202)

Spring. 3 credits. L. Williams.

For description, see DSOC 2010.

DSOC 2050 Rural Sociology and International Development (also SOC 2060)

Spring. 3 credits. P. McMichael.

For description, see DSOC 2050.

DSOC 2650 Latinos in the U.S.A. (also LSP 2010)

Spring. 3 credits. H. Velez-Guadalupe.

For description see DSOC 2650.

DSOC 4100 Health and Survival Inequalities (also FGSS/SOC 4100)

Fall. 4 credits. A. Basu.

For description, see DSOC 4100.

DSOC 4210 Theories of Reproduction (also FGSS/SOC 4210)

Spring. 4 credits. A. Basu.

For description see DSOC 4210.

HD 2510 Social Gerontology: Aging and the Life Course

Spring. 3 credits. Limited to 60 students.

Highly recommended: HD 2500 or equivalent, to be determined by instructor. E. Wethington.

For description and prerequisites, see HD 2510.

HD 2600 Introduction to Personality (also PSYCH 2750)

Fall. 3 credits. R. Depue.

For description, see HD 2600.

HD 3190 Memory and the Law

Fall. 3 credits. C. Brainerd.

For description, see HD 3190.

[HD 3360 Connecting Social, Cognitive, and Emotional Development]

Fall. 3 credits. Next offered 2009-2010.

P. Casasola.

For description and prerequisites, see HD 3360.]

HD 3430 Social Worlds of Childhood

Spring. 4 credits. J. Ross-Bernstein.

For description, see HD 3430.

HD 3570 Social Inequalities in Physical and Mental Health

Fall. 3 credits. E. Wethington.

For description, see HD 3570.

HD 3620 Human Bonding

Spring. 3 credits. C. Hazan.

For description, see HD 3620.

HD 3700 Adult Psychopathology (also PSYCH 3250)

Spring. 3 credits. H. Segal.

For description, see HD 3700.

[HD 4570 Health and Social Behavior (also SOC 4570)]

Fall. 3 credits. Next offered 2010-2011.

E. Wethington.

For description, see HD 4570.]

NS 3150 Obesity and the Control of Body Weight

Spring. 3 credits. Staff.

For description see NS 3150.

NS 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 4210.

NS 4500 Public Health Nutrition

Spring. 3 credits. K. Rasmussen and

D. Pelletier.

For description and prerequisites, see NS 4500.

NS 4570 Health, Poverty and Inequality: A Global Perspective

Spring. 3 credits. D. Sahn.

For description see NS 4570.

NS 6500 Food and Nutrition Assessment in a Social Context

Fall. 3 credits. D. Pelletier and G. Pelto.

For description and prerequisites, see NS 6500.

NTRES 4310 Environmental Strategies (also DSOC 4320)

Spring. 3 credits. S. Wolf.

For description, see NTRES 4310.

PAM 3370 Racial and Ethnic Differentiation (also SOC 3370)

Spring. 3 credits. A. Sessler.

For description, see PAM 3370.

[PAM 3500 Contemporary Issues in Women's Health (also FGSS 3500)]

Fall. 3 credits. Next offered 2009–2010.
A. Parrot.

For description, see PAM 3500.]

PAM 3800 Human Sexuality

Spring. 4 credits. A. Parrot.

For description, see PAM 3800.

PAM 4350 U.S. Health Care System

Fall. 3 credits. S. Nicholson.

For description, see PAM 4350.

PAM 4370 Economics of Health Policy

Spring. 3 credits. K. Simon.

For description and prerequisites, see PAM 4370.

Examples of humanities electives**PHIL 2410 Ethics**

Fall. 4 credits. T. Irwin.

For description, see PHIL 2410.

STS 4811 Problems in the Philosophy of Science (also PHIL 4810, STS 6811)

Spring. 4 credits. R. Boyd.

For description, see PHIL 4810.

C. Senior Seminars**BSOC 4021 Bodies in Medicine, Science and Technology (also FGSS/STS 4021) (sr sem)**

Spring. 4 credits. R. Prentice.

For description, see STS 4021.

BSOC 4161 Microbes and Food: Contemporary Issues Affecting Humanity (also PLPA 4160)

Spring. 4 credits. S. Beer.

For description, see PLPA 4160.

BSOC 4181 Confluence: Environmental History and Science & Technology Studies (also SHUM/HIST 4811, STS 4181)

Fall. 4 credits. S. Pritchard.

For description see SHUM 4811.

BSOC 4231 Gender and Technology (also FGSS/HIST/STS 4231)

Spring. 4 credits. S. Pritchard.

For description, see STS 4231.

BSOC 4241 Medicine, Science and the Body in Postcolonial Africa (also STS 4241)

Spring. 4 credits. J. Crane.

For description, see STS 4241.

[BSOC 4291 Politics of Science

Fall. 4 credits. Next offered 2009–2010.

R. Herring.

For description, see GOVT 4290.]

BSOC 4381 Environments and Waterscapes (also AMST/HIST/SHUM 4813, STS 4381)

Fall. 4 credits. A. Sachs

For description see SHUM 4813.

BSOC 4421 The Sociology of Science (also SOC 4420, STS 4421)

Spring. 4 credits. T. Pinch.

For description, see STS 4421.

BSOC 4471 Seminar in the History of Biology (also BIOEE 4670, HIST 4150, STS 4471) (PBS)

Fall and summer. six-week session. 4 credits. Fall, W. Provine; summer, A. MacNeill.

For description, see BIOEE 4670.

BSOC 4611–4612 Environmental Policy (also ALS/BIOEE 6610–6611) (PBS)

Fall and spring (yearlong). Students must enroll in both BSOC 4611 and BSOC 4612. 3 credits each semester. Limited to 12 students. D. Pimentel.

For description and prerequisites, see BIOEE 6610–6611.

[BSOC 4711 The Dark Side of Biology: Biological Weapons, Bioterrorism, and Biocriminality (also STS 4711) (SBA-AS)]

Fall. 4 credits. Prerequisites: at least one course in STS and one semester of biology beyond introductory biology. Next offered 2009–2010. 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.]

BSOC 4961 History of Medicine in China (also ASIAN/HIST/STS 4961)

Spring. 4 credits. T. J. Hinrichs.

For description, see HIST 4961.

COMM 4210 Communication and the Environment

Spring. 3 credits. Offered odd-numbered years. K. McComas.

For description, see COMM 4210.

CSS 4100 Environmental Impacts of Agricultural Biotechnology

Spring. 3 credits. D. Buckley and P. Hobbs.

For description, see CSS 4100.

CSS 4940 Biotechnology and Development (also GOVT 4300)

Spring. 4 credits. R. Herring and J. Thies.

For description see CSS 4940.

[DSOC 4380 Population and Development (also DSOC 6380, SOC 2370)]

Spring. 3 credits. Next offered 2009–2010. D. Gurak.

For description, see DSOC 4380.]

[HD 3360 Connecting Social, Cognitive, and Emotional Development

Fall. 3 credits. Next offered 2009–2010. M. Casasola.

For description, see HD 3360.]

HD 3430 Social Worlds of Childhood

Spring. 4 credits. J. Ross-Bernstein.

For description, see HD 3430.

HD 4140 Social and Psychological Aspects of the Death Penalty

Spring. 3 credits. C. J. Brainerd.

For description, see HD 4140.

[HD 4180 Aging: Contemporary Issues

Fall. 3 credits. Next offered 2010–2011.

J. Mikels.

For description, see HD 4180.]

HD 4190 Midlife Development

Fall. 3 credits. A. Ong.

For description, see HD 4190.

HD 4200 Laboratory in Risk and Traditional Decision-Making

Spring. 3 credits. V. Reyna.

For description, see HD 4200.

[HD 4310 Mind, Self, and Emotion: Research Seminar

Fall. 3 credits. Next offered 2009–2010.

Q. Wang.

For description, see HD 4310.]

HD 4320 Cognitive, Social, and Developmental Aspects of Scientific Reasoning (also COGST 4320)

Fall. 3 credits. B. Koslowski.

For description, see HD 4320.

[HD 4640 Adolescent Sexuality (also FGSS 4670)]

Fall. 3 credits. Next offered 2009–2010.

R. Savin-Williams.

For description, see HD 4640.]

HD 4660 Psychobiology of Temperament and Personality

Fall. 3 credits. R. Depue.

For description and prerequisites, see HD 4660.

HD 4680 Stress in Childhood and Adolescence

Spring. 3 credits. J. Eckenrode.

For description, see HD 4680.

HD 4740 Autism and the Development of Social Cognition

Fall. 3 credits. M. Belmonte.

For description, see HD 4740.

HD 4780 Attention Deficit/Hyperactivity Disorder in Children

Spring. 3 credits. S. Robertson.

For description, see HD 4780.

[NS 4520 Molecular Epidemiology and Dietary Markers of Chronic Disease

Spring. 3 credits. Next offered 2009–2010. P. Cassano.

For description, see NS 4520.]

NTRES 4330 Applied Environmental Philosophy

Spring. 4 credits. J. Tantillo.

For description, see NTRES 4330.

PAM 4570 Innovation and Entrepreneurship in the Health Care Industry

Fall. 3 credits. J. Kuder.

For description see PAM 4570.

[PAM 5520 Health Care Services: Consumer and Ethical Perspectives

Fall. 4 credits. Next offered 2009–2010.

A. Parrot.

For description, see PAM 5520.]

[PAM 5560 Managed Care

Fall. 3 credits. For undergraduate seniors only, by permission of instructor. Next offered 2009–2010. J. Kuder.

For description, see PAM 5560.]

[STS 4111 Knowledge, Technology, and Property

Spring. 4 credits. Next offered 2009–2010. S. Hilgartner.

For description, see STS 4111.]

[STS 4221 New York Women (also FGSS 4220, HIST 4450)]

Fall. 4 credits. Next offered 2009–2010.

M. Rossiter.

For description, see STS listing, STS 4221.]

[STS 4311 From Surgery to Simulation]
Spring, 4 credits. Next offered 2009–2010.
R. Prentice.
For description, see STS 4311.]

STS 4441 Historical Issues of Gender and Science (also FGSS 4440)
Spring, 4 credits. M. Rossiter.
For description see STS listing, STS 4441.

STS 4531 Knowledge and Society (also SOC 4530)
Fall, 4 credits. C. Leuenberger.
For description, see STS 4531.

STS 4660 Public Communication of Science and Technology (also COMM 4660)
Spring, 3 credits. Limited to 15 students.
Offered even-numbered years. Staff.
For description and prerequisites, see COMM 4660.

[STS 4681 Understanding Innovation]
Fall, 4 credits. Next offered 2009–2010.
J. Reppy.
For description, see STS 4681.]

[STS 4741 Science and Race: A History (also SHUM 4040)]
Fall, 4 credits. Limited to 15 students. Next offered 2009–2010. S. Seth.
For description, see SHUM 4040.]

STS 4751 Science, Race, and Colonialism (also HIST 4640)
Fall, 4 credits. S. Seth.
For description see STS listing, STS 4751.

STS 4951 Social Studies of the Human Sciences
Fall, 4 credits. C. Leuenberger.
For description, see STS listing, STS 4951.

VI. Other Courses

BSOC 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 BSOC 3751 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.*

BSOC 4991/4992 Honors Project I and II (also ALS 4991/4992, HE 4990)
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 BSOC 499 to receive Arts and Sciences credit; CALS students should enroll in ALS 499 to receive College of Agriculture and Life Sciences credit; HE students should enroll in HE 499 for College of Human Ecology 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 advisors, 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 (KHMER)

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

B. A. Baird, chair (122 Baker Laboratory, 255-4175); D. B. Collum, associate chair; P. J. Chirik, director of undergraduate studies; H. D. Abruña, B. A. Baird, T. P. Begley, R. A. Cerione, G. Chan, P. Chen, P. J. Chirik, G. W. Coates, D. B. Collum, B. R. Crane, H. F. Davis, W. R. Dichtel, F. J. DiSalvo, S. E. Ealick, G. S. Ezra, J. H. Freed, B. Ganem, M. A. Hines, R. Hoffmann, P. L. Houston, S. Lee, H. Lin, R. F. Loring, J. A. Marohn, T. McCarrick, J. Njardarson, J. Park, D. Y. Sogah, J. Terry, D. A. Usher, B. Widom, 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. For additional information about the department and course offerings, see the department course web page (www.chem.cornell.edu).

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 4100, 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 2150–2160 or 2070–2080 (CHEM 2090 or 1560 may be substituted for 2070 but 1560 is not recommended); (2) CHEM 3000; (3) PHYS 2207 or 1112 or 1116; and (4) MATH 1110 or 1910. 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

The following courses must be completed for the standard major:

General chemistry: CHEM 2070 + 2080 or CHEM 2150 + 2160. (CHEM 2090 or 1560 may be substituted for CHEM 2070, but 1560 is not recommended).

Organic chemistry: CHEM 3570 + 3580 or CHEM 3590 + 3600

Physical chemistry: CHEM 3890 + 3900

Inorganic chemistry: CHEM 4100

Laboratory chemistry: CHEM 3000 + 3010 + 3020 + 3030

Physics: (PHYS 2207 or 1112 or 1116) + (PHYS 2208 or 2213).

Mathematics: MATH 1110 + 1120 + 2130 or MATH 1110 + 1220 + 2210 + 2220 or MATH 1910 + 1920 + 2930

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

The following courses must be completed for the alternative major:

General chemistry: CHEM 2070 + 2080 or CHEM 2150 + 2160. (CHEM 2090 or 1560 may be substituted for CHEM 2070, but 1560 is not recommended)

Organic chemistry: CHEM 1570 (CHEM 3570 + 3580 or CHEM 3590 + 3600 may be substituted)

Physical chemistry: CHEM 2870 (CHEM 3890 + 3900 may be substituted)

Inorganic chemistry: CHEM 4100

Laboratory chemistry: CHEM 2510 + 2900 + 3000 (CHEM 3010 may be substituted for CHEM 2510; CHEM 3030 may be substituted for CHEM 2900).

Physics: (PHYS 2207 or 1112 or 1116) + (PHYS 2208 or 2213)

Mathematics: MATH 1110 + 1120 or MATH 1110 + 1220 or MATH 1910 + 1920

One additional 3- or 4-credit advanced chemistry course at the 300 level or above. (CHEM 3580, 3600 or 3900 can be used to satisfy this requirement.)

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 the director of undergraduate studies.

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 with a member of the Chemistry field.

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 advisor early in the fall semester of the senior year. Admission to the honors program is by invitation only. Students completing the alternative major are only eligible for the honors program in exceptional cases.

Students in the honors program participate in the honors seminar (CHEM 4980) 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. For additional information, contact the Department of Education, 255-2207.

Laboratory Course Regulations

Students registered for laboratory courses who do not appear at the first meeting of the laboratory will forfeit their place in that laboratory but are not automatically dropped from the 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.

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 course in each group.

CHEM 1560, 2070, 2090, 2160

CHEM 2080, 2150

CHEM 1570, 3570

CHEM 1150 The Language of Chemistry (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. T. Rutledge.

Adam Sandler once said, "Chemistry can be a good and a bad thing. Chemistry is good when you make love with it. Chemistry is bad when you make crack with it." Using this sophisticated view of chemistry as a perhaps widely-held perception and as a focus, a thorough examination of the good and the bad that chemistry has accomplished will be examined.

[CHEM 1160 The World of Chemistry (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. Next offered 2009–2010.

Students in *The World of Chemistry* will explore the stresses we have placed on our ecosystem—and atmosphere—and learn how chemistry allows us to understand these problems and to repair them.]

CHEM 1560 Introduction to General Chemistry (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, Oct. 2, Nov. 13. S. Lee.

A one-semester introduction to chemistry, both qualitative and quantitative. CHEM 1560 prepares students for CHEM 1570; CHEM 1560 is not recommended for premedical or preveterinary students; however, students who have never taken a chemistry course in secondary school or who have a very weak preparation sometimes take CHEM 1560 + 2080.

CHEM 1570 Introduction to Organic and Biological Chemistry (PBS)

Spring or summer. 3 credits. Prerequisite: CHEM 1560 or 2070. Because CHEM 1570 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 1570 and 3570 will receive graduation credit only for CHEM 1570. Lec, M W F; prelims, Feb. 12, Mar. 10, Apr. 7. T. P. Begley.

Introduction to organic chemistry with an emphasis on those structures and reactions of organic compounds having particular relevance to biological chemistry.

CHEM 2070-2080 General Chemistry (PBS)

2070, fall or summer; 2080, spring or summer. 4 credits each semester. CHEM 2070 (or CHEM 2090) is a prerequisite for CHEM 2080. (CHEM 1560 is accepted, but not recommended.) CHEM 2070 has a \$20 nonrefundable lab fee that covers cost of safety goggles, lab apron, and breakage. Engineering students should take CHEM 2090 and cannot take CHEM 2070 without written permission from the Chemistry Office of Undergraduate Studies and the College of Engineering. Exceptionally well prepared students may receive credit for CHEM 2070 by demonstrating competence in the advanced placement examination of the College Entrance Examination Board or in the departmental examination given at Cornell before classes start in the fall. Taking CHEM 2080 after 2150 may be done only by permission of the Director of Undergraduate Studies. Lec, T R; lab, M T W R F; discs, M T W R F; prelims, Oct. 9, Nov. 13, Feb. 24, April 7. Fall; B. R. Crane and R. F. Loring; spring, D. A. Usher.

Covers fundamental chemical principles, with considerable attention given to the quantitative aspects and techniques important for further work in chemistry.

CHEM 2090 Engineering General Chemistry

Fall or spring. 4 credits. Enrollment limited to Engineering students; students from other colleges cannot take CHEM 2090 without written permission from the Chemistry Office of Undergraduate Studies. Prerequisite: high school chemistry or permission of instructor. CHEM 2090 is required of all Engineering freshmen and is a prerequisite for CHEM 2080. 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, Oct. 9, Nov. 13, Feb. 24, April 7. Fall: D. B. Zax; spring: P. T. Wolczanski.

Covers fundamental chemical principles, with considerable attention given to the quantitative aspects and techniques important for further work in chemistry.

CHEM 2150-2160 Honors General and Inorganic Chemistry (PBS)

2150, fall; 2160, spring. 4 credits each semester. Limited enrollment. Prerequisites: two years high school chemistry or permission of instructor, physics, and mathematics. Corequisite: calculus course at level of MATH 1110 or 1910 for students who have not taken high school calculus; for CHEM 2160, CHEM 2150. Recommended for students who intend to specialize in chemistry or in related fields. Taking CHEM 2080 after CHEM 2150 may be done only by permission of director of undergraduate studies. 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. 9, Nov. 13, Feb. 24, Apr. 2. Fall: H. F. Davis; spring: G. Chan.

Intensive systematic study of the laws and concepts of chemistry, with considerable emphasis on quantitative aspects. First semester covers thermochemistry, kinetics, and equilibrium. Second semester includes systematics of inorganic chemistry. Laboratory work covers qualitative and quantitative analysis, transition metal chemistry, and spectroscopic techniques.

CHEM 2510 Introduction to Experimental Organic Chemistry

Fall, spring, or summer. 2 credits. Limited enrollment. Corequisite: CHEM 1570 or 3570. Not recommended for chemistry majors considering graduate school in chemistry. Lec, fall, R or F; spring, R; lab, M T W R or F; prelims, fall: Nov. 18; spring: Apr. 23. T. Rutledge.

Introduction to the synthesis, separation, characterization, and handling of materials, including the applications of different types of chromatography, extraction, crystallization, infrared spectroscopy, polarimetry, and others.

[CHEM 2520 Elementary Experimental Organic Chemistry

Spring. 2 credits. Prerequisite: CHEM 2510. Lec, T; lab, W, R; prelim, Apr. 24. Next offered 2009-2010. Staff.

Continuation of CHEM 2510. Focus is on structural elucidation of organic compounds and synthesis of biologically interesting organic compounds.]

CHEM 2870-2880 Introductory Physical Chemistry (PBS)

2870, fall; 2880, spring. 3 credits each semester. Prerequisites: CHEM 2080 or 2160 and MATH 1110-1120 and PHYS 2208, or permission of instructor; for CHEM 2880, CHEM 2870 or 3890. Lec, M W F; 2870: disc, M or W, T; 2880: disc, M or W; prelims: 2870: Oct. 9, Nov. 25. 2880: Mar. 5, Apr. 14. Fall: J. H. Freed; spring: P. Chen.

Survey of the fundamental principles of physical chemistry, focusing in the fall on

thermodynamics, 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 2870 satisfies the minimum requirement for physical chemistry in the alternative chemistry major.

CHEM 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 3000 Quantitative Chemistry

Fall. 2 credits. Prerequisite: CHEM 2080 or 2160 or advanced placement in chemistry. Lec, R; lab, M T W R; prelims, Oct. 23. J. A. Marohn.

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 3010 Honors Experimental Chemistry I (PBS)

Spring. 4 credits. Prerequisites: CHEM 3000 and 3570 or 3590. Lec, M W F; 2 labs, M W or T R. T. Rutledge.

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.

CHEM 3020 Honors Experimental Chemistry II (PBS)

Fall. 4 credits. Limited enrollment; priority given to chemistry majors. Prerequisite: CHEM 3010. Lec, M W F; 2 labs, M W T R. F. H. D. Abruña.

Instrumental methods of analysis, including chemical microscopy, visible and infrared spectroscopies, and gas chromatography. Basic concepts of interfacing are covered.

CHEM 3030 Honors Experimental Chemistry III (PBS)

Spring. 4 credits. Limited to 10 students per lab. Prerequisites: CHEM 3020, 3890, 3900; co-registration in latter permissible. Lec, M W F; 2 labs, M W or T R. D. B. Zax.

Introduction to experimental physical chemistry, including topics in spectroscopy and kinetics. The analysis and numerical simulation of experimental data is stressed.

CHEM 3570-3580 Organic Chemistry for the Life Sciences (PBS)

Fall or summer, 3570; spring or summer, 3580. 3 credits each semester. Prerequisite: for CHEM 3570, CHEM 2080 or 2160 or advanced placement; for CHEM 3580, CHEM 3570 or permission of instructor. Recommended: concurrent registration in CHEM 2510 or 3000. Because of duplication of material, students who take both CHEM 1570 and 3570 will receive graduation credit only for CHEM 1570. Lec, M W F, optional disc may be offered; prelims, Sept. 25, Oct. 21, Nov. 13, Feb. 12, Mar. 10, Apr. 9. Fall: J. Njardarson; spring: D. Y. Sogah.

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 3590-3600 Honors Organic Chemistry I and II (PBS)

3590, fall; 3600, spring. 4 credits each semester. Limited enrollment. Prerequisites: CHEM 2080 or CHEM 2160 or permission of instructor. Recommended: co-registration in CHEM 3000–3010–3020. Recommended for students who intend to specialize in chemistry or closely related fields. Lec, M W F; disc, W; prelims, Sept. 25, Oct. 21, Nov. 13, Spring: Feb. 12, Mar. 10, Apr. 9. Fall: B. Ganem; spring, H. Lin.

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 3890-3900 Honors Physical Chemistry I and II (PBS)

Fall, 3890; spring, 3900. 4 credits each semester. Prerequisites: MATH 2130 or 2210–2220; PHYS 2208; CHEM 2080 or 2160 or permission of instructor; for CHEM 3900, CHEM 3890. Lec, 3890: M W F; rec, M, T, or W. Lec, 3900: M W F; rec M W R; prelims: 3890, Sept. 30, Oct. 28, Nov. 25; 3900, Feb. 12, Mar. 10, Apr. 9. Fall, M. A. Hines; spring, 3900: J. Park.

CHEM 3890 is primarily an introduction to the quantum mechanics of atoms and molecules. The behavior of ensembles of quantum mechanical particles (statistical mechanics) is introduced near the end of the semester. Rotational, vibrational and electronic spectroscopy are covered in detail. CHEM 3900 is a continuation of CHEM 3890 and discusses the thermodynamic behavior of macroscopic systems in the context of quantum and statistical mechanics. Kinetic theory and the laws of thermodynamics are covered in detail.

[CHEM 4040 Entrepreneurship in Chemical Enterprise

Spring. 1 credit. Lec, T. Next offered 2009–2010. 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 4100 Inorganic Chemistry (PBS)

Fall. 4 credits. Prerequisites: CHEM 3580 or 3600, and 2870 or 3900. Lec, M W F; prelims, Sept. 25, Oct. 21, Nov. 13. P. J. Chirik.

Systematic study of the synthesis, structure, bonding, reactivity, and uses of inorganic, organometallic, and solid-state compounds.

CHEM 4210 Introduction to Inorganic Chemistry Research

Fall or spring. 2–4 credits. Prerequisites: CHEM 3030 and 3890–3900, or 2870–2880, and 2900 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 4330 Introduction to Analytical Chemistry Research

Fall or spring. 2–4 credits. Prerequisites: CHEM 3030 and 3900 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 4400 Bio-Inorganic Chemistry (PBS)

Spring. 3 credits. Prerequisites: CHEM 2150–2160 or 2070–2080, 3570–3580, 3590–3600 or equivalent. Lec, W F. Next offered 2009–2010. 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) metallocofactors and metal clusters; (6) Lewis acid catalysis; (7) metal-oxygen reactions in biology; and (8) metal trafficking and metalloprotein assembly.]

CHEM 4500 Principles of Chemical Biology (also BIOBM 4500) (I) (PBS)

Fall. 3 credits. Prerequisites: CHEM 3570–3580, 3590–3600 or equivalent. Lec, T R. T. Begley.

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 4510 Structural Chemical Biology (PBS)

Spring. 3 credits. Prerequisites: CHEM 2880 and 3580 or equivalent. Lec, T; lab, R. S. Ealick.

This course is intended for students with a basic understanding of chemistry who want more knowledge about chemical biology. The interrelationship between the structure and function of biologically important molecules will be explored. Emphasis will be placed on understanding the way in which the three-dimensional arrangement of atoms determines the biological properties of both small molecules and macromolecules, such as proteins and enzymes. The study of molecular structure will be aided by the use of interactive computer graphics for visualizing three-dimensional structures of molecules.

CHEM 4610 Introduction to Organic Chemistry Research

Fall or spring. 2–4 credits. Prerequisites: CHEM 3020 and 3580 or 3600 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 4770 Introduction to Physical Chemistry Research

Fall or spring. 2–4 credits. Prerequisite: CHEM 3900 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 4980 Honors Seminar

Spring. 0 credits. Admission only by department invitation. Additional pre- or corequisites: outstanding performance in two coherent 4-credit units of research in course such as CHEM 4210, 4330, 4610, 4770; or equivalent amount of research in another context. Lec W. D. Collum.

In the Chemistry Honors Seminar students will present their research in written and oral form. The Seminar will also include a broader discussion of professional issues and life skills in the world of chemistry.

CHEM 6000-6010 General Chemistry Colloquium

6000, fall; 6010, 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 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 6050 Advanced Inorganic Chemistry I: Symmetry, Structure, and Reactivity

Fall. 4 credits. Prerequisite: CHEM 3890–3900 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 Carter's *Molecular Symmetry and Group Theory* and Jordan's *Reaction Mechanisms of Inorganic and Organometallic Systems*.

[CHEM 6060 Advanced Inorganic Chemistry II: Synthesis, Structure, and Reactivity of Coordination Compounds, and Bioinorganic Chemistry

Spring. 4 credits. Prerequisite: CHEM 6050 or equivalent or permission of instructor. Lec, M W F. Next offered 2009–2010. 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 6070 Advanced Inorganic Chemistry III: Solid-State Chemistry

Spring. 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, diffusion kinetics, synthetic methods, electronic structure, and physical properties of solids. Texts: Mueller: *Structural Inorganic Chemistry*; and Hoffmann: *Solids and Surfaces*. Readings from inorganic chemistry and solid-state primary literature.

[CHEM 6080 Advanced Inorganic Chemistry I: Organometallic Chemistry]

Spring. 4 credits. Prerequisites: CHEM 6050, 6650, or permission of instructor. M W F. Next offered 2009-2010. P. J. Chirik.

Synthesis, structure, and reactivity of organometallic compounds and applications in catalysis. Evaluation of the current literature is emphasized, and background readings are at the level of *Applications of Organotransition Metal Chemistry* by Collman, Hegedus, Finke, and Norton and *Organometallic Chemistry of the Transition Metals* by Crabtree.]

[CHEM 6220 Chemical Communication]

Fall. 3 credits. Lec, M W F. Next offered 2009-2010. J. Meinwald and T. Eisner.]

[CHEM 6250 Advanced Analytical Chemistry I]

Spring. 4 credits. Prerequisite: CHEM 2880 or 3890 or equivalent. Lec, M W F; occasional labs. TBA. W. Next offered 2009-2010. D. B. Zax.

Application of high-resolution NMR spectroscopy, infrared, and mass spectroscopy to chemical problems. Some practical experience in NMR and MS is offered.]

[CHEM 6270 Advanced Analytical Chemistry II]

Spring. 3 credits. Primarily for graduate students. Prerequisite: CHEM 7930 or equivalent preferable. Lec, M W F. Next offered 2009-2010. D. B. Zax.

Modern techniques in nuclear magnetic resonance. Little overlap is expected with CHEM 6250, as this course focuses on more general questions of experimental design, understanding of multipulse experiments, and aspects of coherent averaging theory.]

CHEM 6280 Trace Element and Isotopic Analysis (also NS 6900)

Fall. 3 credits. Primarily for graduate students and advanced undergraduates. Prerequisite: CHEM 2880 or 3900 or 3020, or CHEM 2080 and PHYS 2208, or permission of instructor. Lec, T R. Offered alternate years. J. T. Brenna.

Survey course in modern high-precision isotope ratio mass spectrometry (IRMS) techniques and trace/surface methods of analysis. Topics include dual inlet and continuous flow IRMS, thermal ionization MS, inductively coupled plasma MS, atomic spectroscopy, ion and electron microscopies, X-ray and electron spectroscopies, and biological and solid state applications. The first five weeks focus on IRMS instruments.

[CHEM 6290 Electrochemistry]

Spring. 4 credits. Primarily for graduate students and junior and senior undergraduates. Prerequisite: CHEM 3900 or equivalent. Recommended: MATH 2130. Lec, T R. Next offered 2009-2010. 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.]

CHEM 6500-6510 Organic and Organometallic Chemistry Seminar

6500, fall; 6510, spring. 0 credits. Requirement for graduate students majoring in organic or bioorganic chemistry. Juniors and seniors encouraged to attend. T R. 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 6650 Advanced Organic Chemistry

Fall. 4 credits. Primarily for graduate students and junior and senior undergraduates. Prerequisites: CHEM 3580 or 3600, and CHEM 3900 or equivalents, or permission of instructor; some knowledge of elementary quantum mechanics. Lec, M W F. W. R. Dichtel.

Discussion of the properties of organic molecules, reactive intermediates, and the underlying physical phenomena that affect them.

CHEM 6660 Synthetic Organic Chemistry

Spring. 4 credits. Primarily for graduate students and upperclass undergraduates. Prerequisite: CHEM 6650 or permission of instructor. Lec, T R. B. Ganem.

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 6670 Topics in Chemical Biology

Fall. 4 credits. Prerequisite: CHEM 3600 or equivalent, BIOBM 3300 or permission of instructor. Lec, M W F. H. Lin.

This course is intended for advanced undergraduate students majoring in chemical biology and graduate students working in related areas. The topics that will be covered fall into two general areas: Antibiotics: Mechanism of action of different types of antibiotics; Biosynthesis of polyketide and non-ribosomal peptide antibiotics; Antibiotic resistance mechanisms and strategies to overcome antibiotic resistance. Protein posttranslational modifications (PTM): Types of enzyme-catalyzed PTM; Mechanism of enzymatic reactions involved in PTM; Effects of PTM on protein structure and function; PTM-related human diseases; and drugs that target PTM enzymes. A general review, specifically tailored for chemistry/biochemistry students, of the history and background of each topic will be given, followed by discussion of recent literature on the topic.

[CHEM 6680 Chemical Aspects of Biological Processes]

Fall. 4 credits. Prerequisite: CHEM 3600 or equivalent. Lec, T R. Next offered 2009-2010. 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 6690 Organic and Polymer Synthesis Using Transition Metal Catalysts

Spring. 4 credits. Prerequisite: primarily for graduate students or advanced undergraduates; CHEM 3590/3600 or equivalent or permission of instructor. 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 6700 Fundamental Principles of Polymer Chemistry

Fall. 4 credits. Prerequisite: CHEM 3590/3600 or equivalent or permission of instructor. Primarily for graduate students and advanced undergraduates. No previous knowledge of polymers required. Lec, T R. G. W. Coates.

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; dynamic mechanical properties; and structure-property relationships.

[CHEM 6710 Synthetic Polymer Chemistry (also CHEM 6750, MSE 6710)]

Spring. 4 credits. Prerequisites: minimum of organic chemistry at level of CHEM 3590/3600. 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 6700 or MSE 6220. Lec, T R. Next offered 2009-2010. 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.]

[CHEM 6720 Kinetics and Regulation of Enzyme Systems]

Spring. 4 credits. Primarily for graduate students with interests in biophysical chemistry and quantitative treatments of protein function. Prerequisite: CHEM 2880 or 3900, BIOBM 3300, 3310, or equivalents or permission of instructor. Lec, M W F. Next offered 2009–2010. B. Baird.

Focus is on protein interactions and related 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 6770 Chemistry of Nucleic Acids]

Fall. 4 credits. Primarily for graduate students. Prerequisites: CHEM 3580 or 3600, and 3900 or equivalents. Lec, M W F. Next offered 2009–2010. D. A. Usher.

Structure, properties, synthesis, and reactions of nucleic acids from a chemical point of view. Special topics include RNAi, antisense and antigene technology, ribozyme reactions (including the ribosome), mutagens, PCR, recent advances in sequencing, DNA as a computer, and alternative genetic materials.]

[CHEM 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. Next offered 2009–2010. G. S. Ezra.

Introduction to the application of quantum mechanics in chemistry. Covers many of the topics in CHEM 7930–7940 at a more descriptive, less mathematical level.]

[CHEM 6860 Physical Chemistry of Proteins]

Fall. 4 credits. Primarily for graduate students. Prerequisite: CHEM 2880 or 3900 or equivalents. Letter grades for undergraduate and graduates. Lec, M W F. P. Chen.

Protein studies using physical methods are presented, with focuses on using single molecule spectroscopic methods and on metalloprotein structures/functions. Topics include: (1) physical concepts: chemical structure and conformation of proteins; protein folding energy landscape; electron transfer theory; enzyme kinetics; protein-protein interactions; protein-DNA interactions. (2) Experimental methodologies: absorption/emission spectroscopy; fluorescence resonance energy transfer; confocal microscopy; total internal reflection microscopy; single molecule spectroscopy; time correlated single photon counting; fluorescence correlation spectroscopy; atomic force microscopy; optical/magnetic tweezers; super resolution optical microscopy; (3) Protein structure and function: oxygen binding and activation proteins; electron transfer proteins; oxygenases and oxidases; metallochaperones; metalloregulatory proteins; green fluorescent proteins; motor proteins (kinesin, dynein and F1-ATPase); and live cell imaging.

[CHEM 7000 Baker Lectures]

Fall and spring. Dates TBA. Distinguished scientists who have made significant contributions to chemistry will come to Cornell for one-day symposiums, which will take place on Saturday (dates to be announced). Refer to the Chemistry and Chemical Biology web site for more information, www.chem.cornell.edu.

[CHEM 7010 Introductory Graduate Seminar]

Fall. 0 credits. Highly recommended for all senior graduate students in any field of chemistry. Lec, W. Next offered 2009–2010. 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 7160 Introduction to Solid State Organic Chemistry]

Spring. 3 credits. Recommended: CHEM 6070 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 4443 or CHEM 7930 or 7940 are at substantially higher level than what is needed. Lec, M W F. Next offered 2009–2010. 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 7650 Physical Organic Chemistry I]

Spring. 4 credits. Primarily for graduate students. Prerequisite: CHEM 6650 or permission of instructor. Lec, M W F. Next offered 2009–2010. Staff.

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 7740 Chemistry of Natural Products: Combinatorial Chemistry]

Spring. 3 credits. Prerequisites: CHEM 3600 and BIOBM 3300 or equivalent. Lec, M W F. Next offered 2009–2010. 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 7800 Chemical Kinetics and Molecular Reaction Dynamics]

Fall. 4 credits. Prerequisite: CHEM 6810 or permission of instructor. Lec, T R. Next offered 2009–2010. Staff.

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 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 foundation for graduate courses in physical chemistry, such as quantum mechanics and statistical mechanics, as well as for research in experimental and theoretical physical chemistry. Topics include linear algebra, matrices, and the eigenvalue problem; functions of a complex variable and contour integration; methods of solution of relevant differential equations; special functions; partial differential equations; integral transforms. The program Mathematica is employed throughout for both analytical and numerical work. At the level of *Mathematical Methods for Scientists and Engineers* by McQuarrie, and *Mathematical Methods for Physicists* by Arfken and Weber.

[CHEM 7880 Macromolecular Crystallography (also BIOBM 7380)]

Fall. 3 credits. Prerequisite: permission of instructor. Lec, T R. Next offered 2009–2010. 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 7890–7900 Introduction to Nanoscale Materials Research]

7890, fall; 7900, spring. 3 credits each semester. Primarily for graduate students. Lec, T R. M. A. Hines.

A broad introduction to the scientific and technical challenges and techniques that underlie nanoscale materials research, including some of the skills necessary for a successful career in science or engineering (e.g., public speaking, research ethics). The course is composed of a rotating series of short modules presented in a variety of formats, including lectures, workshops, laboratory experiments and seminars. Students will receive training in both experimental and computational techniques. Enrolled students must complete all modules

[CHEM 7910 Spectroscopy]

Spring. 4 credits. Prerequisite: CHEM 7930 or PHYS 4443 or equivalent. Lec, T R. J. H. Freed.

Magnetic Resonance Spectroscopy and Molecular Spectroscopy are offered alternate years. Magnetic Resonance Spectroscopy (offered spring 2009) includes: quantum mechanics of electron and nuclear spins; Fourier Transform and Two Dimensional experiments; spin relaxation; multiple quantum coherence; imaging. At the level of *The Principles of Magnetic Resonance* by Slichter. Molecular Spectroscopy includes: principles of molecular rotational, vibrational, and electronic spectroscopy; interaction of molecules with radiation; Born-Oppenheimer approximation; diatomic molecules; polyatomic molecules; molecular symmetry groups. At the level of *Molecular Rotation Spectra* by Kroto.

[CHEM 7920 Molecular Collision Theory]

Spring. 4 credits. Lec, T R. Next offered 2009–2010. 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 7930 Quantum Mechanics I

Fall. 4 credits. Prerequisites: CHEM 3900, co-registration in AEP 3210, or CHEM 7870 or equivalents or permission of instructor. Lec, M W F. J. Park.

Topics include Schrodinger's equation, wave packets, uncertainty principle, matrix and operator mechanics, orbital and spin angular momentum, exclusion principle, perturbation theory, and the variational principle. At the level of R. Shankar, *Quantum Mechanics*.

CHEM 7940 Quantum Mechanics II

Spring. 4 credits. Prerequisites: CHEM 7930 or equivalent and CHEM 7870 or equivalent or co-registration in AEP 3220, or permission of instructor. Lec, M W F. J. A. Marohn.

Topics include: The density matrix; interaction of radiation with matter; unitary evolution in the two-level system, interaction representation, pulsed excitation, adiabatic rapid passage; non-unitary evolution, correlation functions, Bloembergen-Purcell-Pound relaxation theory, re-equilibration of populations, dephasing of coherences; saturation, hole-burning, and echoes; time-dependent perturbation theory, Fermi's Golden rule, second quantization, stimulated emission, spontaneous emission; the Magnus expansion and average Hamiltonian theory, multi-dimensional pulsed spectroscopy; Gaussian wavepackets, femtosecond pulse-pair excitation, vibrational-electronic spectroscopy, the Raman effect; electron transfer, rates of chemical reactions, intermolecular forces, scattering.

[CHEM 7950 Statistical Thermodynamics

Fall. 4 credits. Primarily for graduate students. Prerequisite: CHEM 3900 or equivalent. Pre- or corequisite: CHEM 6810 or 7930 or equivalent. (Students interested in taking CHEM 7960 in spring 2009 should consider CHEM 7110 for fall 2008. Next offered 2009-2010. Lec, M W F. G. Chan.]

CHEM 7960 Statistical Mechanics

Spring. 4 credits. Prerequisites: CHEM 7950, CHEM 7930 or CHEM 7110 or equivalent. Lec, T R. R. F. Loring.

Continuation of CHEM 7950 (not offered in fall 2008. Students interested in CHEM 7960 in spring 2009 should consider taking CHEM 7110 in fall 2008.) Statistical mechanics of interacting systems. Topics include liquid state theory, computational statistical mechanics, critical phenomena, renormalization group theory, and an introduction to nonequilibrium statistical mechanics.

[CHEM 7980 Bonding in Molecules

Spring. 4 credits. Prerequisite: some exposure to quantum mechanics; good undergraduate physical chemistry course or CHEM 6810 or CHEM 7930-7940 are at substantially higher level than what is needed; students should consult instructor if in doubt. Lec, T R. Next offered 2009-2010. 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).]

CHINA AND ASIA-PACIFIC STUDIES

J. Chen, director (132 McGraw Hall, 254-6262). X. Xu, acting director (123 McGraw Hall, 255-4741), R. Bush, A. Carlson, Z. Chen, S. Cochran, S. Divo, E. Gunn, P. Katzenstein, F. Logevall, T. J. Lowi, A. Mertha. Affiliated faculty: M. Evangelista, J. Kirshner, J. V. Koschmann, T. Lyons, V. Nee, 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 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

Students are required to take one of the introductory courses, CAPS 2827 (GOVT 2827) or CAPS 2570 (HIST 2571), during their first two years at Cornell, but they may declare the CAPS major before taking either of these or any other CAPS courses. The other required courses are:

- All of the following language courses: CHIN 1101-1102, 2201-2202, and 3301-3302 or CHIN 3306 (CAPS 3060) or CHIN 1109-1110 for heritage learners or the equivalent for FALCON students (all in Ithaca or Washington before senior year).
- Two 4000-level (or above) Chinese courses in Beijing and Ithaca.
- Two of the following lecture courses: CAPS 3857/GOVT 3857, CAPS 3140/HIST 3140, CAPS 3520/HIST 3520, and CAPS 4690/ECON 4690.
- All of the following seminars: CAPS 3000 and CAPS 5000 (during fall of junior year at Cornell in Washington), CAPS 3010 and CAPS 3020 (during fall of senior year at Peking University), and CAPS 4000 (during spring of senior year in Ithaca).

Students interested in the CAPS major should speak to the program director to arrange for a major advisor.

Externships

CAPS majors hold externships in government, business, law, the media, museums, research institutions, non-governmental organizations, or other organizations during their semesters in Washington, D.C., and Beijing. They are encouraged to coordinate the two experiences.

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 by taking two tutorials, CAPS 4010 in Beijing and CAPS 4020 in Ithaca.

Introductory Courses

CAPS 2403 China under Reform (also GOVT 2403)

Fall. 3 credits.

For description, see GOVT 2403.

CAPS 2570 China Encounters the World (also ASIAN 2257, HIST 2571) @ (HA-AS)

Fall. 4 credits. X. Xu.

This is a lecture and discussion course focusing on how China has encountered the world since the 17th century, with an emphasis on the late 19th and 20th centuries. In particular, it will analyze the age-old Chinese "Central Kingdom" conception and how the conception was challenged during modern times as the result of Western and Japanese incursion and China's inability to deal with the consequences of the incursion. It will further analyze the impact of the Chinese "victim mentality" in order to pursue a deeper understanding of why radical revolutions have dominated China's modern history. While the emphasis of this course is on China's external relations, foreign policy issues will be examined in the context of China's political, economic and social developments in broader terms. The course's purpose is not just to impart information but also to cultivate a basic understanding of the significance of the Chinese experience in the age of worldwide modernization. Grades in this class will be calculated on the basis of class participation, quizzes, midterm and final exams, and one essay assignment.

CAPS 2827 China and the World (also GOVT 2827) @ (CA-AS)

Spring. 4 credits. A. Carlson and A. Mertha.

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

CAPS 2940 History of China in Modern Times (also HIST 2940) @ (HA-AS)

Fall. 4 credits. S. Cochran.

For description, see HIST 2940.

[CAPS 3060 Readings in Chinese History, Culture, Society (also CHIN 3306) @

Spring. 4 credits. Next offered 2009-2010. Z. Chen.

For description, see CHIN 3306.]

CAPS 3140 History of American Foreign Policy, 1912 to Present (also AMST/HIST 3140) (HA-AS)

Spring. 4 credits. F. Logevall.

For description, see HIST 3140.

[CAPS 3520 Twentieth-Century Asian American Relations (also HIST 3520)]

CAPS 3857 Seminar on American Foreign Policy (also GOVT 3857) (SBA-AS)

Fall. 4 credits. P. Katzenstein.

For description, see GOVT 3857.

CAPS 4000 Issues in China and Asia-Pacific Studies

Spring. 4 credits. X. Xu.

This course serves as the wrap-up seminar for CAPS students. It is designed for CAPS seniors to review their experience in conducting CAPS

studies in Ithaca, Washington, D.C., and Beijing, to reflect the key challenges that they have encountered in such experiences and the solutions that they have come up with, and to enhance their basic abilities crucial for pursuing future studies and/or careers that are related to their CAPS experience after graduating from Cornell. Central to the course are the “course projects” that, with the assistance and support of instructor, the students are to take the initiative to develop by themselves.

CAPS 4020 Honors Thesis Tutorial II
Spring. 4 credits. Prerequisite: CAPS 4010. Staff.

CAPS 4690 China's Economy Under Mao and Deng (also ECON 4690) @ (SBA-AS)
Spring. 4 credits. T. Lyons.
For description, see ECON 4690.

[CAPS 4827 Unifying While Integrating: China and the World (also GOVT 4827)]
Next offered in 2009–2010.]

[CAPS 4930 Problems in Modern Chinese History (also HIST 4930)]
Fall. 4 credits. Next offered 2009–2010.
S. Cochran.
For description, see HIST 2940.]

CHIN 1101–1102 Beginning Mandarin I and II
1101, fall; 1102, spring. 6 credits each semester.
For description, see CHIN 1101–1102 under “Asian Studies.”

CHIN 1109–1110 Beginning Chinese Reading and Writing for Students of Chinese Heritage
1109, fall; 1110, spring. 6 credits each semester.
For description, see CHIN 1109–1110 under “Asian Studies.”

CHIN 2201–2202 Intermediate Mandarin I and II
2201, fall; 2202, spring. 4 credits each semester.
For description, see CHIN 2201–2202 under “Asian Studies.”

CHIN 2209–2210 Intermediate Chinese Reading and Writing for Students of Chinese Heritage
2209, fall; 2210, spring. 4 credits each semester.
For description, see CHIN 2209–2210 under “Asian Studies.”

CHIN 3301–3302 High Intermediate Mandarin I and II
3301, fall; 3302, spring. 4 credits each semester.
For description, see CHIN 3301–3302 under “Asian Studies.”

[CHIN 3309–3310 Business Chinese in Cultural Context]
(Next offered in 2009–2010.)

CHIN 4411–4412 Advanced Mandarin I and II
4411, fall; 4412, spring. 4 credits each semester.
For description, see CHIN 4411–4412 under “Asian Studies.”

CHIN 4426 Special Topics: Chinese Historical Documents on Modern China
Next offered 2009–2010.
For description, see CHIN 4426 under “Asian Studies.”

CHIN 4427–4428 High Advanced Mandarin I and II
4427, fall; 4428, spring. 4 credits each semester.
For description, see CHIN 4427–4428 under “Asian Studies.”

CHIN 4431–4432 Directed Study
4431, fall; 4432, spring. 4 credits each semester.
For description, see CHIN 4431–4432 under “Asian Studies.”

Courses in Washington, D.C.

CAPS 3000 Seminar on American Relations with China (also ASIAN 3305, HIST 3391)
Fall. 4 credits. R. Bush.
A historical review of the fragile and volatile U.S.–China relationship from the opening by Richard Nixon in the early 1970s until the present. Several individual sessions will be led by current or former executive branch or congressional officials, business people, journalists, representatives of non-governmental organizations and others who have worked in China or have participated in the making of U.S. policy toward China.

CAPS 4997 Research Seminar in American Studies (also AMST 4997)
Fall. 8 credits. S. Jackson.
For description, see AMST 4997.

CAPS 4998 Politics and Policy: Theory, Research, and Practice (also GOVT 4998)
Fall. 8 credits. S. Jackson.
For description, see GOVT 4997.

CAPS 5000 Politics and Policy: Theory, Research, and Practice (also ALS/AMST/GOVT/PAM 4998)
Fall and spring. 8 credits.
For description, see GOVT 4998.

CHIN 3301 High Intermediate Chinese
Fall. 4 credits.
For description, see CHIN 3301 under “Asian Studies.”

CHIN 4445 Directed Study for CAPS Students in D.C.
Fall. 1–4 credits, variable. Staff.
Prerequisite: permission of instructor. Intended for advanced language study.

Courses in Beijing

CAPS 3010 China's Changing Politics, Economy, Society, and Culture
Fall. 4 credits. X. Xu and H. Duan.
Using resources specifically available in China, this course combines lectures, guest lectures, field trips, and faculty-directed research projects to help students achieve an in-depth understanding of China's changing politics, economy, society, and culture.

CAPS 3020 Chinese Perspectives on China's Foreign Relations
Fall. 4 credits. Peking University staff.
This course, offered by faculty members of Peking University's School of International Studies, provides Chinese perspectives on contemporary China's international relations.

[CAPS 4010 Honors Thesis Tutorial I]
Fall. 4 credits. See program director about making arrangements with appropriate advisors. Next offered 2009–2010.]

CHIN 4451 Advanced Mandarin for CAPS Students in Beijing
Fall. 4 credits. Equivalent to CHIN 4411 in Ithaca. Staff.
For description, see CHIN 4411 under “Asian Studies.”

CHIN 4455 Directed Study for CAPS Students in Beijing
Fall. 1–4 credits, variable. Prerequisite: permission of instructor. Intended for advanced language study. Staff.

CHIN 4457 High Advanced Mandarin
Fall. 4 credits. Equivalent to CHIN 4427 in Ithaca. Staff.
For description, see CHIN 4427 under “Asian Studies.”

CHINESE

FALCON Program (Chinese)

See Department of Asian Studies.

CLASSICS

C. Brittain, chair, F. M. Ahl, K. Bowes, K. Clinton, G. Fine, M. Fontaine (director of undergraduate studies), D. Mankin, S. Manning, A. Nussbaum, H. Pelliccia (director of graduate studies), P. Pucci, H. R. Rawlings III, E. Rebillard, A. Ruppel, J. Rusten, B. Strauss, L. Van Abbema.

The Department of Classics at Cornell is one of the oldest in the country. It offers both the traditional core training in the languages, literature, philosophy, art, and history of ancient Greece and Rome, and also newer approaches developed from the comparative study of Mediterranean civilizations, peace studies, and feminist and literary theory. The broad range of instruction includes courses offered by professors with appointments 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. Courses in art, archaeology, and dendrochronology also have wide appeal. 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. Offerings range from 1000-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 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 choose from a wide selection of courses, from intermediate language classes at the 2000 level, which refresh and broaden knowledge of syntax and vocabulary, to graduate and faculty reading groups. All of these courses concentrate on exciting literary texts, whether the poems of Catullus and Virgil, or the dialogues of Plato and Xenophon, at the 2000 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 make possible the study at first hand of the extraordinary range of powerful and challenging ideas embodied in Greek and Latin texts. 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 major in Classics offers four tracks, which are Greek, Latin, classics, and classical civilization. Only classes passed with a C- or better may be applied to the classics major.

Classics

The classics track requires: (1) six courses in Greek and Latin numbered 2101 or above; (2) either CLASS 2675/HIST 2650 or one term of CLASS 2681/HIST 2670-CLASS 2682/HIST 2671, and (3) two courses in other related subjects selected in consultation with the student's departmental advisor (see below). Classics majors are required to take a minimum of two 3000-level courses in one language and one 3000-level course in the other.

Students who are considering graduate study in classics are strongly advised to complete the classics major.

Greek

The Greek track requires: (1) GREEK 1105; (2) five courses in Greek numbered 2101 or above; (3) CLASS 2675/HIST 2650; and (4) two courses in other and related subjects selected in consultation with the student's departmental advisor (see below). The courses in Greek must include at least three at the 3000 level.

Latin

The Latin track requires: (1) LATIN 1205 or 2201; (2) five courses in Latin numbered 2202 or above; (3) one term of CLASS 2681/HIST 2670-CLASS 2682/HIST 2671; and (4) two courses in other related subjects selected in consultation with the student's departmental advisor (see below). The courses in Latin must include at least three at the 3000 level.

Classical Civilization

The classical civilization track requires: (1) either (a) two 2000-level courses in either ancient Greek or Latin, or (b) one course at the 2000 level in ancient Greek and Latin; (2) either (a): CLASS 2601 or 2603 and one term of CLASS 2681/HIST 2670-CLASS 2682/HIST 2671, or (b): CLASS 2612 and CLASS 2675/HIST 2650; (3) one course at the 2000 level in ancient Greek or Roman material culture; and (4) six additional courses in classical civilization, classical archaeology, ancient history, ancient philosophy, ancient Greek or Latin (at 2000 level or above), or related subjects (this last may number up to two, selected in consultation with the student's departmental advisor).

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 advisors 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 4721-4722. (Credit for the honors course may be included in the credits required for the major.) Candidates for honors must have a cumulative average grade of 3.0 and an average of 3.5 in their major. Students choose an honors advisor by the end of their sixth semester, in consultation with the departmental honors committee or the DUS. By the second week of their seventh semester, they submit an outline of their proposed research to their advisor and the committee. The thesis is written in the second semester of the course, under the supervision of the student's honors advisor. The level of honors

is determined by the committee, in consultation with students' advisors. Copies of successful honors theses are filed with the department. Further details about this program are provided in the brochure *Guidelines for Honors in Classics*, available in the department office, 120 Goldwin Smith Hall, or on the department web page: www.arts.cornell.edu/classics/honors.asp.

Independent Study

Independent study at the 3000 level may be undertaken by undergraduates upon completion of one semester of work at the 3000 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 \$3,725 stipend to cover living expenses and full tuition for either GREEK 1103 or LATIN 1203, 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 undergraduates 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 GREEK 2101 or above. Option 2 is satisfied by taking either (a) GREEK 1101, 1102, and 1105 or (b) GREEK 1103 and 1105. (GREEK 1103 counts as two courses. Although credits for 1103 and 1105 add up to only 9, this sequence does satisfy Option 2 of the college's language requirement).

Latin: option 1 is satisfied by taking LATIN 2201 or above. Option 2 is satisfied by taking either (a) LATIN 1201, 1202, and 1205 or (b) LATIN 1203 and 1205. (LATIN 1203 counts as two courses. Although credits for 1203 and 1205 add up to only 9, this sequence does satisfy Option 2 of the college's language requirement.) The sequence LATIN 1204–1205 does not satisfy Option 2. Students can place into LATIN 2201 with an A– or better in LATIN 1202, 1203 or 1204. Upon completing 2201, they satisfy Option 1. LATIN 1204 overlaps with LATIN 1202 therefore cannot be taken (or counted toward the degree) after completing LATIN 1202 or 1203.

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 summer travel or projects in Europe or the Near East. Interested juniors should consult the director of undergraduate studies.

Classical Civilization

CLASS 1692 Bioscientific Terminology (also BIOMI 1720) # (HA-AS)

Summer and winter. 3 credits. D. Bowman and H. Roisman.

A study of the Greek and Latin word elements that combine to form most of the specialized terms in the biological sciences. The student who learns the meanings of those elements and the rules of word formation can usually recognize the basic meaning of any unfamiliar word in that field. This skill is especially valuable for pre-law, pre-medical, pre-dental, pre-veterinary students and for those in other health and legal fields, as well as for students who would like to broaden their general vocabulary. This course would be excellent preparation for students prior to taking standardized tests: e.g., SAT, GRE, MCAT, TOEFL, LSAT, etc.

CLASS 2601 The Greek Experience # (CA-AS)

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 2603 Initiation to Greek Culture # (LA-AS)

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.

P. Pucc.

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. It asks how poetic forms such as tragedy responded to and made an accommodation with philosophical discourse while creating an intense 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 2604 Greek Mythology # (LA-AS)

Summer and fall. 3 credits. Limited to 50 students in summer; 200 in fall. 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 2612 The Roman Experience # (CA-AS)

Spring. 3 credits. Next offered 2009–2010. Staff.

Introduction to the civilization of the Romans as expressed in their literature, religion, and social and political institutions.]

CLASS 2632 Paranoia and Conspiracy (also COML 2632) # (LA-AS)

Spring. 3 credits. M. Fontaine.

Conspiracy theory pervades the literature of the ancient world, from Greek drama to Roman history. Historical writers of Ancient Greece and Rome often resort to paranoid and conspiratorial modes of analysis to explain why things happen the way they do. This course examines actual conspiracies in these societies alongside fictional representations of them in a range of texts, together with the rhetoric of self-delusion and fearmongering in which they are couched. Readings include selections from Homer's *Odyssey*, Greek tragedy, Roman Comedy, and Greek and Roman historians. Modern theories will also be considered.

CLASS 2634 Judaism from the Persian Period to the Rise of Islam (also JWST/NES/RELST 2622)

Spring. 4 credits. L. Jovanovic.

For description, see NES 2622.

CLASS 2651 The Comic Theater (also COML/THEAT 2230) # (LA-AS)

Spring. 3 credits. J. Rusten.

The origins of comic drama in ancient Greece and Rome, and its subsequent incarnations especially in the Italian renaissance (*Commedia erudita* and *Commedia dell'arte*), Elizabethan England, 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 2661 Ancient Philosophy (also PHIL 2110) # (KCM-AS)

Summer and fall. 4 credits. T. Brennan.

For description, see PHIL 2110.

[CLASS 2675 Ancient Greece from Homer to Alexander the Great (also HIST 2650) # (HA-AS)

Fall. 4 credits. Open to first-year students.

Next offered 2009–2010. B. Strauss.

For description, see HIST 2650.]

CLASS 2676 Periclean Athens (also HIST 2580) # (HA-AS)

Fall. 4 credits. H. Rawlings III.

The first five weeks will provide a synoptic view of Athens' historical and cultural achievement in the middle of the fifth century BC—the traditional pinnacle of "The Glory that was Greece." Readings will be taken from Greek historians, philosophers, poets and documentary texts. At least two of the (75-minute) lectures will be devoted to art history, delivered by a guest speaker. The next seven to eight weeks will follow the course of the Peloponnesian War to its end; readings from Thucydides will be interwoven with contemporaneous texts composed by the dramatists (Sophocles, Euripides, and Aristophanes) and the sophists (supplemented with readings from Plato). The remaining classes will 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 will be weekly discussion sections.

[CLASS 2680 War and Peace in Greece and Rome (also HIST 2560) # (HA-AS)

Spring. 4 credits. Next offered 2009–2010. B. Strauss.]

CLASS 2681 History of Rome I (also HIST 2670) # (HA-AS)

Fall. 4 credits. Open to first-year students. L. Van Abbema.

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 2682 History of Rome II (also HIST 2671) # (HA-AS)

Spring. 4 credits. Open to first-year students. L. Van Abbema.

This course is the second part of a two-term 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). We will consider the creation and development of the imperial regime, explore the various types of challenges (military, cultural, and religious) to the hegemony of the Roman state, and try to understand the transformations of Roman society and culture down to the middle of the fifth century AD.

[CLASS 2686 Small Wars in Greece and Rome (also HIST 2061) # (HA-AS)

Fall. 3 credits. Next offered 2010-2011.

B. Strauss.

For description, see HIST 2061.]

CLASS 3642 Greeks, Romans, and Victorians (also COML 3820) # (LA-AS)

Spring. 4 credits. F. Ahl.

This course 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 will be discussed in selected works of Thomas Moore, Shelley, Byron, Swinburne, W. S. Gilbert, Oscar Wilde, and the pre-Raphaelites and Victorian poets.

CLASS 3643 Greek and Roman Mystery Cults (also RELST 3643) # (CA-AS)

Spring. 4 credits. Recommended: previous course in Classics (civilization or language) or Religious Studies. K. Clinton.

A study of the controversial question of religious continuity between paganism and early Christianity. After a brief survey of Classical mystery cults and Hellenistic religion, the course will focus on such Hellenistic cults as the mystery cults of Isis, Bacchus, and Attis and the Great Mother and on the distinctive features that contributed to their success. Discussion of Christian liturgy and beliefs both in the East and the West to determine what Christianity owed to its pagan predecessors and to isolate the factors that contributed to its triumph over the "rival" pagan cults of late antiquity.

[CLASS 3645 The Tragic Theater (also COML 3440, THETR 3450) # (LA-AS)

Fall. 4 credits. Limited to 40 students. Next offered 2009-2010. 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' *Alcestis*, *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 3662 History of Battle (also HIST 3631) (HA-AS)

Spring. 4 credits. Next offered 2010-2011.

B. Strauss/Baptiste.]

CLASS 3664 Aristotle (also PHIL 3203) # (KCM-AS)

Spring. 4 credits. T. Brennan.

For description, see PHIL 3203.

CLASS 3669 Plato (also PHIL 3202) # (KCM-AS)

Fall. 4 credits. Prerequisite: at least one philosophy course at 2000 level or above; or permission of instructor. G. Fine.

For description, see PHIL 3202.

CLASS 3686 Independent Study in Classical Civilization, Undergraduate Level

Fall and spring. 1-4 credits. Prerequisite: permission of director of undergraduate studies, in extraordinary circumstances only.

CLASS 4605 Hellenistic Jewish Literature (also JWST/NES/RELST 4787) @ # (LA-AS)

Fall. 4 credits. L. Jovanovic.

For description, see NES 4787.

CLASS 4606/7606 Theater and Spectacle in Greece and Rome (also THETR 4600)

Spring. 4 credits. J. Rusten.

A study not of the play-texts, but of the social history of the richly documented tradition of competitive artistic performances sponsored by rulers, cities and wealthy individuals, with special attention to the ongoing connections and cross-influences with athletic competitions. The organization is thematic rather than chronological, we will take our comparative material from the fifth century BCE to the late Roman empire. Topics include organizational frameworks, funding sources, associations of performers and their ideologies and rivalries, regulation and hierarchies of audiences, public claque, the adaptation of performance to political events, influence on art of stage and spectacle, Institutional and intellectual opposition to performance and spectacle. Evidence will include ancient treatises, inscriptions, mosaics, wall-paintings and terracottas; all source readings available in English (there will be an optional separate meeting for those wishing to read some texts in the original).

[CLASS 4625 The Christianization of the Roman World, 300 to 600 CE (also HIST 4831, RELST 4625) # (HA-AS)

Fall. 4 credits. Next offered 2009-2010.

E. Rebillard.

Christianization of the Roman world is concerned by the impact of Christianity on the late antique society and by the resistance and/or persistence of the old belief and practices.]

CLASS 4662 Topics in Ancient Philosophy (also PHIL 4200)

Spring. 4 credits. G. Fine.

For description, see PHIL 4200.

[CLASS 4681 Fourth Century and Early History of Greece (also HIST 4411) # (HA-AS)

Fall. 4 credits. Undergrads and grads will meet for two hours; grad students must stay for one additional hour. Next offered 2009-2010. B. Strauss.]

[CLASS 4682 Topics in Ancient Greek History (also CLASS 7684, HIST 4320/6330)

Spring. 1-4 credits, variable. Limited to 15 students. Next offered 2009-2010. Staff.]

CLASS 4683 Classics and Early America (also HIST 4861, GOVT 4862) # (HA-AS)

Fall. 4 credits. H. Rawlings III.

The point of the seminar is to study several related questions: how deep was the

Founders' knowledge of the Classics (i.e., did it go beyond Plutarch and Livy?) How well did they know Latin and Greek? To what extent did these men actually use Greek and Roman texts in developing their political theories and ultimately the U.S. Constitution? How conscious were they of classical influences upon their thought? To what extent did they model their political aspirations and behavior upon the lives of leading Greeks and Romans? How did their views of actual Athenian democracy and the Roman Republic influence their political thinking? The format will be seminar discussion of mostly primary reading. Students will write one shorter paper on the reading, and a longer research paper on a major topic such as religious freedom, the structure of government, democratic vs. republican ideals, classical origins of federalism, etc. Grades will be determined by class participation as well as by the two papers.

CLASS 7173 Ancient Philosophy (also PHIL 6200)

Fall. 4 credits. G. Fine.

For description, see PHIL 6200.

CLASS 7345 Graduate TA Training

Fall and spring. 1 credit. Staff.

Pedagogical instruction and course coordination. Requirement for all graduate student teachers of LATIN 1201-1202 and first-year writing seminars.

CLASS 7633 Gender and Late Antiquity (also HIST/NES/RELST 7633, FGSS 7630)

Fall. 4 credits. K. Bowes and K. Haines-Eitzen.

This seminar treats gender, broadly construed to include masculinity, femininity and sexuality—from approximately 100-500 AD. Of particular interest will be the multiple intersections between gender and late ancient economics, religion, politics, art and archaeology. The seminar will use relevant theoretical works and secondary sources to read ancient texts (hagiography, documentary papyri, ecclesiastical letters, inscriptions) and material culture (art, architecture and other artifactual material).

[CLASS 7667 Seminar in Ancient History: Spartacus (also HIST 6671)

Spring. 4 credits. Next offered 2009-2010.

B. Strauss.]

CLASS 7960 Independent Study in Classical Studies

Fall and spring. Up to 4 credits.

CLASS 9900 Doctoral Dissertation Research

Fall and spring. 0 credits. Letter grades only. Staff.

Greek

GREEK 1101 Elementary Ancient Greek I

Fall. 4 credits. H. Pelliccia.

Introduction to Attic Greek. Designed to enable the student to read the ancient authors as soon as possible.

GREEK 1102 Elementary Ancient Greek II

Spring. 4 credits. Prerequisite: GREEK 1101 or equivalent. K. Clinton.

Continuation of GREEK 1101, prepares students for GREEK 1105.

GREEK 1103 Intensive Greek

Summer. 6 credits. 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 GREEK 1105.

GREEK 1105 Elementary Ancient Greek III #

Fall. 3 credits. Prerequisites: GREEK 1102, 1103, or placement by departmental exam. K. Clinton.

Introduces students to reading Greek literary texts (Xenophon's *Anabasis*) and a dialogue of Plato. Covers complex syntax and reviews the grammar presented in GREEK 1102 or 1103.

[GREEK 1141 Elementary Modern Greek I (also NES 1340)]

Fall. 4 Credits. Next offered 2009–2010. K. Yiavis.

The course is intended for students with no experience in modern Greek. The goal is to provide a thorough grounding in Greek language with an emphasis on communication. Small class size will provide intensive practice in speaking, writing and listening-comprehension. Elementary Modern Greek II will be offered in the spring semester.]

[GREEK 1142 Elementary Modern Greek II (also NES 1341)]

Spring. 4 credits. Next offered 2009–2010. Prerequisite: NES 1340/GREEK 1141 or placement by departmental exam. K. Yiavis.

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.]

[GREEK 1143 Intermediate Modern Greek I (also NES 1342)]

Fall. 4 credits. Prerequisite: GREEK 1142/ NES 1341 or placement by departmental exam. Next offered 2009–2010. K. Yiavis.

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.]

GREEK 2101 Greek Prose # (LA-AS)

Fall. 3 credits. *Satisfies Option 1.* Prerequisite: GREEK 1105. M. Fontaine. Selected readings from Herodotus' *Histories*.

[GREEK 2103 Homer # (LA-AS)]

Spring. 3 credits. *Satisfies Option 1.* Prerequisite: GREEK 1105. Next offered 2009–2010. Staff.

Readings in the Homeric epic.]

GREEK 2104 Euripides: Alcestis # (LA-AS)

Spring. 3 credits. *Satisfies Option 1.* Prerequisite: GREEK 1105. P. Pucci.

With the 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 relationship, to myth. The text has no long choruses and therefore is also easier for students with a short experience of Greek. This is a wonderful introduction to Greek Tragedy.

[GREEK 2144 Intermediate Modern Greek II (also NES 2324)]

Spring. 4 credits. Prerequisite: GREEK 1143/NES 1342 or placement by departmental exam. Next offered 2009–2010. K. Yiavis.

This course emphasizes complex grammatical and syntactical phenomena of the Modern Greek language through oral communication and texts. Students look into idiomatic nuances and special features of the language. Oral speech and writing are more crucial at this level.]

GREEK 3101 Greek Epic # (LA-AS)

Spring. 4 credits. *Satisfies Option 1.* Prerequisite: one 2000-level Greek course. P. Pucci.

Undergraduate Seminar. This course focuses on the epic language, its specificity, its poetic means (epithets, formulae, similes, etc.), its function in constructing and interpreting the world, and its aesthetic, emotional effects. The basic text we will follow is the *Odyssey*.

GREEK 3102 Greek Historiography and Oratory # (HA-AS)

Fall. 4 credits. *Satisfies Option 1.* Prerequisite: one 2000-level Greek course. H. Pelliccia.

Undergraduate seminar in Greek historiography and oratory. History and myth in Herodotus and Plato. Readings in Greek from Herodotus' *Histories* and Plato's *Phaedrus*, *Critias*, and *Timaeus*. Further readings in English from these and other ancient and modern authors.

[GREEK 3103 Greek Philosophy and Rhetoric (LA-AS)]

Fall. 4 credits. *Satisfies Option 1.* Prerequisite: one 2000-level Greek course. Next offered 2010–2011. Staff. Undergraduate seminar.]

[GREEK 3104 Seminar: Greek Drama (LA-AS)]

Spring. 4 credits. *Satisfies Option 1.* Prerequisite: one 2000-level Greek course. Next offered 2009–2010. Staff.]

GREEK 3185 Independent Study in Greek, Undergraduate Level

Fall and spring. Up to 4 credits. Prerequisite: permission of DUS in extraordinary circumstances only. Staff.

GREEK 4101 Advanced Readings in Greek Literature # (LA-AS)

Fall. 4 credits. Prerequisite: one semester of 3000-level Greek. K. Clinton.

Greek historiography. Text will include Aristotle's *Athenaion Politeia* and selections from *Xenophon*.

GREEK 4102 Advanced Readings in Greek Literature # (LA-AS)

Spring. 4 credits. Prerequisite: one semester of 3000-level Greek. C. Brittain.

Texts will include Plato's *Protagoras*, *Symposium*, and parts of the *Republic* and *Timaeus*. The aim of the course is to improve reading speed and accuracy through the intense study of some of Plato's literary and stylistic masterpieces.

GREEK 7161 Greek Philosophical Texts (also PHIL 6010)

Fall and spring. Up to 4 credits. Prerequisites: knowledge of Greek and permission of instructor. T. Brennan.

For description, see PHIL 6010.

GREEK 7171 Graduate Seminar in Greek

Fall. 4 credits. P. Pucci. Topic: Homer: Narrative in the *Iliad*.

GREEK 7172 Graduate Seminar in Greek

Fall and spring. 4 credits. Fall, R. Parker; spring, H. Pelliccia. Fall: Townsend Seminar on Greek Religion. This course will tackle major problems in Greek religion through a series of case studies; the aim will be to bridge the gap between big questions and theory on the one side, and close work with the actual documentary evidence for Greek religion (literary, inscriptional, iconographic) on the other. Spring: Pindar. Introduction to archaic Greek lyric poetry with a focus on Pindar. Study of the interpretation of Pindar's 7th Nemean ode will serve as an introduction to the history of scholarship on Greek lyric from Alexandrian times to the present; students will be called upon to read extensively in secondary works, both ancient and modern.

GREEK 7910 Independent Study in Greek

Fall and spring. 1–4 credits.

Latin**LATIN 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 includes extensive memorization of vocabulary and paradigms; study of Latin syntax; and written homework, quizzes, tests, and oral drills.

LATIN 1202 Elementary Latin II

Spring. 4 credits. *Students may not receive credit for both LATIN 1202 and LATIN 1204.* Students should be ready for LATIN 1205 by the end of the course, but may take LATIN 2201 if they pass with A– or better. Prerequisite: 1201 or equivalent. Staff.

Continuation of LATIN 1201, using readings from various authors; prepares students for LATIN 1205.

LATIN 1203 Intensive Latin

Summer. 6 credits.

Intensive introduction that quickly instills the essentials of Latin grammar before progressing to readings in the original Latin. Prepares students in a single term for LATIN 1205.

LATIN 1204 Latin in Review

Fall. 4 credits. *Students may not receive credit for both LATIN 1202 and LATIN 1204.* Prerequisite: placement by departmental examination. A. Ruppel.

Designed to accommodate students who have had some Latin, but are insufficiently prepared to take 1202. It begins with review of some material covered in 1201 and then continues with second-term Latin material (1202). The class moves swiftly and 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 1205 by the end of the course, but may take LATIN 2201 if they pass with A– or better.

LATIN 1205 Elementary Latin III

Fall and spring. 3 credits. Prerequisites: LATIN 1202, 1203, 1204 or placement by departmental exam. A. Ruppel.

Introduces students to reading a literary Latin text (Ovid, *Ars Amatoria I*). Covers complex syntax and reviews the grammar presented in LATIN 1202, 1203, or 1204.

LATIN 2201 Latin Prose # (LA-AS)

Fall and spring, 3 credits. *Satisfies Option 1*. Prerequisite: LATIN 1205 or grade of A- or above in LATIN 1202, 1203, or 1204 or placement by departmental exam. Fall, C. Brittain and L. Van Abbema; spring, A. Nussbaum.

Fall: Reading of Cornelius Nepos' *Life of Atticus*. Nepos was a Roman biographer and historian as well as the man to whom Catullus dedicated his collection of poems. His biography of Atticus portrays this man of letters and friend of Cicero as a pivotal figure in the fall of the Roman Republic. Attention will be equally devoted to grammar and literary or historical context. Spring: Selections from Petronius' *Satyricon* and/or the *Metamorphoses* of Apuleius.

[LATIN 2203 Catullus # (LA-AS)]

Fall, 3 credits. *Satisfies Option 1*. Prerequisite: LATIN 1205. Next offered 2009-2010. 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.]

[LATIN 2204 Roman Drama # (LA-AS)]

Spring, 3 credits. *Satisfies Option 1*. Prerequisite: LATIN 1205. Next offered 2009-2010. Staff.

Topic: TBA.]

LATIN 3201 Roman Epic # (LA-AS)

Spring, 3 credits. *Satisfies Option 1*. Prerequisite: 2000-level Latin. F. Ahl.

Undergraduate seminar.

LATIN 3202 Roman Historiography # (LA-AS)

Spring, 4 credits. *Satisfies Option 1*. Prerequisite: one term of 2000-level Latin or permission of instructor. L. Van Abbema.

[LATIN 3203 Roman Poetry (LA-AS)]

Fall and spring, 3 credits. *Satisfies Option 1*. Prerequisite: one 2000-level Latin course. Next offered 2010-2011.

Undergraduate seminar.]

[LATIN 3204 Roman Prose # (LA-AS)]

Fall, 3 credits. *Satisfies Option 1*. Prerequisite: one 2000-level Latin course. Next offered 2011-2012. Staff.

Undergraduate seminar.]

[LATIN 3215 Imperial Latin]

Spring, 4 credits. *Satisfies Option 1*. Prerequisite: one semester of 2000-level Latin. Next offered 2009-2010. Staff.

Undergraduate Latin seminar. Topic: TBA.]

LATIN 3217 Latin Prose Composition # (LA-AS)

Fall, 4 credits. Prerequisite: one semester of 2000-level Latin. D. Mankin.

LATIN 3286 Independent Study in Latin, Undergraduate Level

Fall and spring. Variable to 4 credits. Prerequisite: permission of DUS in extraordinary circumstances only. Staff.

[LATIN 4201 Advanced Readings in Latin Literature # (LA-AS)]

Fall, 4 credits. Next offered 2009-2010. Staff.

Topic: TBA.]

LATIN 4202 Advanced Readings in Latin Literature # (LA-AS)

Spring, 4 credits. Prerequisite: one term of 3000 level Latin. M. Fontaine.

Topic: Sallust. A rapid reading of Sallust's *Catiline* and *Jugurtha* in their entirety, along with fragments of the *Histories* and *Appendix Sallustina*.

LATIN 4203 Survey of Latin Literature # (LA-AS)

Fall, 4 credits. Seniors must obtain permission from the instructor to enroll in the class. M. Fontaine.

Survey of Latin literature from the Roman republic to the Augustan period.

LATIN 4213 Survey of Medieval Latin Literature (also LATIN 7213, MEDVL 4103/6103) # (LA-AS)

Fall, 3 credits. C. Ruff.

For description, see MEDVL 4103.

[LATIN 4216 Advanced Latin Prose Composition # (LA-AS)]

Fall, 4 credits. Prerequisite: graduate standing; undergraduates who have completed LATIN 3217 and have permission of instructor. Next offered 2010-2011. Staff.]

LATIN 7213 Survey of Medieval Latin Literature (also MEDVL 4103/6103, LATIN 4213)

Fall, 3 credits. C. Ruff.

For description, see MEDVL 4103.

LATIN 7262 Latin Philosophical Texts (also PHIL/RELST 6020) # (KCM-AS)

Fall, 1-4 credits. Prerequisites: knowledge of Latin and permission of instructor. Staff.

For description, see PHIL 6020.

[LATIN 7271 Graduate Seminar in Latin]

Fall, 4 credits. Next offered 2009-2010. Staff.]

LATIN 7272 Graduate Seminar in Latin]

Spring, 4 credits. F. Ahl.

Topic: Seneca.

LATIN 7920 Independent Study in Latin

Fall and spring, 1-4 credits. Staff.

Classical Art and Archaeology**CLASS 2700 Introduction to Art History: The Classical World (also ARTH 2200) # (HA-AS)**

Fall, 4 credits. Each student must enroll in a sec. A. Alexandridis.

For description, see ARTH 2200.

[CLASS 2727 Art and Archaeology in the Ancient Mediterranean World (also ARKEO 2728, ARTH 2227) # (HA-AS)]

Fall, 4 credits. Next offered 2009-2010. S. Manning.

This course introduces students to a selection of the major themes and issues in the archaeology and art of the ancient Mediterranean region from the later prehistoric period (the Bronze Age) through to the Roman era.]

CLASS 2743 Archaeology/Roman Private Life (also ARKEO 2743, ARTH 2221) # (CA-AS)

Spring, 3 credits. A. Alexandridis.

What was it like to live in the Roman world? What did that world look, taste and smell like? How did Romans raise their families, entertain themselves, understand death, and interact with their government? This course takes as its subject the everyday lives of individuals and explores those lives using the combined tools of archaeology, art, as well as some primary source readings. Some of the topics explored will include the Roman house, urbanism, bathing and hygiene, entertainment, attitudes to sex and sexuality, self-display and emotion, religion, and death.

[CLASS 3727 Iconography of Greek Myth (also ARTH 3230) # (HA-AS)]

Spring, 4 credits. Next offered 2010-2011.

A. Alexandridis.

For description, see ARTH 3230.]

[CLASS 3730 Archaeology, Ethics, and Nationalism (also ARKEO 3730, HIST 3630) # (CA-AS)]

Spring, 3 credits. Next offered 2009-2010.

K. Bowes.

This course explores the historical and ethical ramifications of doing archaeology. How has archaeology been used to bolster national identities and political movements? How are the current debates about cultural property, looting, and museum collections tied to issues of national identity? From the collecting practices of the popes, the archaeological projects of Nazi Germany to the current struggles between the Metropolitan Museum of Art and the Italian State, we'll examine the role that archaeology has played and continues to play in politics and nationalism.]

[CLASS 3731 Archaeology/Ancient Mediterranean Religion (also ARKEO 3731) # (HA-AS)]

Fall, 4 credits. Next offered 2009-2010.

K. Bowes.

This course will survey the material remains of religious practices in the ancient Mediterranean from the Greek Dark Ages to early Christianity.]

CLASS 3740 Arts of the Roman Empire (also ARTH 3202) # (HA-AS)

Fall, 4 credits. Staff.

For description, see ARTH 3202.

[CLASS 3744 Hellenistic Culture (also ARTH 3224)]

Fall, 4 credits. Next offered 2010-2011.

A. Alexandridis.

For description, see ARTH 3224.]

CLASS 3750 Introduction to Dendrochronology (also ARKEO 3090, ARTH 3250) # (HA-AS)

Fall, 4 credits. Limited to 10 students.

Prerequisite: permission of instructor. Letter grades only. S. Manning.

Introduction and training in dendrochronology and its application to archaeology, art history, and environmental stress through participation in a research project dating ancient to modern tree-ring samples from both the Mediterranean and the Upper New York State region. Supervised reading, laboratory/project work, fieldtrip(s) in local area. A possibility exists for summer fieldwork in the Mediterranean.

CLASS 4733 Sexuality in Greek and Roman Art (also ARTH 4236/6236) # (CA-AS)

Fall. 4 credits. A. Alexandridis.
For description, see ARTH 4236.

[CLASS 7742 Research Methods in Archaeology (also ARKEO 7742, ARTH 6252) # (HA-AS)]

Spring. 4 credits. Next offered 2009–2010.
S. Manning.]

Greek and Latin Linguistics**GREEK 4411 Greek Comparative Grammar (also LING 4451) (KCM-AS)**

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.]

[LATIN 4452 Latin Comparative Grammar (also LING 4452) (KCM-AS)]

Fall. 4 credits. Prerequisite: thorough familiarity with morphology of classical Latin. Next offered 2010–2011.
A. Nussbaum.

The prehistory and evolution of the sounds and forms of Classical Latin as reconstructed by comparison with the other Indo-European languages.]

[LATIN 4453 Structure of Latin (also LING/ROMS 4453) # (KCM-AS)]

Fall. 4 credits. Cannot be used toward the language course major requirement. Next offered 2010–2011. Staff.

For description, see LING 4453.]

[GREEK 4455 Greek Dialects (also LING 4455) (KCM-AS)]

Fall. 4 credits. Next offered 2009–2010.
A. Nussbaum.

Survey of the dialects of ancient Greek through the reading and analysis of representative epigraphical and literary texts.]

[LATIN 4456 Archaic Latin (also LING 4456) (LA-AS)]

Spring. 4 credits. Prerequisite: reading knowledge of Latin. Next offered 2009–2010. A. Nussbaum.

Reading of epigraphical 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.]

GREEK 4457 Homeric Philology (also LING 4457) # (LA-AS)]

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.

[GREEK 4459 Mycenaean Greek (also LING 4459) (LA-AS)]

Spring. 4 credits. Prerequisite: thorough familiarity with morphology of Classical Greek. Next offered 2010–2011. Staff.]

[LATIN 7492 Seminar in Latin and Italic Linguistics (also LING 7716)]

Spring. 4 credits. Next offered 2010–2011.
A. Nussbaum and M. Weiss.]

Sanskrit**CLASS 1331–1332 Elementary Sanskrit (also LING/SANSK 1131–1132)**

1331, fall; 1332, spring. 4 credits each semester. Prerequisite: for 1331, none; for 1332, 1331. A. Ruppel.

For description, see SANSK 1131–1132.

CLASS 2351–2352 Intermediate Sanskrit (also LING/SANSK 2251–2252) @ #

2351, fall; 2352, spring. 3 credits each semester. *CLASS 2351 satisfies Option 1.* Prerequisite: CLASS 1332 or equivalent. A. Ruppel.

For description, see SANSK 2251–2252.

CLASS 3391 Independent Study in Sanskrit, Undergraduate Level

Fall and spring. Variable to 4 credits. Prerequisite: permission of director of undergraduate studies, in extraordinary circumstances only. Staff.

CLASS 3393 Advanced Sanskrit I (also SNLIT 3301) @ (LA-AS)

Fall. 4 credits. Staff.

For description, see SNLIT 3301.

CLASS 3394 Advanced Sanskrit II (also SNLIT 3302) @ (LA-AS)

Spring. 4 credits. Staff.

For description, see SNLIT 3302.

[CLASS 4490 Sanskrit Comparative Grammar (also LING 4460) (KCM-AS)]

Fall. 4 credits. Next offered 2009–2010.
A. Nussbaum.

Survey of the historical phonology and morphology of Sanskrit in relation to the Indo-Iranian and Indo-European comparative evidence.]

CLASS 7950 Independent Study in Sanskrit

Fall and spring. Variable to 4 credits. Staff.

Honors Courses**CLASS 4721–4722 Honors Course: Senior Essay**

Fall and spring. 8 credits. Student must choose advisor 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

Government

History

History of Art

Linguistics

Medieval Studies

Microbiology

Near Eastern Studies

Philosophy

Religious Studies

Society for the Humanities

Theatre Arts

COGNITIVE SCIENCE PROGRAM

M. Christiansen (psychology), director. G. Gay, J. Hancock (communication); C. Cardie, R. Constable, J. Halpern, D. Huttenlocher, T. Joachims, L. Lee, B. Selman, R. Zabih (computer science); G. Evans, 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. Belmonte, C. Brainerd, M. Casasola, S. Ceci, B. Koslowski, B. Lust, V. Reyna, S. Robertson, E. Temple, Q. Wang, E. Wethington, . Williams (human development); J. Hancock (information science); K. O'Connor, J. Russo, M. Thomas-Hunt (Johnson Graduate School of Management); J. Bowers, A. Cohn, M. Diesing, W. Harbert, S. McConnell-Ginet, A. Miller-Ockhuizen, M. Rooth, C. Rosen, Y. Shirai, M. Wagner, J. Whitman, D. Zec (linguistics); A. Nerode, R. Shore (mathematics); H. Lipson, F. Valero-Cuevas (mechanical and aerospace engineering); R. Harris-Warrick, H. Howland, R. Hoy, C. Linster, H. K. Reeve (neurobiology and behavior); R. Boyd, M. Eklund, C. Ginet, H. Hodes, D. Pereboom, S. Shoemaker, B. Weatherston (philosophy); M. Christiansen, T. Cleland, 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, D. Pizarro, E. Adkins Regan, M. Spivey (psychology); M. Macy (sociology). R. Canfield, S. Hertz (associate members).

Cognitive Science 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 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); the Information Science Program, and the Johnson Graduate School of Management.

The issues addressed in Cognitive Science 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 Science 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 Science." Even greater progress can be expected in the future as a consequence of increasing cooperation among the disciplines.

Undergraduate Minor

An interdisciplinary undergraduate minor in Cognitive Science is available to Cornell University undergraduates in the College of Arts and Sciences. Students from other colleges who seek such a minor should discuss such possibilities with the Cognitive Science office, which will provide information and contacts concerning such minors.

The undergraduate minor in Cognitive Science is designed to enable students to engage in a structured program directly related to the scientific study of cognition and the mind. The minor 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 minor. Independent majors and college scholars may also apply. Colleges vary in their procedures for formal recognition of this minor (contact the Cognitive Science office for details). The Cognitive Science Program faculty have designed five structured "tracks" that offer students different ways of satisfying the minor. In addition, students are always able to construct their own programs of study subject to approval by their minor advisor. The courses listed under each track are program suggestions. The student should consult his or her Cognitive Science advisor 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 minor will take COGST 1101 or COGST 2140 as their introductory course requirement; either COGST 4120, COGST 4160, COGST 4500, or COGST 4700 as their lab course requirement; and three courses at the 3000 and 4000 level in at least two departments (or certain suitable 2000-level courses by petition). Courses are to be chosen by student and advisor to provide a coherent program. Even though only five courses are required to complete the minor, we assume students interested in Cognitive Science will often end up taking more. An independent research project (e.g., COGST 4700 if this is not used to satisfy the lab requirement) and a research workshop (COGST 4710) are encouraged. Please note: minor modifications to this outline may be made in extenuating circumstances by the advisor, in consultation with the program director.

The five typical tracks are as follows. Note that many of these courses have substantial prerequisites.

1. 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.

BIONB 3260 The Visual System
 BIONB 4330/COGST 4310/PSYCH 5310
 Consciousness and Free Will
 COGST 1101/CS 1710/LING 1170/PHIL
 1910/PSYCH 1200 Introduction to
 Cognitive Science
 COGST/PSYCH 2140 Cognitive Psychology
 COGST/PSYCH 3420 Human Perception:
 Applications to Computer Graphics, Art,
 and Visual Display
 COGST/PSYCH 4160 Modeling Perception
 and Cognition
 COGST 4500/HD 4370/LING 4500/PSYCH
 4370 Lab Course: Language
 Development
 COGST 4650/CS 3920/PSYCH 4650 Topics
 in High-Level Vision
 PSYCH 3050 Visual Perception
 PSYCH 3160 Auditory Perception
 PSYCH 4120 Laboratory in Cognition and
 Perception
 PSYCH 4180 Psychology of Music
 PSYCH 4190 Neural Networks Laboratory

2. 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 1101/CS 1101/LING 1170/PHIL
 1910/PSYCH 1200 Introduction to
 Cognitive Science
 COGST/PSYCH 2140 Cognitive Psychology
 COGST/LING/PSYCH 2150 Psychology of
 Language
 COGST/PSYCH 4160 Modeling Perception
 and Cognition
 COGST/PSYCH 4270 Evolution of
 Language
 COGST/LING/PSYCH 4280 Connectionist
 Psycholinguistics
 COGST 4340/HD 4240 Current Topics in
 Cognitive Development
 COGST/HD 4360/LING 4436/PSYCH 4360
 Language Development
 COGST 4500/HD 4370/LING 4500/PSYCH
 4370 Lab Course: Language
 Development
 CS 4110 Programming Languages and
 Logics
 LING 3301-3302 Introduction to Phonetics
 LING 3303 Introduction to Syntax
 LING 3304 Introduction to Semantics
 Pragmatics
 LING 4403 Syntax I, II
 LING 4421-4422 Semantics I and II
 PHIL 3320 Philosophy of Language
 PSYCH 4150 Concepts, Categories, and
 Word Meanings

3. 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 1101/CS 1101/LING 1170/PHIL
 1910/PSYCH 1200 Introduction to
 Cognitive Science
 COGST/PSYCH 2140 Cognitive Psychology
 COGST/PSYCH 4140 Comparative
 Cognition
 COGST/PSYCH 4160 Modeling Perception
 and Cognition
 COGST 2340/HD 3340 The Growth of the
 Mind
 COGST/HD 4320 Cognitive, Social, and
 Developmental Aspects of Scientific
 Reasoning
 COGST 4500/HD 4370/LING 4500/PSYCH
 4370 Lab Course: Language
 Development
 CS 2110 Computers and Programming
 CS 4700 Foundations of Artificial
 Intelligence
 CS 4701 Practicum in Artificial Intelligence
 PSYCH 4120 Laboratory in Cognition and
 Perception
 PSYCH 4130 Information Processing:
 Conscious and Nonconscious
 PSYCH 4150 Concepts, Categories, and
 Word Meanings
 PSYCH 4170 The Origins of Thought and
 Knowledge

4. 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 1101/CS 1101/LING 1170/PHIL
 1910/PSYCH 1200 Introduction to
 Cognitive Science
 COGST/PSYCH 2140 Cognitive Psychology
 COGST/HD 2200 The Human Brain and
 Mind
 COGST/BIONB/PSYCH 3300 Introduction
 to Computational Neuroscience
 COGST/PSYCH 4160 Modeling Perception
 and Cognition
 PSYCH 3320/BIONB 3280 Biopsychology
 of Learning and Memory
 PSYCH/BIONB 3960 Introduction to
 Sensory Systems
 PSYCH 4250 Cognitive Neuroscience

5. Independent Study

With approval from the Cognitive Science undergraduate curriculum committee, a student and advisor in the Cognitive Science program can arrange their own unique collection of courses that do not belong to the above categories for satisfying the minor requirements.

COGST 4700 Undergraduate Research in
 Cognitive Studies
 COGST 4710 Cognitive Studies Research
 Workshop

A Cognitive Science undergraduate laboratory and computer facility (201 Uris Hall) is available for all students in a Cognitive Science minor. 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 Science.

Students who complete the minor requirements will have their minor in Cognitive Science officially represented on their transcript. In addition, students who have made substantial progress toward completing the requirements for the minor will be eligible

for enrollment in the graduate courses in Cognitive Science during their senior year.

Minor Application Procedures. Initial inquiries concerning the undergraduate concentration should be made to the Cognitive Science Program coordinator, Julie Simmons-Lynch, cogst@cornell.edu, 255-6431, who will provide application materials.

To formally initiate the minor in Cognitive Science, a student must gain approval for a selection of courses from a minor advisor (one of the program faculty). The courses selected must form a coherent cluster that makes sense to both the advisor and the student. To be admitted to the minor, the student must submit this plan of study to the Cognitive Science undergraduate faculty committee for final approval.

In addition to assisting in and approving the student's selection of courses, the minor advisor serves as a general source of information about the field of Cognitive Science, relevant resources around the university, and job and graduate school opportunities. Often, the advisor can help the student develop independent research experience.

Independent Research. The minor encourages each student to be involved in independent research that bears on research issues in Cognitive Science, if possible. COGST 4700 is available for this purpose. It is recommended that students report on their research activities in an annual undergraduate forum. The Undergraduate Minor Committee is committed to helping students find an appropriate research placement when needed.

The Committee for Undergraduate Minor in Cognitive Science 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; Morten Christiansen, psychology, 255-3570, 2380 Uris Hall, mhc27@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 proseminar course COGST 6501 Introduction to Cognitive Science [not offered 2008-2009] in the fall semester. Enrolling in this 4-credit version of COGST 1101 involves a weekly section meeting with the instructor and will satisfy the introductory course requirement.

Graduate students minoring in Cognitive Science will take additional courses recommended by their graduate committee to complete their course requirements.

For more information, consult the program office (278G Uris Hall, 255-6431, cogst@cornell.edu) or the director of graduate studies, Morten Christiansen (255-3570, mhc27@cornell.edu).

Courses

Cognitive Science

COGST 1101 Introduction to Cognitive Science (also CS 1710, LING 1170, PHIL 1910, PSYCH 1102) (KCM-AS)

Fall. 3 or 4 credits; 4-credit option involves writing section instead of exams.
B. Bienvenue.

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 1110 Brain, Mind, and Behavior (also BIONB/PSYCH 1110) (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. Next offered 2009-2010. 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 1500 Intro to Human Environment Relations (also DEA 1500)

Spring. 3 credits. G. Evans.
For description, see DEA 1500.

COGST 2140 Cognitive Psychology (also PSYCH 2140/6140) (KCM-AS)

Fall. 4 credits. Limited to 175 students. Prerequisite: sophomore standing. Note: Undergraduates who want 5 credits also should enroll in COGST 6150. 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 2150 Psychology of Language (also LING/PSYCH 2150) (KCM-AS)

Spring. 3 credits. Prerequisite: sophomore, junior, or senior standing; any one course in psychology or human development.
M. Christiansen.

For description, see PSYCH 2150.

COGST 2300 Cognitive Development (also HD 2300)

Spring. 3 credits. Prerequisite: HD 1150 or PSYCH 1101. 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 2380 Thinking and Reasoning (also HD 2380)

Fall. 3 credits. Prerequisite: HD 1150 or PSYCH 1101. B. Koslowski.

Examines problem solving and transfer, precausal 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 3300 Introduction to Computational Neuroscience (also BIONB 2330/PSYCH 3300) (PBS)

Fall. 3-4 credits; 4-credit option includes lab providing additional computer simulation exercises. Limited to 25 students. Prerequisite: BIONB 2220 or permission of instructor. Next offered 2009-2010. 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 3330 Problems in Semantics—Quantification in Natural Language (also LING 3333, PHIL 3330) (KCM-AS)

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 3340 The Growth of the Mind (also HD 3340) (KCM-AS)

Spring. 4 credits. Prerequisite: course in human experimental psychology, cognitive psychology, statistics, HD 1150, or equivalent, or permission of instructor. Primarily intended for sophomores through seniors. B. Lust.

The fundamental issues of cognition are introduced in this course. What is the nature of human intelligence? Of logical and scientific reasoning? How are knowledge and understanding acquired and represented in the human mind? What is the nature of mental representation? What are the cognitive characteristics of the mind at birth? What is the relation of the acquisition of knowledge and understanding to their final representation? What are the relations between language and thought? In the study of those issues, how can epistemology and experimental psychology be related through

the experimental method? Basic debates within the study of cognition are introduced and discussed throughout. The course will analyze Piaget's comprehensive theory of cognitive development and experimental results. Current research in cognitive development will be contrasted.

COGST 3370 Language Development (also HD 3370, LING 4436, PSYCH 4360) (KCM-AS)

Spring. 4 credits. Open to undergraduate and graduate students. Graduate students should also enroll in HD 6330 or LING 7700, a supplemental graduate seminar. Prerequisite: at least one course in developmental psychology, cognitive psychology, cognitive development, or linguistics. S-U or letter grades. 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 4500/HD 437/LING 4500/PSYCH 437).

COGST 3420 Human Perception: Applications to Computer Graphics, Art, and Visual Display (also PSYCH 3420/6420, VISST 3342)

Fall. 3 or 4 credits; 4-credit option involves term paper. Prerequisite: PSYCH 1101 or permission of instructor. Highly recommended: PSYCH 2050. 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 4120 Laboratory in Cognition and Perception (III) (also PSYCH 4120)

Spring. 4 credits. Limited to 15 students. Prerequisite: statistics and one course in cognition or perception recommended. Graduate students, see PSYCH 6120. 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,

[COGST 4140 Comparative Cognition (also PSYCH 4140/7140) (KCM-AS)

Spring. 3 or 4 credits; 4-credit option involves annotated bibliography or creating relevant web site. Prerequisites: PSYCH 2050, 2090, 2140, 2230, 2920, or permission of instructor. 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 4160 Modeling Perception and Cognition (also PSYCH 4160/6160)

Spring. 4 credits. Prerequisites: PSYCH 2050, 2090, 2140, or 2150, or permission of instructor. Next offered 2009-2010. Staff. For description, see PSYCH 4160.]

COGST 4240 Computational Linguistics (also CS 3470, LING 4424) (MQR)

Fall. 4 credits. Recommended: CS 2006. Labs involve work in Unix environment. M. Rooth. For description, see LING 4424.

[COGST 4260 Learning Language (also PSYCH 4260/7260)

Spring. 4 credits. Limited to 20 students. Prerequisite: PSYCH 2140 or by permission of the instructor. Next offered 2009-2010. S. Edelman. For description, see PSYCH 4260.]

[COGST 4270 Evolution of Language (also PSYCH 4270/6270)

Fall. 3 credits. Limited to 20 students. Prerequisite: senior standing or permission of instructor. Offered alternate years; next offered 2009-2010. M. Christiansen. For description, see PSYCH 4270.]

COGST 4280 Connectionist Psycholinguistics (also LING 4428, PSYCH 4280/6280)

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 4310 Consciousness and Free Will (also BIONB 4330, PSYCH 5310)

Spring. 4 credits. Prerequisite: PSYCH/COGST/INFO 2140/6140. S. Edelman. This advanced course builds on the foundations of the computational understanding of the human mind provided by PSYCH 214? (Cognitive Psychology). It covers consciousness, free will, ethics, wisdom, and happiness through a combination of readings (which include a textbook, research articles, and short stories by Borges), lectures, and in-class discussions. For details, see the instructor's web page.

[COGST 4320 Cognitive, Social, and Developmental Aspects of Scientific Reasoning (also HD 4320)

Fall. 3 credits. Prerequisites: HD 1150 or PSYCH 1101. Offered alternate years; next offered 2009-2010. B. Koslowski. For description, see HD 4320.]

[COGST 4330 Developmental Cognitive Neuroscience (also HD 4330)

Spring. 3 credits. Limited to 25 students. Prerequisite: HD 1150 or PSYCH 1101 and one semester of biology; permission of instructor. Next offered 2009-2010. E. Temple. For description, see HD 4330.]

[COGST 4340 Current Topics in Cognitive Development (also HD 4240) (KCM-AS)

Spring. 3 credits. Corequisite: COGST/HD 2340; permission of instructor. Offered alternate years; next offered 2009-2010. The course will supplement survey course HD/COGST 3340 with additional discussion of current research in the area of cognitive development. Selected current papers will be read and discussed in parallel with the HD/COGST 3340 survey course. Modern interpretations and challenges to Piaget's theory will be evaluated in light of current literature in the field. A small group format will be adopted to encourage discussion.]

[COGST 4350 Mind, Self, and Emotion: Research Seminar (also HD 4310)

Fall. 3 credits. Limited to 20 students. Prerequisite: upperclass undergraduate or graduate standing. Letter grades only. Next offered 2009-2010 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 4500 Lab Course: Language Development (also HD/PSYCH 4370, LING 4500)

Fall. 2 credits. In conjunction with COGST/HD/LING/PSYCH 4370. B. Lust. Optional supplement to the survey course Language Development (COGST/HD/LING/PSYCH 4370). 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 4520 Culture and Human Development (also AAS/HD 4520) (CA-AS)

Fall. 3 credits. Limited to 30 students. Prerequisite: HD 1150 or PSYCH 1101. 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 4650 Topics in High-Level Vision (also PSYCH 4650/6650)

Next offered 2009–2010. S. Edelman.]

COGST 4700 Undergraduate Research in Cognitive Science

Fall or spring. 1–4 credits. Prerequisite: permission of major advisor; written permission of Cognitive Science faculty member who supervises research and assigns grade. S–U or letter grades. Cognitive Science faculty.

Experience in planning, conducting, and reporting independent laboratory, field, and/or library research in an interdisciplinary area relevant to Cognitive Science.

COGST 4710 Cognitive Science Research Workshop

Fall or spring. Variable credit. Prerequisites: enrollment in an independent research course either in Cognitive Science (e.g., COGST 4700) or in a related department or in honors thesis research in one of the departments relevant to Cognitive Science. Staff (interdisciplinary faculty from Cognitive Science 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 4740 Introduction to Natural Language Processing (also CS 4740, LING 4474)

Fall or spring. 4 credits. Prerequisite: CS 22110. C. Cardie.

For description, see CS 4740.

COGST 4760–4770 Decision Theory I and II (also COGST/ECON 6760–6770, ECON 4760–4770) (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. 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 4910 Research Methods in Psychology (also COGST 6910, PSYCH 4910/6910)

Spring. 4 credits. Limited to 15 students. Recommended: permission of instructor, PSYCH 3500, experience in upper-division psychology courses, or graduate standing. Graduate students, see COGST 6910. V. Zayas.

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**CS 1710 Introduction to Cognitive Science (also COGST 1101, LING 1170, PHIL 1910, PSYCH 1102)**

Fall. 3 or 4 credits. Staff.

CS 2110 Computers and Programming

Fall, spring, or summer. 3 credits.

CS 3110 Data Structures and Functional Programming

Fall or spring. 4 credits.

CS 3470 Computational Linguistics (also COGST 4240, LING 4424)

Fall. 4 credits. M. Rooth.

CS 3810 Introduction to Theory of Computing

Fall, summer. 4 credits.

[CS 4110 Programming Languages and Logics

Fall. 4 credits. Next offered 2009–2010.]

CS 4700 Foundations of Artificial Intelligence

Fall. 3 credits. T. Joachims.

CS 4701 Practicum in Artificial Intelligence

Fall. 2 credits. T. Joachims.

CS 4740 Introduction to Natural Language Processing (also COGST 4740, LING 4474)

Fall. 4 credits. M. Rooth.

CS 4780 Machine Learning

Spring. 3 credits.

CS 4860 Applied Logic (also MATH 4860)

Spring. 4 credits.

Education (College of Agriculture and Life Sciences)**EDUC 6140 Gender, Context, and Epistemological Development**

Fall. 3 credits. D. Schrader.

Human Development (College of Human Ecology)**HD 1150 Human Development**

Fall or summer. 3 credits.

[HD 2200 The Human Brain and Mind: Biological Issues in Human Development (also COGST 2200)

Fall. 3 credits. Next offered 2009–2010. E. Temple.]

HD 2300 Cognitive Development (also COGST 2300)

Spring. 3 credits. Q. Wang.

HD 2380 Thinking and Reasoning (also COGST 2380)

Fall. 3 credits. B. Koslowski.

HD 2660 Emotional Functions of the Brain

Spring. 3 credits.

[HD 3200 Human Developmental Neuropsychology

Spring. 3 credits. Next offered 2009–2010. B. Koslowski.]

[HD 3360 Connecting Social, Cognitive, and Emotional Development

Fall. 3 credits. Next offered 2009–2010. M. Casasola.]

HD 3370 Language Development (also COGST/PSYCH 3370, LING 4436)

Spring. 4 credits. B. Lust.

HD 3440 Infant Behavior and Development

Fall. 3 credits. S. Robertson.

HD 3470 Human Growth and Development: Biological and Behavioral Interactions (also BSOC/NS 3470)

Spring. 3 credits. S. Robertson and J. Haas.

HD 3620 Human Bonding

Fall. 3 credits.

HD 4310 Mind, Self, and Emotion: Research Seminar (also COGST 4350)

Fall. 3 credits. Q. Wang.

HD 4320 Cognitive, Social, and Developmental Aspects of Scientific Reasoning (also COGST 4320)
Fall. 3 credits. B. Koslowski.

.HD 4330 Developmental Cognitive Neuroscience (also COGST 4330)
Spring. 3 credits. E. Temple.

HD 4370 Lab Course: Language Development (also COGST/LING 4450, PSYCH 4370)
Spring. 2 credits. In conjunction with HD 3370, COGST/LING/PSYCH 436. B. Lust.

HD 4520 Culture and Human Development (also AAS/COGST 4520)
Fall. 3 credits. Q. Wang.

Linguistics

LING 1170 Introduction to Cognitive Science (also COGST 1101, CS 1710, PHIL 1910, PSYCH 1020)
Fall. 3 or 4 credits. Staff.

LING 2215 Psychology of Language (also COGST 2150, LING 7715, PSYCH 2150/7150)
Spring. 3 credits. M. Christiansen.

LING 3332 Philosophy of Language (also PHIL 3320)
Fall. 4 credits. Staff.

[LING 3333 Problems in Semantics—Quantification in Natural Language (also COGST/PHIL 3330)]
Spring. 4 credits. Next offered 2009–2010.]

LING 4424 Computational Linguistics (also COGST 4240, CS 3470)
Fall. 4 credits. M. Rooth.

LING 4425 Pragmatics
Spring. 4 credits.

LING 4428 Connectionist Psycholinguistics (also COGST 4280, LING 6628, PSYCH 4280/6280)
Fall. 3 credits. Offered alternate years. M. Christiansen.

LING 4436 Language Development (also COGST/HD/PSYCH 4360)
Fall. 4 credits. B. Lust.

LING 4474 Introduction to Natural Language Processing (also COGST/CS 4740)
Fall. 4 credits. L. Lee.

LING 4500 Lab Course: Language Development (also COGST 4500, HD/PSYCH 4370)
Fall. 2 credits. In conjunction with COGST/HD/LING/PSYCH 4360. B. Lust.

Mathematics

[MATH 2810 Deductive Logic (also PHIL 3310)]

MATH 4810 Mathematical Logic (also PHIL 4310)
Spring. 4 credits. Offered alternate years.

MATH 4860 Applied Logic (also CS 4860)
Spring. 4 credits.

Neurobiology and Behavior

[BIONB 1110 Brain, Mind, and Behavior (also COGST/PSYCH 1110)]
Spring. 3 credits. Next offered 2009–2010. R. Hoy and E. Adkins Regan.]

BIONB 2210 Neurobiology and Behavior I: Introduction to Behavior
Fall. 3 or 4 credits.

BIONB 2220 Neurobiology and Behavior II: Introduction to Neurobiology
Spring. 3 or 4 credits.

BIONB 3260 The Visual System
Spring. 4 credits. H. Howland.

BIONB 3280 Biopsychology of Learning and Memory (also PSYCH 3320)
Spring. 3 credits. T. DeVoogd.

BIONB 3330 Introduction to Computational Neuroscience (also COGST/PSYCH 3300)
Fall. 3–4 credits. C. Linster.

BIONB 3920 Drugs and the Brain
Spring. 4 credits. R. Harris-Warrick and L. M. Nowak.

BIONB 3960 Introduction to Sensory Systems (also PSYCH 3960)
Spring. 3 or 4 credits. B. Halpern.

BIONB 4210 Effects of Aging on Sensory and Perceptual Systems (also PSYCH 4310/6310)
Fall. 3 or 4 credits. B. Halpern.

BIONB 4240 Neuroethology (also PSYCH 4240)
Spring. 4 credits.

BIONB 4260 Animal Communication
Spring. 4 credits.

BIONB 4920 Sensory Function (also PSYCH 4920/6920, VISST 4920)
Spring. 3 or 4 credits. H. Howland.

BIONB 4960 Bioacoustic Signals in Animals and Man
Fall. 3 credits. C. Clark and R. Hoy.

Philosophy

PHIL 2620 Introduction to Philosophy of Mind
Fall. 4 credits.

PHIL 4310 Mathematical Logic (also MATH 4810)

Psychology

[PSYCH 1110 Brain, Mind, and Behavior (also BIONB 1111, COGST 1110)]
Spring. 3 credits. Next offered 2009–2010. R. Hoy and E. Adkins Regan.]

PSYCH 1200 Introduction to Cognitive Science (also COGST/CS 1101, LING 1170, PHIL 1910)
Fall. 3 or 4 credits. Staff.

PSYCH 2050 Perception (also PSYCH 6050)
Fall. 3 credits. J. Cutting.

PSYCH 2090 Developmental Psychology (also PSYCH 7090)
Spring. 4 credits. M. Goldstein.

PSYCH 2140 Cognitive Psychology (also COGST 2140)
Fall. 3 credits. S. Edelman.

PSYCH 2150 Psychology of Language (also COGST 2150, LING 2215/7715, PSYCH 7150)
Spring. 3 credits. M. Christiansen.

PSYCH 2230 Introduction to Biopsychology
Fall. 3 credits. D. Smith.

PSYCH 3050 Visual Perception (also VISST 3305)
Spring. 4 credits. J. Cutting.

PSYCH 3160 Auditory Perception (also PSYCH 7160)
Spring. 3 or 4 credits. C. Krumhansl.

PSYCH 3260 Evolution of Human Behavior (also PSYCH 6260)
Spring. 4 credits. R. Johnston.

PSYCH 3300 Introduction to Computational Neuroscience (also BIONB/COGST 3300)
Fall. 3–4 credits. C. Linster.

PSYCH 3320 Biopsychology of Learning and Memory (also BIONB 3280, PSYCH 6320)
Spring. 3 credits. T. DeVoogd.

PSYCH 3420 Human Perception: Applications to Computer Graphics, Art, and Visual Display (also COGST 3420, PSYCH 6420, VISST 3342)
Fall. 3 or 4 credits. D. Field.

[PSYCH 3610 Biopsychology of Normal and Abnormal Behavior (also NS 3610)]
Fall. 3 credits. Next offered 2009–2010. B. J. Strupp.]

[PSYCH 3960 Introduction to Sensory Systems (also BIONB 3960, PSYCH 6960)]
Spring. 3 or 4 credits. Next offered 2009–2010. B. Halpern.]

PSYCH 4120 Laboratory in Cognition and Perception (also PSYCH 6121)
Spring. 4 credits. D. Field.

[PSYCH 4140 Comparative Cognition (also COGST 4140, PSYCH 7140)]
Spring. 3 or 4 credits. Next offered 2009–2010.]

[PSYCH 4160 Modeling Perception and Cognition (also COGST 4160, PSYCH 6160)]
Spring. 4 credits. Next offered 2009–2010.]

PSYCH 4180 Psychology of Music (also PSYCH 6180)
Fall. 3 or 4 credits. C. Krumhansl.

PSYCH 4240 Neuroethology (also BIONB 4240)
Spring. 4 credits. C. D. Hopkins.

PSYCH 4250 Cognitive Neuroscience (also PSYCH 6250)
Fall. 4 credits. B. Finlay.

[PSYCH 4270 Evolution of Language (also COGST 4270, PSYCH 6270)]
Fall. 3 credits. Offered alternate years; next offered 2009–2010. M. Christiansen.]

PSYCH 4280 Connectionist Psycholinguistics (also COGST 4280, LING 4428/6628, PSYCH 6280)
Fall. 3 credits. Offered alternate years. M. Christiansen.

PSYCH 4310 Effects of Aging on Sensory and Perceptual Systems (also BIONB 4210, PSYCH 6310)
Fall. 3 or 4 credits. B. Halpern.

PSYCH 4360 Language Development (also COGST/HD 4360, LING 4436)
Spring. 4 credits. B. Lust.

PSYCH 4370 Lab Course: Language Development (also COGST/LING 4500, HD 4370)

Fall. 2 credits. In conjunction with COGST/HD/LING/PSYCH 4360. B. Lust.

PSYCH 4650 Topics in High-Level Vision (also COGST 4650, CS 392, PSYCH 6655)

Spring. 4 credits. Offered alternate years. S. Edelman.

PSYCH 4910 Research Methods in Psychology (also COGST 4910/6910, PSYCH 6910)

Spring. 4 credits. V. Zayas.

PSYCH 4920 Sensory Function (also BIONB/VISST 4920, PSYCH 6920)

Spring. 4 credits. 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 minor must approve an undergraduate's use of any of these for satisfying the minor requirements.

[COGST 4300 Structure in Vision and Language (also PSYCH 6301)]

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; next offered 2009–2010. 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 5500 Special Topics in Cognitive Science]

Fall. 4 credits. Next offered 2009–2010. Staff.]

COGST 6140 Cognitive Psychology (also PSYCH 6140)

Fall. 3 credits. Includes lec of COGST/PSYCH 2140 and a sec. S. Edelman.

Introduces the idea of cognition as information processing, or computation, using examples from perception, attention and consciousness, memory, language, and thinking. Participants acquire conceptual tools that are essential for following the current thought on the nature of mind and its relationship to the brain.

[COGST 6300 Structure in Vision and Language (also PSYCH 6301)]

Spring. 4 credits. Next offered 2009–2010. S. Edelman.

For description, see PSYCH 6301.]

COGST 6330 Language Acquisition Seminar (also HD/LING 6633)

Fall. 1–4 credits. Prerequisite: COGST/HD/LING/PSYCH 4360 or equivalent, or permission of instructor. 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 6501 Introduction to Cognitive Science, Proseminar]

Fall. 4 credits. Next offered 2009–2010. Staff.

COGST 6501 surveys the study of how the mind/brain works and draws primarily from five disciplines that make major contributions to cognitive science: philosophy, psychology, neuroscience, linguistics, and computer science. Graduate students enrolled in this course will observe the Tuesday/Thursday lectures for COGST 1101 and also attend a weekly discussion section with the professor.]

COGST 6710 Introduction to Automated Reasoning (also CS 6762)

Fall. 4 credits. Prerequisite: (CS 6110 and graduate standing) or permission of instructor.

Topics in modern logic needed to understand and use automated reasoning systems such as HOL, Nuprl, and PVS. Special emphasis is on type theory and logic and on tactic-oriented theorem proving.

COGST 6760–6770 Decision Theory (also COGST 4760–4770, CS 5846–5847, ECON 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. L. Blume, D. Easley, and J. Halpern.

For description, see COGST 4760–4770.

COGST 6910 Research Methods in Psychology (also COGST 4910, PSYCH 4910/6910)

Spring. 4 credits. Limited to 15 students. V. Zayas.

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 7000 First-Language Acquisition (also HD 6370)

Spring. 1–4 credits. Prerequisites: COGST/HD/LING/PSYCH 3370 and permission of instructor. B. Lust.

For description, see HD 6370.

COGST 7100 Research in Human Experimental Psychology (also PSYCH 7100)

Fall or spring. Credit TBA. Prerequisite: permission of instructor.

CS 6670 Machine Vision
Spring. 4 credits. R. Zabih.

CS 6700 Advanced Artificial Intelligence
Spring. 4 credits. Prerequisite: CS 4700.

CS 6740 Natural Language Processing
Fall. 4 credits. Prerequisite: CS 4700. Not offered every year.

CS 6762 Introduction to Automated Reasoning (also COGST 6710)
Fall. 4 credits.

CS 6764 Reasoning about Knowledge
Fall. 4 credits. Prerequisites: mathematical maturity and acquaintance with propositional logic.

CS 6766 Reasoning about Uncertainty
Fall. 4 credits. Prerequisites: mathematical maturity and acquaintance with propositional logic.

CS 7794 Seminar in Natural Language Understanding
Fall and spring. 2 credits. C. Cardie.

CS 7970 Seminar in Artificial Intelligence
Fall and spring. 2 credits.

EDUC 6140 Gender, Context, and Epistemological Development (also FGSS 6240)
Fall. 3 credits. D. Schrader.

HD 6330 Language Acquisition Seminar (also COGST/LING 6633)
Fall. 1–4 credits. Prerequisite: COGST/HD/LING/PSYCH 4360 or equivalent. B. Lust.

[LING 5530 Representation of Structure in Vision and Language (also COGST/PSYCH 6300)]
Spring. 4 credits. Offered alternate years; next offered 2009–2010. S. Edelman.]

[LING 6609 Second Language Acquisition and the Asian Languages (also ASIAN 6610)]
Fall. 4 credits. Prerequisite: LING 4414–4415. Next offered 2009–2010. Y. Shirai.]

LING 6633 Language Acquisition Seminar (also COGST/HD 6330)
Fall. 1–4 credits. Prerequisite: COGST/HD/LING/PSYCH 4360 or equivalent. B. Lust.

LING 6688 Connectionist Psycholinguistics (also COGST/LING 4428, PSYCH 4280/6280)
Fall. 3 credits. Offered alternate years. M. Christiansen.

LING 7700 Graduate Seminars

MATH 6810 Logic
Spring. 4 credits.

MATH 7810–7820 Seminar in Logic
Fall and spring. 4 credits each.

MATH 7880 Topics in Applied Logic
Fall. 4 credits.

NBA 6630 Managerial Decision Making
Fall. 3 credits. J. Russo.

PHIL 7000 Graduate Seminars

[PSYCH 5500 Special Topics in Cognitive Science (also COGST 5500)]
Spring. 4 credits. Next offered 2009–2010.]

PSYCH 6140 Cognitive Psychology (also COGST 6140)

Fall. 5 credits. S. Edelman.

[PSYCH 6160 Modeling Perception and Cognition (also COGST/PSYCH 4160)]

Spring. 4 credits. Next offered 2009-2010.]

PSYCH 6180 Psychology of Music (also PSYCH 4180)

Fall. 4 credits. C. Krumhansl.

PSYCH 6210 Behavioral and Brain Sciences

Fall and spring. 4 credits each semester.

PSYCH 6280 Connectionist Psycholinguistics (also COGST/PSYCH 4280, LING 4428/6628)

Fall. 3 credits. M. Christiansen.

[PSYCH 6301 Representation of Structure in Vision and Language (also COGST 6300, LING 5530)]

Spring. 4 credits. Offered alternate years; next offered 2009-2010. S. Edelman.]

PSYCH 6310 Effects of Aging on Sensory and Perceptual Systems (also BIONB 4210, PSYCH 4310)

Fall. 3 or 4 credits. B. Halpern.

PSYCH 6650 Topics in High-Level Vision (also COGST/PSYCH 4650, CS 3920)

Spring. 4 credits. Offered alternate years. S. Edelman.

PSYCH 6830 Affects and Cognition (also NRE 5070)

Fall. 4 credits. A. M. Isen.

PSYCH 6910 Research Methods in Psychology (also COGST 4910/6910, PSYCH 4910)

Spring. 4 credits. V. Zayas.

PSYCH 7140 Comparative Cognition (also COGST/PSYCH 4140)

Spring. 3 or 4 credits. Staff.

PSYCH 7160 Auditory Perception (also PSYCH 3160)

Spring. 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 3970 Independent Study—Senior Project

Fall or spring. 1-4 credits. Prerequisite: permission of program office.

COLLS 4990 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, chair (247 Goldwin Smith Hall), B. Maxwell, director of undergraduate studies (247 Goldwin Smith Hall); J. Monroe, director of graduate studies (247 Goldwin Smith Hall); F. Ahl, A. Banerjee, C. Carmichael, D. Castillo, C. Chase, J. Culler, B. deBary, P. Hohendahl, G. Holst-Warhaft, W. J. Kennedy, D. LaCapra, P. Liu, B. Maxwell, T. McNulty, J. Monroe, N. Saccamano, N. Sakai, W. Sayers. Emeritus: D. Grossvogel, W. Holdheim, E. Rosenberg, L. Waugh. Also cooperating: L. Adelson, C. Boyce-Davies, T. Campbell, P. Carden, I. Dadi, M. Fernandez, M. Fontaine, P. Gilgen, E. Hanson, N. Hertz, P. McBride, C. Robics, D. Rubenstein, D. Schwarz, S. Toorawa, G. Waite, A. Weiner, H. Yan.

The Department of Comparative Literature provides a broad range of courses in European and non-European literature as well as visual and media studies. 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 Department of Comparative Literature provides a broad range of courses in European as well as non-European literatures. Courses devoted to literary studies variously stress significant authors, themes, problems, genres, historical periods, and theoretical perspectives. The Department also offers an array of courses in visual and media studies and enables the study of literature in relation to the history and theory of film, video, and other arts, as well as media. In cooperation with related departments in the humanities, the department encourages the interdisciplinary study of literature—in conjunction with anthropology, history, philosophy, sexuality studies, psychology, sociology, and so forth. The course offerings reflect current theoretical approaches to literature, media, and the arts—hermeneutics, semiotics, deconstruction, cultural criticism, Marxism, postcolonialism, reception aesthetics, feminism, and psychoanalysis.

Requirements for the Major

All majors in Comparative Literature are expected to have completed 10 courses, half of which must be devoted to the study of works in cultures other than English in their original languages.

Five of these courses must be taken in the Department of Comparative Literature. One of these must be a Core Course, to be taken in the junior or the senior year. The designated core courses change each semester (for 2008-2009, COML 4580 [fall], COML 4860 [spring]). If elected, an honors essay will also count as one of these required five courses.

An honors essay (COML 4930 [fall], COML 4940 [spring]) 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.

Students who elect to do a double major with another literature department may count up to three courses from that major toward their requirements in Comparative Literature.

The department encourages students to study abroad in pursuit of their cultural and linguistic interests, and the number of courses that may be counted toward the major will be determined in consultation with the faculty advisor and with the approval of the director of undergraduate studies.

The major enables students to pursue this commitment to a comparative study that includes a substantial non-English component by offering two tracks.

A. Comparative Literary Studies. This track is designed for students who wish to place greater emphasis on literary study in their course work. Students who select this track are required to complete:

1. Five courses in Comparative Literature at the 2000 level and above.
2. Five courses in literature or other areas of the humanities at the 2000 or higher level, to be taken in one or more foreign literature departments. Texts must be read in the original language. A student may offer one advanced-level foreign language course (conversation, composition, etc.) toward fulfilling this requirement.

B. Literary, Visual, and Media Studies. This track is designed for students who wish to pursue their comparative study of literature and theory by integrating rigorous work on film, video, or other arts and media. Students who select this track are required to complete:

1. Four courses in literary study at the 2000 or higher level offered by the Department of Comparative Literature or other humanities departments or programs.
2. Six courses in visual arts or media studies at the 2000 or higher level offered by the Department of Comparative Literature or other humanities departments or programs.

The following guidelines might be used to determine whether a course in Literary, Visual, and Media Studies may be counted toward the five courses in non-English cultural study required of all majors. Where the media involve a large component of speech or writing (such as film, video, or hypertext), the student would need to work with this material in the original foreign language. Where text or speech in a foreign language is peripheral in a course that focuses on visual material (such as art or architecture) from non-English cultures, the student would need to draw on primary and secondary materials in a foreign language for oral reports, papers, and so forth. Because of the flexibility and interdisciplinary range of this track, students who select it should work closely with their faculty advisor to organize a coherent plan of study and to determine, with the approval of the Director of Undergraduate Studies, which courses satisfy the foreign language requirement of the major.

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 1000-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

COML 2000 Introduction to Visual Studies (also ENGL 2920, VISST 2000) (LA-AS)

Spring. 4 credits. M. Fernandez.
For description, see VISST 2000.

[COML 2010 Great Books # (LA-AS)

Fall. 4 credits. COML 2010 and 2020 may be taken independently of each other.
Next offered 2009–2010. Staff.]

COML 2020 Great Books (LA-AS)

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.

COML 2030 Introduction to Comparative Literature (LA-AS)

Fall. 4 credits. P. Liu.
The course is intended to answer the question persistently asked by undergraduates: "What is Comparative Literature, anyway?" We will learn about different approaches to Comparative Literature and study the literatures of five different national/historical traditions: (Kafka, Faulkner, Lu Xun, Plautus, and Murakami). We will also read philosophical writings and works of literary criticism and ask three questions: (1) Why do Comparatists want to learn foreign languages and work with texts in the original? (2) How do we compare cultures and texts? (3) Is there such a thing as "world literature"? Writing assignments will include critical essays, short response papers, and creative projects.

[COML 2040 Global Fictions (CA-AS)

Spring. 4 credits. ext offered 2009–2010.
N. Melas.]

[COML 2050 Introduction to Poetry (LA-AS)

Fall. 4 credits. Next offered 2009–2010.
W. J. Kennedy.]

COML 2150 Comparative American Literatures (also AMST 2150) (LA-AS)

Fall. 4 credits. Limited to 15 students.
B. Maxwell.

Twentieth-century writing from Canada, the United States, the Caribbean, and Latin America. A hemispheric American Studies perspective will encourage thinking about and across cultural, linguistic, and national demarcations. This course proposes taking seriously words from Africa, passed on by the novelist Paule Marshall: "Once a great wrong has been done, it never dies. People speak the words of peace, but their hearts do not forgive. Generations perform ceremonies of reconciliation but there is no end."

Countering the literature of amnesia and baseless optimism, the works that we will read cannot forget, and decline to forgive, the historical traumas that so bitterly flavor them. Our concern largely will be with understanding the aesthetic strategies and innovations that these writers use to perform ceremonies not bent on reconciliation.

[COML 2200 Thinking Surrealisms (also ARTH 2019, VISST 2190) (LA-AS)

Spring. 4 credits. Next offered 2009–2010.
B. Maxwell.]

COML 2331 French Thought After May '68 (also GOVT 2626, HIST 2331) (HA-AS)

Spring. 4 credits. Limited to 15 students.
C. Robics.
For description, see HIST 2331.

COML 2410 Literature and Ethics

Spring. 4 credits. A. Weiner.
What is the relationship between literature and ethics? This course will attempt to respond to this question by exploring texts from different periods and genres. We will consider the ethics of otherness, of violence, of mourning, of the potential and dangers of human creation, and of both the commitment and refusal to act in the political sphere. We will ask what the ethics of writing itself may be, of what the implications of creating and reading narratives are, and if these acts can—or should—be the same as the enactment of ethical behavior and awareness in everyday life. Readings from Plato, Sophocles, Rousseau, Mary Shelley, Baudelaire, Dostoevsky, Celan, Morrison, and Coetzee will be supplemented with philosophical texts from Montaigne, Kant, Levinas, Derrida, and Butler.

COML 2632 Paranoia and Conspiracy (also CLASS 2632) # (LA-AS)

Spring. 4 credits. M. Fontaine.
For description, see CLASS 2632.

COML 3020 Literature and Theory (also ENGL 3020) (LA-AS)

Fall. 4 credits. J. Culler.
For description, see ENGL 3020.

[COML 3040 Europe and Its Others: An Introduction to the Literature of Colonialism @ (LA-AS)

Fall. 4 credits. Next offered 2009–2010.
N. Melas.]

[COML 3060 Comparative Martial Arts Film and Literature @ (LA-AS)

Fall. 4 credits. Next offered 2009–2010.
P. Liu.]

[COML 3170 Postcolonial State Theory (CA-AS)

Spring. 4 credits. Next offered 2009–2010.
P. Liu.]

COML 3260 Christianity and Judaism (also RELST 3260) # (LA-AS)

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*.

[COML 3280 Literature of the Old Testament (also RELST 3280) @ # (LA-AS)

Fall. 4 credits. Next offered 2009–2010.
C. M. Carmichael.]

COML 3480 Shakespeare and Europe (also ENGL 3490) (LA-AS)

Fall. 4 credits. W. J. Kennedy.
In their own times, Shakespeare's plays registered a strong interest in the culture and society of Renaissance Europe beyond England. In later times, they cast a powerful spell over culture and society in 19th- and 20th-century Europe. This course will examine their debts to and influences upon continental drama. Readings will focus upon Shakespeare's plays in relation to Italian comedy, early French tragedy, and plays by Friedrich Schiller, Bertolt Brecht, and Luigi Pirandello.

COML 3500 Education and Philosophical Fantasies (also RUSSL 3350) # (LA-AS)

Fall. 4 credits. P. Carden.
For description, see RUSSL 3500.

[COML 3620 The Culture of the Renaissance II (also ARTH 3420, ENGL 3250, FREN 3620, HIST 3640, MUSIC 3242) # (CA-AS)

Fall. 4 credits. Required F sec. Next offered 2009–2010. W. J. Kennedy.]

[COML 3630 The European Novel # (LA-AS)

Fall. 4 credits. Next offered 2009–2010.
N. Saccamano.]

[COML 3640 The European Novel # (LA-AS)

Spring. 4 credits. Next offered 2009–2010.
Staff.]

COML 3650 Contemporary Fiction @ (LA-AS)

Spring. 4 credits. B. Maxwell.
A study of writing from the first half of the 20th century, this course aims to acquaint students with certain key texts of European modernism. We will attend particularly 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 resentment. Authors whose work (in translation) we will study include Robert Walser, Franz Kafka, Bertolt Brecht, Alfred Döblin, Christa Wolf, Louis-Ferdinand Céline, Elio Vittorini, W. G. Sebald, Natalia Ginzburg, and Isaac Babel. Collateral theoretical readings by Brecht, Wolf, Georg Lukács, Ernst Bloch, Walter Benjamin, Siegfried Kracauer, Gershom Scholem, and Elias Canetti. We will view two recent films: István Szabó's *Mephisto* and Institute Benjamenta by the Brothers Quay.

COML 3702 Desire and Cinema (also ENGL 3702) (LA-AS)

Spring. 4 credits. E. Hanson.
For description, see ENGL 3702.

COML 3716 Education of Princes: Medieval Advice Literature of Rulership/Counsel (also GOVT/NES 3716) @ # (HA-AS)

Fall. 4 credits. S. Toorawa.
For description, see NES 3716.

[COML 3730 Literature of the Outlaw @ # (LA-AS)

Fall. 4 credits. Next offered 2009–2010.
B. Maxwell.]

COML 3800 Poetry and Poetics of Americas (also AMST 3820, LATA 3800, SPAN 3800)

Fall. 4 credits. J. Monroe.
As globalization draws the Americas ever closer together, reshaping our sense of a

common (uncommon) American culture, what claims might be made for a distinctive, diverse "poetry of the Americas? How might we characterize its dominant forms and alternative practices? What shared influences, affiliations, concerns and approaches might we find and what differences emerge? Ranging across North and South America, Central America and the Caribbean, this course will place in conversation such figures as Whitman, Neruda, Poe, Borges, Dickinson, Martí, Stein, Darío, Williams, Mistral, Pound, Paz, Olson, Burgos, Rich, Césaire, Walcott, Glissant, Oppen, Brathwaite, Parra, Ashbery, Zurí, Bernstein, Harjo, Perdomo, Cisneros, Castillo, and Vicuna. All texts not written in English will be available in translation as well as in the original.

COML 3820 Greeks, Romans, and Victorians (also CLASS 3642) # (LA-AS)

Spring. 4 credits. F. Ahl.
For description, see CLASS 3642.

COML 3860 Literature and Film of South Asia (also ASIAN 3387, VISST 3870) @ (CA-AS)

Spring. 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 in English translation/subtitles. Though focused on the twentieth century, the course will engage epic and folkloric discourses in context. Authors to be 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.

[COML 3901 Poetry's Image

Spring. 4 credits. Limited to 15 students.
Next offered 2009-2010. J. Monroe.
Where do our images of poetry, and of poets, come from? Along with the images we find in poems themselves, how do poetry and poets figure in fiction, film, and popular culture? How do such figures inform the images in poems, poetry's image? How should we understand poetry's role as a "liberal art," its relation to other disciplines, discourses, and media, its particular appeal and contributions within and beyond the university? This course will explore such issues in several novels and films (*Love in the Time of Cholera*, *Il Postino*, *By Night in Chile*) as well as a range of texts in verse and prose from Wordsworth, Baudelaire, Dickinson, Whitman, and Poe to Stein, Bunuel, Borges, Neruda, Adorno, Celan, Collins, Lacoue-Labarthes, Agamben, Carson, and Bublé.]

[COML 3980 Theorizing Gender and Race in Asian Histories and Literatures (also ASIAN 3388/6688, COML 6680, FGSS 3580) @ (CA-AS)

Spring. 4 credits. Next offered 2009-2010. N. Sakai.]

[COML 4000 Forms of the Novel (LA-AS)

Fall. 4 credits. Next offered 2009-2010. P. Liu.]

COML 4050 Theory of the Theatre and Drama (also GERST/THETR 4310)

Fall. 4 credits. H. Yan.
For description, see THETR 4310.

[COML 4080 Martial Arts Film and Literature: Globalization from the East (also ASIAN 4452, FILM 4080)

Fall. 4 credits. Next offered 2009-2010. P. Liu.
Mandatory weekly film viewings to be held on Wednesdays.]

COML 4090 Spinoza and New Spinozism (also GERST 4090, GOVT 4769) (LA-AS)

Fall. 4 credits. G. Waite.
For description, see GERST 4090.

[COML 4100 Science, Technology, and Culture (also STS 4101) (CA-AS)

Fall. 4 credits. Next offered 2009-2010. A. Banerjee.]

[COML 4150 The Theory and Analysis of Narrative (LA-AS)

Spring. 4 credits. Next offered 2009-2010. J. Culler.]

COML 4190-4200 Independent Study

4190, fall; 4200, spring. Variable credit.
COML 4190 and 4200 may be taken independently of each other. Applications available in 247 Goldwin Smith Hall.

[COML 4220 Literature and Oblivion (LA-AS)

Spring. 4 credits. Next offered 2009-2010. Limited to 15 students. N. Melas.]

COML 4260 New Testament Seminar (also RELST 4260) # (HA-AS)

Spring. 4 credits. Limited to 15 students. C. Carmichael.
Topic: Sex and religion in the Bible.
Identification and discussion of problems in the New Testament. Discussing attitudes to sexuality in the Bible, we will examine in Old and New Testament texts the clash between ancestral behavior and subsequent laws, as well as the contrast between legal and religious ideas. Topics will include: marriage and divorce, incest, intermarriage, gender discrimination, guilt and shame, homosexuality, women and purity, sexual language and symbols. It should be possible to say something new about the topics and also, because of the perennial nature of the issues, to say something that is relevant to contemporary life.

[COML 4280 Biblical Seminar (also RELST 4280) # @ (HA-AS)

Fall. 4 credits. Limited to 15 students. Next offered 2009-2010. C. Carmichael.]

COML 4290 Postcolonial Poetry and the Poetics of Relation (also COML 6350, ENGL 4840, FREN/SPAN 4350)

Fall. 4 credits. Limited to 15 students. J. Monroe.
What kinds of poetry might be usefully characterized as "postcolonial" and what are the stakes of such a designation? What relation do specific poetic features have to geopolitical, cultural, historical, economic circumstances, and to the condition(s) of what has come to be called the "postcolonial" in particular? With special reference to Edouard Glissant's influential concept of a "poetics of relation," attending as well to our own situatedness as readers—perhaps also, though not necessarily, as writers—of poetry within U.S. (and) academic context(s), this seminar will focus on Caribbean and U.S. poetry as

especially fruitful sites for exploring a diversity of approaches to these and related questions concerning postcoloniality, poetry, community, language, culture, and identity.

[COML 4320 Time and the Other

Spring. 4 credits. Next offered 2009-2010. N. Melas.]

COML 4321 Telling Fictions (also ENGL 4321)

Spring. 4 credits. C. Chase.
For description, see ENGL 4321.

[COML 4380 Arendt, Morisaki, Weil (also ASIAN 4468/6668, COML 6240) (KCM-AS)

Fall. 4 credits. Limited to 20 students. B. deBary.]

COML 4430 Partitioned Postmodernity and Anomalous Colonies in East Asia (also ASIAN 4465)

Fall. 4 credits. Limited to 15 students. P. Liu.

This course is concerned with the Cold War in East Asia—the "partitioning" of China, Japan, and Korea into mutually hostile, geographically fractured and temporally de-synchronized "zones" in the post-WWII era—and how this historical experience produced a postmodern aesthetics in East Asia. We will be interested in recent research projects on Taiwan, Hong Kong, South Korea and Japan as informal colonies of the United States and on the "East Asian economic miracle" as an exception to capitalist development. Literary works will complement our theoretical discussions.

COML 4500 Renaissance Poetry (also COML 6500, ENGL 6220, ITAL 4500/6500) # (LA-AS)

Fall. 4 credits. W. J. Kennedy.
A reading and discussion of key texts in lyric poetry from Italian, French, English, and other European literatures of the Renaissance. Topic for Fall 2008: Economic transactions and exchanges in the poetry of Petrarch, Michelangelo, Labe, Ronsard, Shakespeare, Mary Wroth, and others.

[COML 4520 Renaissance Humanism (also COML 6520) # (LA-AS)

Spring. 4 credits. Limited to 15 students. Next offered 2009-2010. W. J. Kennedy.]

COML 4580 Narratives of Travel, Migration, and Exile (CA-AS)

Fall. 4 credits. Limited to 15 students. Core course for COML majors. A. Banerjee.
The course explores the relationship between space, place, and subjectivity through texts whose motivation and premise explicitly involve dislocation rather than emplacement. Readings are drawn from multiple contexts and periods, with emphasis on those that question established cartographic notions of east and west, north and south. These texts, individually and in a comparative framework, will provide opportunities for critiquing not only spatial concepts such as home and the world, inclusion and exclusion, center and periphery, but also temporal labels such as pre-, early-, post-colonial, -modern, or -national. Discussions will be framed by theoretical readings from Foucault, Said, Anderson, Pratt, and Bhabha among others.

[COML 4700 Translation and Cultural Difference (also ASIAN 4481) @ (KCM-AS)

Fall. 4 credits. Limited to 15 students. Next offered 2009-2010. N. Sakai.
For description, see ASIAN 4481.]

COML 4740 Topics in Modern European Intellectual and Cultural History (also HIST 4740, JWST 4740/6740)

Fall. 4 credits. Prerequisite: permission of instructor. D. LaCapra.

Topic: History and the Human Animal. For description, see HIST 4740.

COML 4741 Topics in Modern European Intellectual and Cultural History (also HIST 4741)

Spring. 4 credits. D. LaCapra.
For description, see HIST 4741.

[COML 4800 Baudelaire in the Lyric

Spring. 4 credits. Not offered 2009–2010.
J. Culler.]

[COML 4810 Studies in Gender Theory: Kinship and Embodiment (also FGSS 4800) (CA-AS)

Spring. 4 credits. Limited to 15 students.
Next offered 2009–2010. P. Liu.]

COML 4830 Imagining the Holocaust (also ENGL/JWST 4580, GERST 4570) (LA-AS)

Fall. 4 credits. D. Schwarz.
For description, see ENGL 4580.

COML 4860 Contemporary Poetry and Poetics (also ENGL 4880, SPAN 4880) (LA-AS)

Fall. 4 credits. Limited to 15 students. Core course for COML majors. J. Monroe.
What gives contemporary poetry and poetics its resonance and value? What are its dominant features, audiences, and purposes? In an increasingly global, pervasively technological culture, 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 other genres, disciplines, discourses, and media? How are we to understand its evolving public spheres and its relation to the central cultural and historical developments of our time? With special attention to poetry since 9/11, this seminar will explore these and related questions in a range of works that open onto the rich interplay of contemporary poetry and poetics with issues concerning personal and collective identity, language, and culture.

COML 4900 Power Technology, Empire, and Modernity (also COML 6900)

Fall. 4 credits. Limited to 15 students.
A. Banerjee.

No technology is more freighted with the dual association with empire and modernity than those which harness and generate power. The course focuses on three transformative power technologies: steam, electricity, and nuclear power. Each came to represent rationality, development, mobility, and nation-building on the one hand and territorial conquest, military expediency, economic expansion, and governance of subject populations on the other. This is precisely what the course aims to juxtapose literary, visual, philosophical, and social scientific treatments of power technology from the west/north with those from colonial and postcolonial perspectives. The objective is to generate a critical vocabulary for the ways in which power technologies have influenced discourses of modernity as well as empire over the last two centuries, culminating in our present moment of globalization when they can no longer be considered solely in the context of the modern, industrialized world.

COML 4923 Renaissance Venice, Queen of Seas (also SHUM 4923)

Spring. 4 credits. W. J. Kennedy.
For description, see SHUM 4923.

COML 4930–4940 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 advisor. 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.

COML 4960 Imagining the Mediterranean (also JWST/NES 4738) @ (LA-AS)

Spring. 4 credits. G. Holst-Warhaft.
For description, see NES 4738.

COML 6020 Literature and Theory (also ENGL 6020)

Fall. 4 credits. J. Culler.
For description, see ENGL 3020.

COML 6051 Theory of the Theatre and Drama (also THETR 4310/6310)

Fall. 4 credits. H. Yan.
For description, see THETR 6310.

[COML 6090 Comparison and Cultural Difference

Fall. 4 credits. Next offered 2009–2010.
N. Melas.]

COML 6141 The Man Without Qualities and Narrative Theory (also GERST 6140)

Spring. 4 credits. P. McBride.
For description, see GERST 6140.

[COML 6160 Translation, In Theory (also ASIAN 6619, VISST 6190)

Spring. 4 credits. Next offered 2009–2010.
B. deBary.]

COML 6190–6200 Independent Study

6190, fall; 6200, spring. Variable credit.
COML 6190 and 6200 may be taken independently of each other. Applications available in 247 Goldwin Smith Hall.

[COML 6240 Arendt, Morisaki, Weil (also ASIAN 4468/6668, COML 4380)

Fall. 4 credits. Next offered 2009–2010.
B. deBary.]

COML 6300 Aesthetics in the 18th Century (also ENGL 6300)

Fall. 4 credits. N. Saccamano.
For description, see ENGL 6300.

[COML 6340 Deleuze and Lyotard: Aesthetics (also ENGL 6290, FREN 6720, VISST 6340)

Spring. 4 credits. Next offered 2009–2010.
T. Murray.]

COML 6350 Postcolonial Poetry and the Poetics of Relation (also COML 4290, ENGL 4840, FREN/SPAN 6350)

Fall. 4 credits. Limited to 15 students.
J. Monroe.
For description, see COML 4290.

[COML 6360 Comparative Modernisms/Alternative Modernities

Fall. 4 credits. Limited to 15 students. Next offered 2009–2010. N. Melas.]

[COML 6380 The 18th Century and the Emergence of Literary Modernity (also ASIAN 6626)

Spring. 4 credits. Next offered 2009–2010.
N. Sakai.]

[COML 6410 Derrida, Writing, and the Institution of Literature (also ENGL 4410/6420)

Spring. 4 credits. Next offered 2009–2010.
J. Culler.]

COML 6460 PanAfricanism and Feminism: Theoretical Intersections (also ASRC 6510)

Fall. 4 credits. C. Boyce Davies.
For description, see ASRC 6510.

COML 6500 Renaissance Poetry (also COML 4500, ENGL 6220)

Fall. 4 credits. W. J. Kennedy.
For description, see COML 4500.

[COML 6520 Renaissance Humanism (also COML 4520)

Spring. 4 credits. Limited to 15 students.
Next offered 2009–2010. W. J. Kennedy.]

COML 6560 Aesthetic Theory: End of Art (also GERST 6560)

Spring. 4 credits. P. Gilgen.
For description, see GERST 6560.

COML 6600 Visual Ideology (also ARTH/VISST 6060, GERST 6600)

Fall. 4 credits. G. Waite.
For description, see GERST 6600.

COML 6620 Cinematic Desire (also ENGL 6600, FGSS 6610)

Spring. 4 credits. E. Hanson.
For description, see ENGL 6600.

[COML 6670 Rethinking the Symbolic (also FREN 6670)

Spring. 4 credits. Limited to 15 students.
Next offered 2009–2010. T. McNulty.]

[COML 6680 Theorizing Gender and Race in Asian Histories and Literatures with a Particular Focus on Japanese Cases (also ASIAN 3388/6688, COML 3980)

Spring. 4 credits. Next offered 2009–2010.
N. Sakai.
For description, see ASIAN 3388.]

COML 6701 Thinking Life: Biopolitics and Contemporary Italian Thought (also ITALL 6750)

Spring. 4 credits. T. Campbell.
For description, see ITALL 6750.

[COML 6710 Transnational Imaginaries: Globalization and Culture

Fall. 4 credits. Limited to 15 students. Next offered 2009–2010. N. Melas.]

COML 6720 Topics in Modern European Intellectual and Cultural History (also HIST 6720)

Fall. 4 credits. D. LaCapra.
For description, see HIST 6720.

COML 6730 Topics in Modern European Intellectual and Cultural History (also HIST 6730, JWST 6674)

Spring. 4 credits. D. LaCapra.
For description, see HIST 6730.

COML 6760 The City in Ruins (also ENGL 6971, FREN 6970)

Fall. 4 credits. N. Hertz.
For description, see FREN 6970.

COML 6791 Acoustic Horizons: Aesthetics and Politics of Sound in Theory, Film, and New Media (also ENGL 6791)

Spring. 4 credits. T. Murray.
For description, see ENGL 6791.

[COML 6800 Baudelaire in the Lyric
Spring. 4 credits. Next offered 2009–2010.
J. Culler.]

[COML 6820 Cultural Materialism and Geopolitics
Spring. 4 credits. Limited to 15 students.
Next offered 2009–2010. P. Liu.]

[COML 6880 Wordsworth and Rousseau (also ENGL 7410)
Spring. 4 credits. Next offered 2009–2010.
C. Chase.]

[COML 6890 Adorno's Aesthetic Theory (also GERST 6890)
Fall. 4 credits. Next offered 2009–2010.
P. Hohendahl.]

COML 6900 Power Technology, Empire, and Modernity (also COML 4900)
Fall. 4 credits. A. Banerjee.
For description, see COML 4900.

[COML 6920 Digital Bodies, Virtual Identities (also ENGL 6960, THETR 6330)
Fall. 4 credits. Next offered 2009–2010.
T. Murray.]

COML 6960 Rites of Contact (also GERST/NES 6960)
Spring. 4 credits. L. Adelson.
For description, see GERST 6960.

[COML 6970 Cosmopolitanism (also ENGL 6970)
Spring. 4 credits. Next offered 2009–2010.
N. Saccamano.]

COMPUTER SCIENCE

E. Tardos, chair; G. Bailey, K. Bala, K. Birman, C. Cardie, R. L. Constable, D. Fan, P. Francis, J. Gehrke, D. Greenberg, D. Gries, J. Halpern, J. E. Hopcroft, D. Huttenlocher, D. James, T. Joachims, U. Keich, J. Kleinberg, R. Kleinberg, C. Koch, D. Kozen, L. Lee, S. Marschner, A. Myers, R. Pass, F. B. Schneider, B. Selman, D. Shmoys, E. G. Sirey, E. Tardos, R. Teitelbaum, C. Van Loan, 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 1110–1220 (or 1120)–2210 or 1910–1920–2940)
- two semesters of introductory computer programming (CS 1110 or 1112 and 1130, and 2110)
- a 1-credit project (CS 2111)

- a seven-course Computer Science core (CS 2800, 3110, 3410 or 3420; one of 3220, 4210, or 4220; 3810, 4410, and 4820)
- two 4000+ Computer Science electives (CS 4999 not allowed)
- a Computer Science project course (CS 4121, 4321, 4411, 4450, 4621, 4701, 5150, 5410, or 6670)
- a mathematical elective course (e.g., ENGRD 2700, MATH 2220 or 2930, MATH 3000+, TAM 3100)
- two 3000+ courses that are technical in nature
- a three-course specialization in a topic area other than Computer Science. These courses must be numbered 3000 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 CS 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 advisor, 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 CS courses and MATH courses
- a GPA of 2.5 or better in CS 2110, 2111, and 2800.
- a GPA of 2.5 or better in MATH 1120, 1220, or 1920 and CS 2800.

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 CS course (at least 3 credit hours) at or above the 5000 level with a grade of A– or better; no seminars.
- at least two 3-credit semesters of CS 4999 (Independent Research) with a CS 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 CS 4150+ elective requirement, the CS project requirement, the math elective, the technical electives, or the specialization. See the CS undergraduate web site for more

information on eligibility: www.cs.cornell.edu/ugrad.

Computing in the Arts Undergraduate Minor

A minor 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 p. 513(?).

Courses

For complete course descriptions, see “Computer Science” under “Computing and Information Science (CIS).”

CS 1109 Fundamental Programming Concepts

Summer. 2 credits. Pre-freshman standing or permission of instructor. Prerequisites: none. S–U grades only.

CS 1110, 1112 Introduction to Computer Programming (MQR)

Fall, spring, summer. 4 credits. *Students may not receive credit for CS 1110, 1112, 1113, 1114 and BEE 1510.*

CS 1113, CS 1110, CS 1112, and CS 1114 are all described in the “Computing and Information Science (CIS)” section.

CS 1130 Transition to Object-Oriented Programming

Fall, spring, summer. 1 credit. Prerequisite: one course in programming. S–U grades only.

CS 1132 Transition to Matlab

Fall, spring. 1 credit. Prerequisite: One course in programming. S–U grades only.

CS 1301 Introduction to Programming Web Applications

Fall. Weeks 1–7. 2 credits. Students must enroll in both CS 1301 and 1302.

CS 1302 Introduction to Designing Web Applications

Fall. Weeks 8–14. 2 credits. Students must enroll in both CS 1301 and 1302. Prerequisite: CS 1301 or equivalent knowledge.

CS 1610 Computing in the Arts (also CIS/ENGRI 1610, DANCE 1540, FILM 1750, MUSIC 1465, PSYCH 1650)

Spring. 3 credits. Recommended: good comfort level with computers and some of the arts.

CS 1620 Visual Imaging in the Electronic Age (also ARCH 4509, ART 1700, CIS 1620, ENGRI 1620)

Fall. 3 credits.

For description, see ART 1700.

CS 1710 Introduction to Cognitive Science (also COGST 1101, LING 1170, PHIL 1910, PSYCH 1200) (KCM-AS)

Fall, summer. 3 credits.

For description, see COGST 1101.

CS 2022 Introduction to C

Fall, spring, usually weeks 1–4. 1 credit. Prerequisite: one programming course or equivalent programming experience. Credit granted for both CS 2022 and 2024 only if 2022 taken first. S–U grades only.

CS 2024 C++ Programming

Fall. 2 credits. Prerequisite: one programming course or equivalent programming experience. Students who plan to take CS 2022 and 2024 must take 2022 first. S–U grades only.

CS 2026 Introduction to C #

Spring, usually weeks 5–8. 1 credit. Prerequisite: CS/ENGRD 2110 or equivalent experience. S–U grades only.

CS 2042 Unix Tools

Fall, usually weeks 5–8. 1 credit. Prerequisite: one programming course or equivalent programming experience. S–U grades only.

CS 2044 Advanced UNIX Programming and Tools

Spring, usually weeks 5–8. 1 credit. Prerequisite: CS 2042 or equivalent. S–U grades only.

CS 2110 Object-Oriented Programming and Data Structures (also ENGRD 2110) (MQR)

Fall, spring, summer. 3 credits. Prerequisite: CS 1110, CS 1130, or CS 1112 or CS 1113 if completed before fall 2007 or equivalent course in Java or C++.

CS 2111 Programming Practicum

Fall, spring. 1 credit. Pre- or corequisite: CS/ENGRD 2110. Letter grades only.

CS 2300 Intermediate Design and Programming for the Web (also INFO 2300)

Spring. 3 credits. Prerequisite: CS 1301 and 1302 strongly recommended.

CS 2800 Discrete Structures (MQR)

Fall, spring. 3 credits. Pre- or corequisite: one programming course or permission of instructor.

CS 2850 Networks (also ECON/INFO 2040, SOC 2090) (SBA-AS)

Spring. 4 credits. Prerequisites: none.

CS 3110 Data Structures and Functional Programming (MQR)

Fall, spring. 4 credits. Prerequisite: CS 2110 and 2111 or equivalent programming experience. Pre- or corequisite: CS 2800. Should not be taken concurrently with CS 3410 or 3420.

CS 3220 Introduction to Scientific Computation (also ENGRD 3220)

Spring, summer. 3 credits. Prerequisites: one programming course and MATH 2210 or 2940; knowledge of discrete probability and random variables at the level of CS 2800.

CS 3300 Data-Driven Web Applications (also INFO 3300)

Spring. 3 credits. Prerequisite: CS/ENGRD 2110. CS majors may use only one of the following toward their degree: CS/INFO 3300 or CS 4321.

CS 3410 Systems Programming

Fall. 4 credits. Prerequisites: CS 2110 or equivalent programming experience. Should not be taken concurrently with CS 3110.

CS 3420 Computer Organization (also ECE 3140)

Spring. 4 credits. Prerequisite: CS 2110 or ENGRD 2300. Should not be taken concurrently with CS 3110.

[CS 3700 Explorations in Artificial Intelligence (also INFO 3720)]

Spring. 3 credits. Prerequisites: MATH 1110 or equivalent, a statistics course, and CS/ENGRD 2110 or permission of instructor. Next offered 2009–2010.]

CS 3740 Computational Linguistics (also COGST 4240, LING 4424) (MQR-AS)

Fall or spring. 4 credits. Recommended: CS 2042.

CS 3810 Introduction to Theory of Computing

Fall, summer. 3 credits. Prerequisite: CS 2800 or permission of instructor.

[CS 4110 Programming Languages and Logics]

Fall. 4 credits. Prerequisite: CS 3110 or permission of instructor. Next offered 2009–2010.]

[CS 4120 Introduction to Compilers]

Spring. 3 credits. Prerequisites: CS 3110 or permission of instructor and CS 3410 or 3420. Corequisite: CS 4121.]

[CS 4121 Practicum in Compilers]

Spring. 2 credits. Corequisite: CS 4120.]

CS 4210 Numerical Analysis and Differential Equations (also MATH 4250) (MQR)

Fall. 4 credits. Prerequisites: MATH 2210 or 2940 or equivalent, one additional mathematics course numbered 3000 or above, and knowledge of programming.

CS 4220 Numerical Analysis: Linear and Nonlinear Equations (also MATH 4260) (MQR)

Spring. 4 credits. Prerequisites: MATH 2210 or 2940 or equivalent, one additional mathematics course numbered 3000 or above, and knowledge of programming.

CS 4300 Information Retrieval (also INFO 4300)

Fall. 3 credits. Prerequisite: CS 2110 or equivalent.

CS 4302 Web Information Systems (also INFO 4302)

Spring. 3 credits. Prerequisites: CS 2110 and some familiarity with web site technology.

CS 4320 Introduction to Database Systems

Fall. 3 credits. Prerequisites: CS 3110 (or 2110, 2111, and permission of instructor).

CS 4321 Practicum in Database Systems

Fall. 2 credits. Pre- or corequisite: CS 4320. CS majors may use only one of the following toward their degree: CS/INFO 3300 or CS 4321.

CS 4410 Operating Systems

Spring. 3 credits. Prerequisite: CS 3410 or 3420.

CS 4411 Practicum in Operating Systems

Fall, spring. 2 credits. Corequisite: CS 4410.

CS 4420 Computer Architecture (also ECE 4750)

Fall. 4 credits. Prerequisites: ENGRD 2300 and CS 3420/ECE 3140.

CS 4450 Computer Networks

Spring. 4 credits. Pre- or corequisites: CS 4410 or permission of instructor.

CS 4520 Introduction to Bioinformatics

Spring. 4 credits. Prerequisites: CS/ENGRD 2110, CS 2800.

CS 4620 Introduction to Computer Graphics (also ARCH 3704)

Fall. 3 credits. Prerequisite: CS/ENGRD 2110.

CS 4621 Computer Graphics Practicum

Spring. 2 credits. Pre- or corequisite: CS 4620.

CS 4700 Foundations of Artificial Intelligence

Fall. 3 credits. Prerequisites: CS 2110 and 2800 (or equivalent).

CS 4701 Practicum in Artificial Intelligence

Fall. 2 credits. Pre- or corequisite: CS 4700.

CS 4702 Artificial Intelligence: Uncertainty and Multi-Agent Systems

Spring. 4 credits. Prerequisites: CS/ENGRD 2110 and CS 2800 or equivalent.]

CS 4740 Introduction to Natural Language Processing (also COGST 4740, LING 4474)

Spring. 4 credits. Prerequisite: CS 2110.

[CS 4780 Machine Learning]

Spring. 4 credits. Prerequisites: CS 2110, CS 2800, or basic probability theory, and basic knowledge of linear algebra. Next offered 2009–2010.]

CS 4782 Probabilistic Graphical Models (also BTRY 4790)

Fall. 4 credits. Prerequisites: probability theory (BTRY 4080 or equivalent), programming and data structures (CS 2110 or equivalent); a course in statistical methods is recommended but not required (BTRY 4090 or equivalent).

[CS 4812 Quantum Computation (also PHYS 4481/7681)]

Spring. 2 credits. Prerequisite: familiarity with theory of vector spaces over complex numbers. Not offered every year; next offered 2009–2010.

For description, see PHYS 4481.]

CS 4820 Introduction to Analysis of Algorithms

Spring, summer. 4 credits. Prerequisites: CS 2800 and 3110.

CS 4830 Introduction to Cryptography

Fall. 4 credits. Prerequisites: CS 2800 (or equivalent), CS 3810 (or mathematical maturity), or permission of instructor.

CS 4850 Mathematical Foundations for the Information Age

Spring. 4 credits. Prerequisite: CS 3810.

CS 4860 Applied Logic (also MATH 4860) (MQR)

Fall or spring. 4 credits. Prerequisites: MATH 2220 or 2940, CS 2800 or equivalent (e.g., MATH 3320, 4320, 4340, 4810), and some additional course in mathematics or theoretical computer science.

CS 4999 Independent Reading and Research

Fall, spring. 1–4 credits.

CS 5150 Software Engineering

Spring. 4 credits. Prerequisite: CS 2110 or equivalent experience programming in Java or C++.

- CS 5300 The Architecture of Large-Scale Information Systems (also INFO 5300)**
Spring. 4 credits. Prerequisite: CS/INFO 3300 or CS 4320.
- CS 5410 Intermediate Computer Systems**
Fall or spring. 4 credits. Prerequisite: CS 4410 or permission of instructor. Next offered fall 2008.
- CS 5420 Parallel Computer Architecture (also ECE 5720)**
Fall. 4 credits. Prerequisite: ECE 4750. For description, see ECE 5720.
- CS 5430 System Security**
Fall or spring. 4 credits. Prerequisites: CS 4410 or 4450 and familiarity with JAVA, C, or C# programming languages. Next offered spring 2009.
- CS 5450 Advanced Computer Networks**
Fall or spring. 4 credits. Prerequisites: CS 4450 or permission of instructor. Next offered fall 2008.
- [CS 5620 Interactive Computer Graphics]**
Spring. 4 credits. Prerequisite: CS 4620. Next offered 2009-2010.]
- [CS 5640 Computer Animation (also ART 2703, CIS 5640)]**
Fall. 4 credits. Prerequisite: none. Next offered 2009-2010.]
- [CS 5642 Advanced Animation (also ART 3702, CIS 5642)]**
Spring. 4 credits. Prerequisite: none. Next offered 2009-2010.]
- CS 5643 Physically Based Animation for Computer Graphics**
Spring. 4 credits. Prerequisites: CS/ENGRD 3220 and/or CS 4620 or permission of instructor. Offered alternate years.
- [CS 5722 Heuristic Methods for Optimization (also CEE 5290, ORIE 5340)]**
Fall or spring. 3 or 4 credits. Prerequisites: CS/ENGRD 2110 or 3220 or CEE/ENGRD 3200, or graduate standing, or permission of instructor. Next offered 2009-2010.]
- [CS 5780 Empirical Methods in Machine Learning and Data Mining]**
Fall or spring. 4 credits. Prerequisites: CS 2800 and 3110 or equivalent. Next offered 2009-2010.]
- CS 5846 Decision Theory I (also ECON 4760/6760)**
Fall. 4 credits. Prerequisite: mathematical sophistication.
- CS 6110 Advanced Programming Languages**
Spring. 4 credits. Prerequisite: graduate standing or permission of instructor.
- [CS 6210 Matrix Computations]**
Fall. 4 credits. Prerequisites: MATH 4110 and 4310 or permission of instructor. Offered alternate years; next offered 2009-2010.]
- CS 6220 Sparse Matrix Computations**
Fall. 4 credits. Prerequisite: CS 6210. Offered alternate years.
- [CS 6240 Numerical Solution of Differential Equations]**
Spring. 4 credits. Prerequisites: exposure to numerical analysis (e.g., CS 4210 or 6210), differential equations, and knowledge of MATLAB.]
- [CS 6320 Database Systems]**
Spring. 4 credits. Prerequisite: CS 4320 or permission of instructor.]
- CS 6322 Advanced Database Systems**
Fall. 4 credits.
- CS 6410 Advanced Systems**
Fall or spring. 4 credits. Prerequisite: CS 4410 or permission of instructor. Next offered fall 2008.
- CS 6450 Research in Computer Networks**
Fall or spring. 4 credits. Prerequisites: CS 4450 or permission of instructor. Next offered fall 2008.
- [CS 6460 Peer-to-Peer Systems]**
Spring. 4 credits. Recommended: CS 6410. Next offered 2009-2010.]
- CS 6522 Biological Sequence Analysis**
Fall. 4 credits. Prerequisites: none.
- CS 6620 Advanced Interactive Graphics**
Fall or spring. 4 credits. Prerequisite: CS 4620 and 4621 or 5620 or permission of instructor.
- CS 6630 Realistic Image Synthesis**
Fall or spring. 4 credits. Prerequisites: CS 4620 or equivalent and undergraduate-level understanding of algorithms, programming, and vector calculus.
- CS 6650 Computational Motion**
Fall. 4 credits. Prerequisites: undergraduate-level understanding of algorithms, and some scientific computing. Offered alternate years.
- [CS 6670 Machine Vision]**
Fall or spring. 4 credits. Prerequisites: undergraduate-level understanding of algorithms and MATH 2210 or equivalent. Next offered 2009-2010.]
- [CS 6700 Advanced Artificial Intelligence]**
Spring. 4 credits. Prerequisite: CS 4700 or permission of instructor. Next offered 2009-2010.]
- CS 6740 Advanced Language Technologies (also INFO 6300)**
Fall or spring. 3 credits. Prerequisite: permission of instructor. Neither CS 4300 nor CS 4740 are prerequisites. Next offered fall 2008.
- [CS 6764 Reasoning about Knowledge]**
Fall. 4 credits. Prerequisites: mathematical maturity and acquaintance with propositional logic. Next offered 2010-2011.]
- [CS 6766 Reasoning about Uncertainty]**
Fall. 4 credits. Prerequisites: mathematical maturity and acquaintance with propositional logic. Next offered 2009-2010.]
- [CS 6780 Advanced Topics in Machine Learning]**
Fall or spring. 4 credits. Prerequisites: CS 4780 or equivalent, or CS 5780 or equivalent, or permission of instructor. Next offered 2009-2010.]
- CS 6782 Probabilistic Graphical Models (also BTRY 6790)**
Fall. 4 credits. Prerequisites: probability theory (BTRY 4080 or equivalent), programming and data structures (CS 2110 or equivalent); a course in statistical methods is recommended but not required (BTRY 4090 or equivalent).
- CS 6810 Theory of Computing**
Spring. 4 credits. Prerequisite: CS 3810 and CS 4820 or 6820 or permission of instructor.
- CS 6820 Analysis of Algorithms**
Fall. 4 credits. Prerequisite: CS 4820 or graduate standing.
- CS 6822 Advanced Topics in Theory of Computing**
Fall or spring. 4 credits. Prerequisite: CS 6820 or permission of instructor. Next offered spring 2009.
- CS 6830 Cryptography**
Fall. 4 credits. Prerequisites: General ease with algorithms and elementary probability theory, maturity with mathematical proofs (ability to read and write mathematical proofs).
- [CS 6840 Algorithmic Game Theory]**
Fall or spring. 4 credits. Prerequisite: background in algorithms and graphs at level of CS 4820. No prior knowledge of game theory or economics assumed. Next offered 2009-2010.]
- CS 6850 The Structure of Information Networks (also INFO 6850)**
Fall or spring. 4 credits. Prerequisite: CS 4820.
- CS 7090 Computer Science Colloquium**
Fall, spring. 1 credit. For staff, visitors, and graduate students interested in computer science. S-U grades only.
- CS 7190 Seminar in Programming Languages**
Fall, spring. 4 credits. Prerequisite: CS 6110 or permission of instructor. S-U grades only.
- CS 7192 Seminar in Programming Refinement Logics**
Fall, spring. 4 credits. Prerequisite: permission of instructor.
- CS 7320 Topics in Database Systems**
Fall, spring. 4 credits. S-U grades only.
- CS 7390 Database Seminar**
Spring. 1 credit. Prerequisite: CS 6322 or permission of instructor. S-U grades only.
- CS 7410 Topics in Systems**
Fall or spring. 3 credits. Prerequisite: permission of instructor.
- CS 7490 Systems Research Seminar**
Fall, spring. 1 credit. S-U grades only.
- CS 7690 Computer Graphics Seminar**
Fall, spring. 3 credits.
- CS 7726 Evolutionary Computation and Design Automation (also MAE 6500)**
Fall. 4 credits. Prerequisite: programming experience or permission of instructor.
- CS 7790 Seminar in Artificial Intelligence**
Fall, spring. 4 credits. Prerequisite: permission of instructor. S-U grades only.
- CS 7794 Seminar in Natural Language Understanding**
Fall, spring. 2 credits.
- CS 7890 Seminar in Theory of Algorithms and Computing**
Fall, spring. 4 credits. Prerequisite: permission of instructor. S-U grades only.

CS 7999 Independent Research

Fall, spring. Prerequisite: permission of a Computer Science advisor.
Independent research for master of engineering project.

CS 9999 Thesis Research

Fall, spring. Prerequisite: permission of a Computer Science advisor. S–U grades only.
Doctoral research.

COMPUTING IN THE ARTS UNDERGRADUATE MINOR

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 minor 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 minor, drawing on disciplines in the arts, the social sciences, the humanities, and the physical sciences. Currently, the minor is offered in five tracks: computer science, dance, film, music, and psychology, each described in more detail below. Students may minor 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 minor, 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 2008–2009 academic year. The director and area representatives listed below will always have the latest information.

Director

Graeme Bailey

Applying for the Minor and Choosing Courses

Students should meet with the track representative in their chosen discipline for initial advising about the minor. For 2008–2009, these representatives are Graeme Bailey (computer science track), Kevin Ernste (music track), Allen Fogelsanger (dance track), Marilyn Rivchin (film track), and Carol Krumhansl (psychology track).

Regardless of which track they choose, all students in the minor are required to take the core course, Computing in the Arts (CS 1610, cross-listed as CIS 1610, DANCE 1540, ENGRI 1610, FILM 1750, MUSIC 1465, and PSYCH 1650). 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 advisor from his or her minor in building an appropriate program.

Course Lists

Computer Science track. In addition to the core course, CS 1610, any five of the following. Note that some of these courses have CS prerequisites.

- †ART 1700 Visual Imaging in the Electronic Age (also ARCH 4508, CIS 1620, ENGRI 1620)
 - *†CIS 3000 Introduction to Computer Game Design
 - *CS 2110 Object-Oriented Programming and Data Structures
 - *CS 4620 Introduction to Computer Graphics
 - *CS 4700 Foundations of Artificial Intelligence
 - *CS 4740 Introduction to Natural Language Processing
 - *CS 4780 Machine Learning
 - *CS 5640 Computer Animation
 - *CS 5642 Advanced Computer Animation
 - *CS 5780 Empirical Methods in Machine Learning and Data Mining
 - *INFO 3450, Human–Computer Interaction Design
 - *INFO 4400 Advanced Human–Computer Interaction Design
 - INFO 4500 Language and Technology
- Up to two courses from another track.

Dance track. In addition to the core course, DANCE 1540 (for description, see CS 1610), any five of the following. Note that some of these courses have DANCE pre- and/or corequisites. Note also that for this track, two courses marked * should be taken, and they should not be I and II of any one series for the purposes of satisfying the * requirement.

- †DANCE 2430/VISST 2430 Hip-Hop, Hollywood, and Home Movies
- †DANCE 2500/VISST 2711 Beginning Dance Composition
- †DANCE 3500 Intermediate Dance Composition I
- †DANCE 3510 Intermediate Dance Composition II
- †*DANCE 3550 Techno Soma Kinesics I
- †DANCE 3660/THETR 3620 Lighting Design Studio I
- *DANCE 3560/MUSIC 3441/THETR 3690 Digital Performance
- †DANCE 3570 Media Arts Studio
- *DANCE 3680/MUSIC 3431/THETR 3680 Sound Design and Digital Audio

- †DANCE 4500 Advanced Dance Composition I
- †DANCE 4510 Advanced Dance Composition II
- †*DANCE 4550 Techno Soma Kinesics II
- †DANCE 4660/THETR 4620 Lighting Design Studio II
- †*MUSIC 3421 Scoring the Moving Image
- †PSYCH 3050/VISST 3305 Visual Perception
- *THETR 3650 Automated Lighting and Control Systems

Up to two courses from another track.

Film track. In addition to the core course, FILM 1750, any five of the following. Note that some of these courses have FILM pre- and/or corequisites.

- ††ART 1700 Visual Imaging in the Electronic Age]
 - ††ART 2702 Digital Video and Sound]
 - *ART 2703/CS 5640 Computer Animation
 - *CS 5642 Advanced Computer Animation
 - FILM 3250 Animation: History and Practice
 - †FILM 3770 Introduction to 16mm and Digital Filmmaking
 - †FILM 4220 Cinematography
 - †FILM 4770 Intermediate Film and Video Projects: Documentary and Experimental Workshop
 - †FILM 4930 Advanced Film and Video Projects
 - *THETR 3680 Sound Design and Digital Audio
 - †*THETR 3690 Digital Performance
- Up to two courses from another track.

Music track. In addition to the core course, MUSIC 1465, any five of the following. Note that some of these courses have MUSIC prerequisites.

- *†CIS 3000 Introduction to Computer Game Design
 - †*MUSIC 1421 Introduction to Digital Music
 - MUSIC 2111/PHYS 1204 Physics of Musical Sound
 - †*MUSIC 2421 Computers in Music Performance
 - †MUSIC 3111/3112/3113 Jazz Improvisation (any two of these 2-credit courses)
 - †*MUSIC 3421 Scoring the Moving Image
 - *MUSIC 3431/THETR 3680 Sound Design and Digital Audio
 - *†MUSIC 3441/THETR 3690 Digital Performance
 - †MUSIC 4101 Counterpoint
 - †MUSIC 4103 20th-Century Musical Languages
 - †MUSIC 4111 Composition in Recent Styles
 - †MUSIC 4112 Composition
- Up to two courses from another track.
- Psychology track.** In addition to the core course, PSYCH 1650, any five of the following. Note that some of these courses have PSYCH prerequisites.
- †ART 1700 Visual Imaging in the Electronic Age (also ARCH 4508, CIS/CS/ENGRI 1620)
 - *CS 4620 Introduction to Computer Graphics
 - *INFO 2140/PSYCH 2140 Cognitive Psychology
 - †*MUSIC 1421 Introduction to Digital Music
 - †MUSIC 4181/PSYCH 4180 Psychology of Music
 - PSYCH 2050 Perception
 - †PSYCH 3050 Visual Perception
 - PSYCH 3160 Auditory Perception

*PSYCH 3420 Human Perception: Applications to Computer Graphics, Art, and Visual Display

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; Arthur T. DeGaetano, associate chair (CALS); director of undergraduate studies, J. L. Cisne (Science of Earth Systems); M. W. Wysocki (Atmospheric Sciences), R. W. Allmendinger, W. D. Allmon, C. Andronicos, M. Barzangi, L. D. Brown, L. M. Cathles, J. L. Cisne, K. H. Cook, A. T. DeGaetano, L. A. Derry, P. J. Gierasch, M. Goman, C. H. Greene, D. L. Hysell, R. W. Kay, S. Mahlburg Kay, M. C. Kelley, R. Lohman, N. Mahowald, B. Monger, A. Moore, J. Phipps Morgan, M. Pritchard, S. J. Riha, 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.

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 department is the home of the major and minor in the College of Arts and Sciences titled Science of Earth Systems (SES). The Science of Earth Systems major emphasizes study of the interactions among rock, water, air, and life in our planet's operation. The SES major grew out of recognition of the fundamental interconnectedness of the components of the Earth system, and the importance of understanding both the system's operation at

present and in the geological past. The SES major reflects the new strategy of modern earth science. Thus, starting in fall 2006, the former geological sciences major became a specialization within the SES major. The geology specialization within SES provides an equivalent to the geological sciences major, but with an increased breadth. Other specializations include atmospheric sciences, ocean sciences, biogeochemistry, and other student-created choices.

The SES major prepares students for a number of career paths in basic or applied sciences of our planet. The major can lead to graduate study and research in geology, geophysics, geochemistry, biogeochemistry, atmospheric sciences, ocean sciences, hydrology, or environmental engineering. Career opportunities in university research groups, governmental agencies, or the private sector deal with energy, mineral and water resources; natural hazards; weather and climate forecasting; ocean resources; and a host of environmental issues. The major can also prepare students for careers in environmental management and policy, law or medicine, science journalism, and K-12 science teaching.

Requirements for the Science of Earth Systems major

1. The Science of Earth Systems curriculum includes strong preparation in mathematics, physics, chemistry, and biology, including the following:
MATH 1110-1120 (or MATH 1910-1920);
Two semesters of chemistry: CHEM 2070-2080 or 2090-2080 or CHEM 2070-1570;
PHYS 2207-2208 or 1112-2213;
BIOG 1109-1110, 1101/1103-1102/1104 or 1105-1106 (a second semester of biology can be replaced by CHEM 1570 if CHEM 2070-2080 is selected; or replaced by a third semester of mathematics).
2. The required introductory course in earth science, EAS 2200, The Earth System.
3. The core courses emphasize the interconnectedness of the Earth system, and are founded on the most modern views of the planet as an interactive and ever-changing system. Each crosses the traditional boundaries of disciplinary science. Three courses selected from the following four core courses are required for the major.
EAS 3010 Evolution of the Earth System
EAS 3030 Biogeochemistry
EAS 3040 Interior of the Earth
EAS 3050 Climate Dynamics
4. The specialization requirement is achieved by four intermediate to advanced-level courses (3000 level and up) that build on the core courses and have prerequisites in the required basic sciences and/or mathematics courses. Note that additional basic math and science courses may be required to complete the specialization courses, depending upon the student's choice of specialization. The specialization courses build depth and provide the student with a specific expertise in some facet of Earth system science. Four specializations are defined for the major: geology, biogeochemistry, atmospheric sciences, and ocean sciences. Other

specializations can be tailored to a student's interests in concert with the student's advisor and approval of the curriculum committee. The specialization should be chosen during the junior year or before in consultation with the student's advisor and the approval of the Director of Undergraduate Studies.

5. Exposure to the basic observations of earth science, whether directly in the field, or indirectly by various techniques of remote sensing or in the laboratory, is necessary to understand fully the chosen area of specialization. Means of satisfying this requirement generally include 3 credits of course work. Possibilities for fulfilling the field/observation requirement include the following:

Courses in the Hawaii Environmental Semester program;

Courses given by the Shoals Marine Laboratory;

EAS 2500 Meteorological Observations and Instruments;

EAS 3520 Synoptic Meteorology I;

EAS 4170 Field Mapping in Argentina;

EAS 4910 and/or 4920 Undergraduate Research, with appropriate choice of project;

Field courses taught by another college or university (3-credit minimum).

For more information contact John Cisne, Department of Earth and Atmospheric Sciences, john-cisne@cornell.edu, and visit the web site: www.eas.cornell.edu.

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 (usually through EAS 4910 and/or 4920). Students interested in applying should contact the director of undergraduate studies during the second semester of the junior year or early in the first semester of the senior year.

Courses

EAS 1101 Introductory Geological Sciences (To Know Earth) (PBS)

Fall. 3 credits. C. Andronicos.

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 1108 Earth in the News (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 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 1121 Introduction to MATLAB (also CIS 1121)

Fall, spring, 8-week course. 2 credits.
Prerequisites: MATH 1110, 1910, or equivalent. D. Fan.
For description, see CIS 1121.

EAS 1190 Fossil Preparation

Fall. 1 credit. Prerequisite: EAS 1109 or related EAS course. W. Allmon and J. Cisne.

Hands on experience in the preparation and curation of fossils in laboratories at the Paleontological Research Institution (PRI). Students provide own transportation to the Museum of the Earth via public transit or other means. Activities include preparation and study of vertebrate, invertebrate, and plant specimens; sorting of bulk material such as field collections and mastodon dung, and curation of prepared specimens.

EAS 1220 Earthquake! (also ENGRI 1120) (PBS)

Spring. 3 credits. L. 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 1310 Basic Principles of Meteorology (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. The optional 1-credit laboratory for this course is offered as EAS 1330.

EAS 1330 Basic Meteorology Lab

Fall. 1 credit. Corequisite: EAS 1310.
M. W. Wysocki.
This course is required for atmospheric science majors, but is optional for other students taking EAS 1310.

EAS 1540 Introductory Oceanography, Lecture (also BIOEE 1540) (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 class.

Laboratory (also BIOEE 1550)

Fall. 1 credit. Corequisite: EAS 1540.
B. C. Monger and C. H. Greene.
Laboratory course covering topics presented in EAS/BIOEE 154.

EAS 1700 Evolution of the Earth and Life (also BIOG 1700) (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 2130 Marine and Coastal Geology (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.

EAS 2200 The Earth System (PBS)

Fall, spring. 4 credits. Letter grades only.
A. Moore and W. M. White.
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 2200 Seminar—Hawaii's Environment

Fall. 1 credit. S–U grades only. A. Moore.
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 2500 Meteorological Observations and Instruments

Fall. 4 credits. Prerequisite: EAS 1310.
M. W. Wysocki.
Covers methods and principles of meteorological measurements and observations including surface, free-air, and remote systems. Also covers instrument siting, mounting, and protection; instrument response characteristics, calibration, and standardization; and recorders and data logging systems. Laboratory exercises are in observation and data analysis. The course is intended to serve as preparation for Observers Examination.

EAS 2680 Climate and Global Warming (PBS)

Spring. 3 credits. Prerequisite: basic college math. S–U or letter grades. A. T. DeGaetano.
Familiarizes students from a range of disciplines with such contemporary issues in climatology as global warming and El Niño. Introduces the natural greenhouse effect, past climates, observed and projected climate changes and impacts. Also covers natural climate variations (e.g., El Niño) and their

consequences and predictability. Readings focus on recent scientific findings to climate change.

EAS 2900 Computer Programming and Meteorology Software

Spring. 3 credits. Prerequisite: EAS 1310, MATH 1110, or equivalent. N. Mahowald and B. Belcher.

EAS 2960 Forecast Competition

Fall and spring. 1 credit; students enroll for two consecutive semesters; credit awarded after second semester; may be repeated for credit. 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 3010 Evolution of the Earth System (PBS)

Fall. 4 credits. Prerequisites: EAS 2200, MATH 1120 or 1920 and CHEM 2070 or equivalent. Two Saturday field trips.
T. Jordan, S. Riha, and W. Allmon.
Life activities alter the physical and chemical environment, and are altered by that environment. This interaction over very long times constitutes a co-evolution of Earth and life. Course uses modern systems, tens of thousand year old systems, and hundreds of million year old systems to illustrate principles, methods of reconstructing deep history, and the context of natural change inherent to life and earth.

EAS 3030 Introduction to Biogeochemistry (also NTRES 3030) (PBS)

Fall. 4 credits. Prerequisites: CHEM 2070 or equivalent, MATH 1120, plus a course in biology and/or geology. L. A. Derry and J. Yavitt.
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 3040 Interior of the Earth (PBS)

Spring. 3 credits. Prerequisite: EAS 2200 or permission of instructor. C. Andronicos.
This class will investigate the geology of the solid earth with emphasis on igneous and metamorphic petrology, structure of the continents and ocean basins, and large scale tectonics. Interaction between deformation, melt generation and metamorphism will be examined as mechanisms by which the crust is differentiated from the underlying mantle. Geophysical and geochemical techniques for probing the deep interior of the earth will be investigated. Plate tectonics will be used as a unifying theme to understand processes operating in the solid earth.

EAS 3050 Climate Dynamics (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 3220 Biogeochemistry of the Hawaiian Islands (PBS)

Spring. 4 credits. Prerequisites: enrollment in Earth and Environmental Sciences Semester in Hawaii; EAS 2200, EAS 3030, or permission of instructor. L. A. Derry. A field-oriented biogeochemistry course held on the island of Hawaii. 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 in groups and individually.

[EAS 3340 Microclimatology (PBS)]

Spring. 3 credits. Prerequisite: a course in physics. Next offered 2009-2010. D. S. Wilks.

The relationship of radiant energy, temperature, wind, and moisture in the atmosphere near the ground. The interplay between physical processes of the atmosphere, plant canopies, and soil is examined with emphasis on the energy balance.]

EAS 3400 Field Study of the Earth System (PBS)

Spring. 6 credits. Prerequisites: enrollment in Earth and Environmental Sciences Semester in Hawaii; one semester of calculus (MATH 1910/1920/1930 or 1110/1120) and two semesters of any of the following: PHYS 2207/2208 or 1112/2213; CHEM 2070/2080 or 2090/2080; BIOG 1101/1103-1102/1104 or 1105/1106 or 1109/1110; 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 3410 Atmospheric Thermodynamics and Hydrostatics (PBS)

Fall. 3 credits. Prerequisites: one year of calculus and one semester of physics. A. T. Gaetano.

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 3420 Atmospheric Dynamics (PBS)

Spring. 3 credits. Prerequisites: MATH 2130, 2220, or 2930 or equivalent; one year of 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. Text used is *An Introduction to Dynamic Meteorology* by Holton.

[EAS 3500 Dynamics of Marine Ecosystems (also BIOEE 3500) (PBS)]

Fall. 3 credits. Prerequisites: one year of calculus and a semester of oceanography (i.e., EAS 1540), or permission of instructor. Offered alternate years; next offered 2009-2010. C. H. Greene and R. W. Howarth.]

EAS 3510 Conservation Oceanography (also BIOEE 3510) (PBS)

Spring. 4 credits. Prerequisites: EAS 3400; enrollment in Earth and Environmental Sciences Semester in Hawaii. Recommended: oceanography course. C. H. Greene 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 3520 Synoptic Meteorology I (PBS)

Spring. 3 credits. Prerequisite: EAS 3410. Corequisite: EAS 3420. M. W. Wysocki. Study of weather map analysis and forecasting techniques by applying the principles of fluid and heat flow. 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 3530 Physical Oceanography (PBS)

Fall. 3 credits. Prerequisites: MATH 1120 or 1920, or one year of physics, or permission of instructor. Offered alternate years. B. C. Monger.

The course covers thermohaline and wind-driven circulation and surface-ocean boundary-layer dynamics. Mathematical expressions for describing conservation of momentum, mass, and heat in a fluid are used to explain the ocean's responses to wind and buoyancy forcing, but the course will emphasize the basic physical principles at play, and not just the mathematical results. Student presentations of recent research papers will elaborate principles learned in the course.

EAS 4010 Fundamentals of Energy and Mineral Resources (PBS)

Fall. 3 credits. L. Cathles. The Earth's energy and mineral resources reflect some of the most important changes and dramatic events that have punctuated earth history. Course provides an overview of resource types in the context of the Earth's atmospheric evolution, rifting, mantle convection, and hydrologic cycle. The processes of resource accumulation are described in terms of simple chemical and

physical principles and in the societal contexts of supply, demand, and sustainability.

EAS 4040 Geodynamics (PBS)

Spring. 3 credits. Prerequisite: calculus and calculus-based physics or permission of instructor. Offered alternate years; current year; future year, 2010-2011. 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 4050 Active Tectonics (PBS)]

Spring. 3 credits. Recommended: mechanical background equivalent to EAS 4260/4880. S-U or letter grades. Offered alternate years; next offered 2009-2010. R. Lohman.]

EAS 4060 Marine Geology and Geophysics

Spring. 4 credits. Prerequisite: EAS 2200 or comparable courses; completion of some EAS classes helpful, but not required. J. Phipps-Morgan.

This course will use geological, geochemical, and geophysical approaches to explore the geology of the ocean floor. We will begin by discussing in depth the mid-ocean ridge system where the basaltic seafloor is created by plate spreading. This complex system involves a rich interplay of volcanism, hydrothermal flow, mantle flow, and lithosphere deformation, and is responsible for both the architecture of the ocean crust and the chemical composition of seawater. After this, we will discuss the evolution of the seafloor during its residence at Earth's surface. We end up by discussing the complex faulting, melting, and fluid flow processes at subduction zones where seafloor is transmuted into mantle and crust. There will be a lab section focusing on the use of GMT to make maps of relevant geological and geophysical information.

EAS 4170 Field Mapping in Argentina (PBS)

Summer. 3 credits. Prerequisite: introductory EAS course and EAS 4260 or 3040. Offered alternate years. S. Mahlburg Kay.

Field mapping course in Argentina that fulfills field requirement for majors with interests in Geological Sciences and provides a field geological experience for others. Course consists of lectures in Buenos Aires followed by field exercises in the Sierras Pampeanas, Precordillera, and Main Cordillera Ranges of the Argentine Andes in the provinces of San Juan and Mendoza. A variety of exercises use modern techniques in the field mapping of a broad range of variably deformed sedimentary, metamorphic and igneous rocks. The course further provides an introduction to the tectonics and magmatic processes of the central Andes with emphasis on comparable processes in the U.S. Exercises are done in combination with students and faculty of the University of Buenos Aires.

[EAS 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. Offered alternate years; next offered 2009–2010. J. Phipps Morgan and C. Andronicos.]

EAS 4260 Structural Geology (PBS)

Spring. 4 credits. Prerequisite: one semester of calculus, plus introductory geology course or permission of instructor. One weekend field trip. Offered alternate years. C. Andronicos.

The nature and origin of deformed rocks at submicroscopic to global scales. The course begins with review of elementary principles of continuum mechanics and continues with a discussion of deformation mechanisms commonly observed in earth materials. The geometry, kinematics, and mechanics of faults, folds, are then addressed and the class ends with a description of the tectonic setting of structural families such as thrust belts, rift provinces, and zones of strike slip deformation. A weekend field trip to a region of spectacular folding and thrusting provides an opportunity to apply the concepts learned in lecture.

EAS 4340 Exploration Geophysics (PBS)

Fall. 3 credits. Prerequisites: MATH 1920 and PHYS 2208, 2213, or equivalent. Offered alternate years; current year; future year 2010–2011. L. D. Brown.

Fundamentals of subsurface imaging by multichannel seismic reflection techniques as used in oil exploration and geohydrological investigations. Covers survey design, acquisition, analysis, processing, and interpretation in both 2-D and 3-D. Includes discussion of related techniques such as seismic refraction analysis, tomographic inversion, vertical seismic profiling, shear wave exploration, and ground-penetrating radar. Lab is keyed to state-of-the-art seismic processing, modeling, and interpretation software from LandMark.

EAS 4350 Statistical Methods in Meteorology and Climatology (MQR)

Fall. 3 credits. Prerequisites: one introductory course in each of statistics (e.g., AEM 2100) and calculus. D. S. Wilks.

Statistical methods used in climatology, operational weather forecasting, and selected meteorological research applications. Includes statistical characteristics of meteorological data, including probability distributions and correlation structures. Covers operational forecasts derived from multiple regression models, including the MOS system; and forecast evaluation techniques.

[EAS 4370 Geophysical Field Methods (also ARKEO 4370) (PBS)]

Fall. 3 credits. Prerequisite: PHYS 2208 or 2213, or permission of instructor. Offered alternate years; next offered 2009–2010. 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. Analyzes and interprets field surveys carried out at the beginning of the semester.]

[EAS 4400 Seminar on Climate Change Science, Impacts, and Mitigation]

Fall. 2 credits. Prerequisites: junior or higher standing. Offered alternate years; next offered 2009–2010. N. Mahowald.]

[EAS 4470 Physical Meteorology (PBS)]

Fall. 3 credits. Prerequisites: one year each of calculus and physics. Offered alternate years; next offered 2009–2010. A. T. DeGaetano.

Primarily a survey of natural phenomena of the atmosphere, with emphasis on their underlying physical principles. Topics include an introduction to atmospheric radiation processes; atmospheric optics and electricity; microphysical cloud processes; and principles of radar probing of the atmosphere.]

EAS 4510 Synoptic Meteorology II (PBS)

Fall. 3 credits. Prerequisites: EAS 3410 and 3420. 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. Lab 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 4530 Mineralogy (PBS)

Fall. 4 credits. Prerequisites: EAS 1101, 2200 and CHEM 2070 or 2090 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 nearby 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 (EPMA) and X-ray facilities.

[EAS 4540 Petrology and Geochemistry (PBS)]

Spring. 4 credits. Prerequisite: EAS 4530 or permission of instructor. Offered alternate years; current year; future year, 2010–2011. R. W. Kay.

Covers crystallography and crystal chemistry of minerals and methods of their study. Includes X-ray diffraction, optical methods, and computer simulation of crystal structures. Emphasizes effects of high pressures and temperatures with implications for understanding the Earth's interior.]

EAS 4550 Geochemistry (PBS)

Fall. 4 credits. Prerequisites: CHEM 2070 or 2090 and MATH 1920 or equivalent. Recommended: EAS 3040. Offered alternate years; next offered 2009–2010. W. M. White.

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 4560 Mesoscale Meteorology (PBS)]

Spring. 3 credits. Prerequisites: EAS 3410 and 3420 or permission of instructor. Next offered 2009–2010. S. J. Colucci.]

EAS 4570 Atmospheric Air Pollution (PBS)

Fall. 3 credits. Prerequisites: EAS 3410 or thermodynamics course, and one semester of chemistry, or permission of instructor. Offered alternate years. M. W. Wysocki.

EAS 4580 Volcanology (PBS)

Fall. 3 credits. Prerequisite: EAS 3040 or equivalent. Offered alternate years; current year; future year 2010–2011. R. W. Kay.

Causes of volcanism, melting in the Earth, and the origin of magmas. Physical volcanology, nature and types of volcanic eruptions and associated deposits, and eruption mechanisms. Volcanic plumbing systems, magma chamber processes, evolution of magma. Volcanism and impact phenomena in the solar system. Volcanic hazard assessment and volcano monitoring. Ore deposits associated with volcanism.

EAS 4600 Late Quaternary Paleocology (PBS)

Fall. 4 credits. Offered alternate years; current year; future year, 2010–2011. M. Goman.

Explores topics in Late Quaternary paleocology. Broadly divides into sections: (1) lectures that cover a variety of topics, such as philosophy of paleocology, radiometric dating methods, and paleoenvironmental proxies; (2) field- and laboratory-based research. The field research provides students with hands-on experience in sediment core collection; while in the laboratory students learn the basics of core description, pollen, and macrofossil analysis.

[EAS 4610 Paleoclimate: Since the Last Ice Age]

Fall. 3 credits. Prerequisites: EAS 2200 or permission of instructor. Offered alternate years; next offered 2009–2010. M. Goman.]

EAS 4620 Marine Ecology (also BIOEE 4620) (PBS)

Fall. 3 credits. Limited to 75 students. Prerequisite: BIOEE 2610. Offered alternate years. C. D. Harvell and C. H. Greene. For description, see BIOEE 4620.

EAS 4700 Weather Forecasting and Analysis (PBS)

Spring. 3 credits. Prerequisites: EAS 3520 and 4510. 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 4710 Intro Ground Water (also BEE 4710) (PBS)]

Spring. 3 credits. Prerequisite: MATH 2940 and ENGRD 2020. Offered alternate years; next offered 2009–2010. L. Cathles and T. Steenhuis.]

EAS 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 4760 Sedimentary Basins (PBS)

Spring. 3 credits. Prerequisite: EAS 3010 or permission of instructor. Offered alternate years; next offered 2009-2010. T. E. Jordan.]

EAS 4780 Advanced Stratigraphy (PBS)

Fall. 3 credits. Prerequisite: EAS 3010 or permission of instructor. Offered alternate years; current year; future year, 2010-2011. T. E. Jordan.

Covers modern improvements on traditional methods of the study of ages and of genetic relations among sedimentary rocks, emphasizing 3-D relationships. Introduces techniques and applications of sequence stratigraphy at scales ranging from beds to entire basins. Considers physical correlation, dating techniques, and time resolution in sedimentary rocks as well as physical controls on the stratigraphic record and numerical modeling.

EAS 4790 Paleobiology (also BIOEE 4790) (PBS)

Spring. 4 credits. Prerequisites: one year of introductory biology and either BIOEE 2740, 3730, EAS 3010, or permission of instructor. W. Allmon.

Surveys the major groups of organisms and their evolutionary histories. Intended to fill out the biological backgrounds of Earth and atmospheric science students concerning the nature and significance of the fossil record for their respective studies.

EAS 4810 Survey of Earth Systems

Fall, spring. 2 credits each semester. Fall, R. Kay; spring, J. Cisne.

Weekly seminar for seniors in the Science of Earth Systems major on current topics in Earth System Science. Readings, presentations and discussions will focus results from the recent literature, including how to analyze a scientific paper, and exploration of connections across the sub-disciplines in the field. The course will serve as both a review of key concepts, and a vehicle to explore developing concepts in the field.

EAS 4820 Atmospheric Modeling

Spring. 3 credits. Prerequisite: differential equations, introductory computer background, junior standing or above, or permission of instructor. S-U or letter grades. N. Mahowald.

Climate and numerical weather prediction models are important tools for policy and science. This course describes the basic principles of the numerics in these models, including finite difference, spectral methods, and subgrid parameterizations. Included will be a discussion of numerical stability and verification of models.

EAS 4830 Environmental Biophysics (also CSS 4830) (PBS)

Spring. 3 credits. Prerequisite: CSS 2600 or equivalent calculus. H. Van Es and S. J. Riha.

For description, see CSS 4830.

EAS 4840 Inverse Methods in the Natural Sciences (PBS)

Fall. 3 credits. Prerequisite: MATH 2940. D. Hysell.

An exploration of solution methods for inverse problems with examples taken from geophysics and related fields, with particular attention to making inferences from inaccurate, incomplete, or inconsistent physical data. Applications include medical and seismic tomography, earthquake location, image processing, and radio/radar imaging. Linear algebra (including condition numbers) and probability and statistics (including error analysis, Bayes theorem, Gibbs distribution, and Markov chains) will be reviewed. Methods to be covered include nonlinear least-squares, maximum likelihood methods, and local and global optimization methods, including simulated annealing and genetic algorithms.

EAS 4870 Introduction to Radar Remote Sensing (also ECE 4870) (PBS)

Fall. 3 credits. Prerequisite: PHYS 2208 or 2213 or equivalent or permission of instructor. 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 4880 Global Geophysics (PBS)

Spring. 3 credits. Prerequisites: MATH 1920 (or 1120) and PHYS 2208 or 2213. Offered alternate years. M. Pritchard and R. Lohman.

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 4910-4920 Undergraduate Research

Fall, spring. 1-4 credits. Students must complete form at 2124 Snee Hall. Staff (J. L. Cisne, coordinator).

Introduction to the techniques and philosophy of research in the earth sciences and an opportunity for undergraduates to participate in current staff research projects. Topics chosen in consultation with, and guided by, a staff member. A short written report is required, and outstanding projects are prepared for publication.

EAS 4940 Special Topics in Atmospheric Science (undergraduate level)

Fall, spring. 8 credits max. S-U or letter grades. 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 4960 Internship Experience

Fall, spring. 2 credits. Prerequisites: EAS 3400; enrollment in Earth and Environmental Sciences Semester in Hawaii. S-U grades only. 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 4970 Individual Study in Atmospheric Science

Fall or spring. 1-6 credits. S-U grades only. 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 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 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 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.

EAS 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. Results are presented in a half-day seminar at the end of term.

EAS 5050 Fluid Dynamics in the Earth Sciences

Spring. 3 credits. Prerequisites: MATH through 2940, PHYS through 2208 or 2214 or permission of instructor. L. Cathles and M. Wysocki.

The Earth System provides fascinating examples of fluid dynamic phenomena such as turbulent convection in the outer core; convection in the viscous mantle, which drives crustal plates and causes volcanism and earthquakes; rapid flows in the atmosphere and oceans, which impact climate; and electromagnetic effects in the solar wind and magnetosphere. This course investigates the Earth using fluid dynamics. Students in Earth Sciences will gain insights provided by fluid dynamics. Students from other fields will see spectacular applications and learn about the Earth System in a different and fundamental way.

EAS 5110 Measurement and Discovery

Fall. 1 credit (S–U grades) or 2 credits (w/ paper, letter grades). Prerequisite: consent of instructor. J. L. Cisne.

New ways of conceptualizing, characterizing, and measuring phenomena can be quite as important as new instruments or empirical discoveries in opening new areas to exploration or established ones to more rigorous investigation. This seminar aims to prepare seniors and beginning graduate students for independent research on Earth systems by analyzing examples ranging from epoch-making classics to work now appearing in the literature.

[EAS 5220 Advanced Structural Geology I

Fall. 3 credits. Prerequisites: EAS 4260 and permission of instructor. Offered alternate years; next offered 2009–2010.

R. W. Allmendinger and C. Andronicos.]

[EAS 5240 Advanced Structural Geology II

Fall. 3 credits. Prerequisites: EAS 4260 and permission of instructor. Offered alternate years; next offered 2009–2010.

R. W. Allmendinger.

Geometry, kinematics, and mechanics of structural provinces. Concentrates on thrust belts, rift provinces, or strike-slip provinces.]

[EAS 5530 Advanced Petrology

Fall. 3 credits. Prerequisite: EAS 4540.

Offered alternate years; next offered 2009–2010. R. W. Kay.]

[EAS 5750 Planetary Atmospheres (also ASTRO 6575)

Fall. 4 credits. Prerequisites: undergraduate physics, vector calculus. Offered alternate years; current year; future year, 2010–2011.

P. Gierasch.

For description, see ASTRO 6575.]

EAS 5770 Planetary Surface Processes (also ASTRO 6577)

Spring. 3 or 4 credits. Offered alternate years. J. Bell.

For description, see ASTRO 6577.

EAS 5780 Planet Formation and Evolution (also ASTRO 6578)

Fall. 4 credits. J. L. Margot and M. Pritchard.

For description, see ASTRO 6578.

EAS 5840 Inverse Methods in the Natural Sciences

Fall. 3 credits. Prerequisite: MATH 2940.

D. L. Hysell.

An exploration of solution methods for inverse problems with examples taken from geophysics and related fields, with particular attention to making inferences from inaccurate, incomplete, or inconsistent physical data. Applications include medical and seismic tomography, earthquake location, image processing, and radio/radar imaging. Linear algebra (including condition numbers) and probability and statistics (including error analysis, Bayes theorem, Gibbs distribution, and Markov chains) will be reviewed. Methods to be covered include nonlinear least-squares, maximum likelihood methods, and local and global optimization methods, including simulated annealing and genetic algorithms. Students taking the course for advanced (5000-level) credit will be expected to complete and present a substantial class project to be negotiated with the instructor.

EAS 6280 Geology of Orogenic Belts

Spring. 3 credits. Prerequisite: permission of instructor. Staff.

EAS 6410 Analysis of Biogeochemical Systems

Spring. 3 credits. Prerequisite: MATH 2930 or permission of instructor. Offered alternate years. L. A. Derry.

Covers dynamics of biogeochemical systems; kinetic treatment of biogeochemical cycles; box models, residence time, response time; analytical and numerical solutions of model systems; Eigen-analysis of linear systems; feedback and nonlinear cases, problems of uncertainties in natural systems; modeling software such as Stella II and MATLAB; and applications to current research of participants or from recent literature.

EAS 6480 Air Quality and Atmospheric Chemistry (also MAE 6480)

Fall. 3 credits. Prerequisites: first-year chemistry and thermodynamics (or equivalent) and fluid mechanics (or equivalent); graduate standing or permission of instructor. K. M. Zhang.

Factors determining air quality and effects of air pollutants on public health, ecological systems, and global climate change. Students will examine the source-to-receptor relationship of major air pollutants with an emphasis on the physical and chemical fundamentals of atmospheric transport and transformation. Topics include photochemical smog, atmospheric aerosols, atmospheric transport and deposition, emissions from energy systems, introduction to air quality monitoring and modeling, and air quality management.

EAS 6520 Advanced Atmospheric Dynamics (also ASTRO 7652)

Spring. 3 credits. Prerequisites: EAS 3410 and 3420 or equivalent. S. J. Colucci.

EAS 6560 Isotope Geochemistry

Spring 3 credits. Open to undergraduates. Prerequisite: EAS 4550 or permission of instructor. Offered alternate years.

W. M. White.

Nucleosynthetic processes and the isotopic abundance of the elements; geochronology and cosmochronology using radioactive decay schemes, including U–Pb, Rb–Sr, Sm–Nd, K–Ar, U-series isotopes, and cosmogenic isotopes such as ¹⁴C and ³⁶Cl. Use of radiogenic and stable isotope evidence regarding the formation of the Earth and the solar system. Stable isotopes and their use in geothermometry, ore petrogenesis, and the global climate system.

EAS 6660 Applied Multivariate Statistics

Spring. 3 credits. Prerequisites: multivariate calculus, matrix algebra, and two statistics courses. Offered alternate years.

D. S. Wilks.

EAS 6750 Modeling the Soil–Plant–Atmosphere System (also CSS 6750)

Spring. 3 credits. Prerequisite: CSS/EAS 4830 or equivalent. S. J. Riha.

EAS 6920 Special Topics in Atmospheric Science

Fall or spring. 1–6 credits. S–U or letter grades. 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 6930 Special Topics in Geological Sciences

Fall or spring. 1–3 credits, variable. S–U or letter grades. Staff.

Study of specialized advanced topics in the Earth sciences through readings from the scientific literature, seminars, and discussions.

EAS 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 7010–7020 Thesis Research

7010, fall; 7020, spring. 1–15 credits, variable. Staff.

EAS 7110 Upper Atmospheric and Space Physics

Fall or spring. 1–6 credits. Seminar course. D. L. Hysell.

EAS 7220 Advanced Topics in Structural Geology

R. W. Allmendinger.

EAS 7310 Advanced Topics in Remote Sensing and Geophysics

M. Pritchard.

EAS 7330 Advanced Topics in Geodynamics

Spring. J. Phipps Morgan.

EAS 7500 Satellite Remote Sensing in Biological Oceanography

Summer. 3 credits. B. C. Monger.

The intensive summer course meets from 9 a.m. to 5:00 p.m. for a two-week period. The goal of the course is to teach participants the skills needed to work independently to acquire data sets derived from a variety of satellite sensors (SeaWiFS, MODIS, AVHRR, SeaWinds and Topex-Poseidon) and to merge these data sets to examine biological response to changes in the physical environment. Course time is split equally between lectures and computer lab work. Lectures cover the fundamentals of bio-optics, pigment algorithms, primary production algorithms and the underlying physical principals leading to the measurement of sea surface temperature, ocean wind speed and ocean topography. Computer labs focus on developing the IDL (Research Systems, Inc.) programming skills needed to process, analyze and visualize satellite image data. See the course syllabus for more details on the topics covered in this course.

EAS 7510 Petrology and Geochemistry

R. W. Kay.

EAS 7550 Advanced Topics in Geodynamics

Fall. 3 credits. J. Phipps Morgan.

EAS 7570 Current Research in Petrology and Geochemistry

S. Mahlburg Kay.

EAS 7620 Advanced Topics in Paleobiology

W. D. Allmon.

EAS 7710 Advanced Topics in Sedimentology and Stratigraphy

T. E. Jordan.

EAS 7730 Paleobiology

J. L. Cisne.

EAS 7750 Advanced Topics in Oceanography

C. H. Greene.

EAS 7800 Earthquake Record Reading

Fall. M. Barazangi.

EAS 7810 Exploration Geophysics

L. D. Brown.

EAS 7930 Andes-Himalayas Seminar

S. Mahlburg Kay, R. W. Allmendinger, M. Pritchard, and T. E. Jordan.

EAS 7950 Low Temperature Geochemistry

1-3 credits. S-U letter grades. L. A. Derry.

EAS 7960 Geochemistry of the Solid Earth

W. M. White.

EAS 7970 Fluid-Rock Interactions

L. M. Cathles.

EAS 7990 Soil, Water, and Geology Seminar

Spring. L. M. Cathles and T. S. Steenhuis.

EAS 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 9500 Graduate-Level Dissertation Research in Atmospheric Science

Fall or spring. Credit by arrangement. S-U or letter grades. Hours by arrangement. Graduate faculty.

Limited to students in the atmospheric science Ph.D. program *only before* "A" exam has been passed.**EAS 9510 Doctoral-Level Dissertation Research in Atmospheric Science**

Fall or spring. Credit by arrangement. S-U or letter grades. 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

Director: D. X. Warner. Academic: D. Boucher, A. Carlson, J. Chen, Z. Chen, S. G. Cochran, B. de Bary, S. Divo, G. Fields, M. Fiskejo, E. Gunn, T. J. Hinrichs, K. Hirano, J. Kanemistu, P. J. Katzenstein, J. V. Koschmann, J. M. Law, P. Liu, T. P. Lyons, S. Martin, D. McKee, R. McNeal, H. Miyazaki, V. Nee, A. Pan, L. Paterson, A. Riles, B. Rusk, N. Sakai, P. S. Sangren, M. Shin, R. J. Sukle, K. Taylor, H. Wan, Q. Wang, J. Whitman, X. Xu, L. Zheng. Language: E. Akamatsu, M. Chapman, J. Choi, W. S. George, H. Hong, S. Ichikawa, Y. Katagiri, S. Lai, N. Larson, F. Li, X. Li, C. Liao, F. L. Mehta, W. Shao, M. Song, M. Suzuki, Q. Teng, Y. Yamasaki. Emeritus: R. Barker, K. W. Brazell, T. C. Campbell, E. H. Jorden, T. L. Mei, C. Peterson, V. Shue, R. J. Smith, M. W. Young

Cornell's East Asia Program, charged with fostering knowledge of the histories, cultures, and contemporary affairs of East Asia (China, Japan, and Korea), serves as a cross-campus clearinghouse for information and is a focal unit for all of the university's East Asia-related students, faculty, community outreach, and public activities. Courses are offered through

departments in the humanities and social sciences, business, city and regional planning, international and comparative labor relations, and rural sociology. A minor in East Asian Studies is offered in the Department of Asian Studies, and students enrolled in the minor are considered members of the East Asia Program. The program also offers a number of East Asia-related activities throughout the year, designed to promote awareness and enjoyment of East Asian cultures on the Cornell campus. Recognized as a National Resource Center (NRC) by the United States Department of Education, the Program is nationally renowned as one of the country's premier center for teaching and research on East Asia and in promoting advanced foreign language training in Mandarin, Cantonese, Korean, and Japanese; areal and international knowledge in the liberal arts and applied disciplines focused on East Asia. In addition, EAP was recently awarded a Foreign Language and Area Studies (FLAS) grant by US/ED. Together with the NRC funding, the FLAS fellowship program supports graduate students who wish to acquire a high level of competence in languages critical to the national needs of the United States and a fuller understanding of the areas, regions, or countries in which that language is used.

ECONOMICS

K. Basu, chair; T. Mitra, director of graduate studies; T. Lyons, director of undergraduate studies; T. Bar, L. Barseghyan, D. Benjamin, L. Blume, R. Burkhauser, S. Coate, D. Easley, R. Ehrenberg, G. Fields, A. Guerdjikova, G. Hay, Y. Hong, R. Kanbur, N. Kiefer, T. Lyons, M. Majumdar, K. Mertens, T. Mitra, F. Molinari, T. O'Donoghue, U. Possen, A. Razin, D. Sahn, K. Shell, V. Tsyrennikov, H. Y. Wan, Jr., J. Wissink, T. Zhu. Emeritus: T. E. Davis, W. Isard, A. Kahn, P. D. McClelland, R. E. Schuler, 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 1110 and 1120 and MATH 1110 (or equivalents) are required, all with grades of C or better; MATH 1120 (or equivalent) is recommended.

ECON 3010 with a grade of C or better substitutes for 1110; ECON 3020 with a grade of C or better substitutes for 1120.

Requirements

Eight courses listed by the Department of Economics at the 3000 level or above, or approved by the student's major advisor, all with grades of C- or better. (S-U grade option is not allowed.)

These eight courses must include:

1. ECON 3130 and 3140
2. ECON 3210, or ECON 3190 and 3200 (ECON 3130, 3140, 3210 or 3190, 3200 should be completed before senior year.)

3. at least three courses from the following: ECON 3180, 3200, 3220-3990

ECON 3010 with a grade of B or better substitutes for both 1110 and 3130; ECON 3020 with a grade of B or better substitutes for both 1120 and 3140.

If ECON 3210 is applied toward the major, neither 3190 nor 3200 can be applied.

ECON 4980 and 4990 *cannot* be counted toward the eight-course requirement.

If ECON 3130 is applied to the major, ECON 3010 cannot be.

If ECON 3140 is applied to the major, ECON 3020 cannot be.

If both ECON 3670 and ECON 3680 are taken, only one can be applied to the major.

Honors Program

An honors program is currently being offered. Students should consult the director of undergraduate studies before May of their junior year for more information.

Recommended Courses

Students planning graduate work in economics should select ECON 3190-3200 rather than 3210 and should consider including some of the following courses in their majors:

ECON 3250 (Cross Section and Panel Econometrics) or ECON 3270 (Time Series Econometrics)

ECON 3370 (Equilibrium and Welfare Economics)

ECON 3670 (Game Theoretic Methods) or ECON 3680 (Game Theory)

ECON 4160 (Intertemporal Economics)

ECON 4190 (Economic Decisions under Uncertainty)

ECON 4460 (Topics in Macroeconomic Analysis)

Students planning careers in business management should consider including some of the following courses in their majors:

ECON 3330 (Financial Economics)

ECON 3510 or 3520 (Industrial Organization)

ECON 3580 (Behavioral Economics)

ECON 3610-3620 (International Trade and Finance)

ECON 4400-4410 (Analysis of Agricultural Markets and Commodity Futures Markets)

ECON 4430 (Compensation, Incentives, and Productivity)

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 3510 or 3520 (Industrial Organization)

ECON 3610-3620 (International Trade and Finance)

ECON 4040 (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.

In regard to ECON 1110, 3010, and 3130, college credit applies as follows:

- If 3010 is taken and a grade of B or better is earned, it alone can only receive college credit.
- If 3010 is not taken, either or both 1110 and 3130 can receive college credit.
- If 3010 is taken and a grade of less than B is earned, only 3010 and 3130 can receive college credit.

In regard to ECON 1120, 3020, and 3140, college credit applies as follows:

- If 3020 is taken and a grade of B or better is earned, it alone can only receive college credit.
- If 3020 is not taken, either or both 1120 and 3140 can receive college credit.
- If 3020 is taken and a grade of less than B is earned, only 3020 and 3140 can receive college credit.

Courses

ECON 1110 Introductory Microeconomics (SBA-AS)

Fall, spring, winter, and summer. 3 credits. *ECON 1110 is not a prerequisite for 1120. Students may not receive credit for both ECON 1110 and HADM 1141. Students who take ECON 1110 and ECON 3130 may not receive credit for ECON 3010 or PAM 2000.*

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 1120 Introductory Macroeconomics (SBA-AS)

Fall, spring, winter, and summer. 3 credits. ECON 1110 is *not* a prerequisite for 1120. *Students who take ECON 1120 and 3140 may not receive credit for ECON 3020.*

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 2040 Networks (also CS 2850, INFO 2040, SOC 2090) (SBA-AS)

Spring. 4 credits.

This interdisciplinary course examines network structures and how they matter in everyday life. The course examines how each of the computing, economic, sociological and natural worlds are connected and how the structure of these connections affects each of these worlds. Tools of graph theory and game theory are taught and then used to analyze networks. Topics covered include the web, the small world phenomenon, markets, neural networks, contagion, search and the evolution of networks.

ECON 2300 International Trade and Finance (SBA-AS)

Cannot be applied to ECON major. For description, see AEM 2300.

ECON 3010 Microeconomics (SBA-AS)

Fall. 4 credits. Prerequisite: calculus. *Students who take ECON 1110 and ECON 3130 may not receive credit for ECON 3010 or PAM 2000.*

Intended for students with strong analytical skills who have not taken ECON 1110, 1120. May be used to replace both ECON 1110 and 3130 (may replace 3130 only with grade of B or better). Covers the topics taught in ECON 1110 and 3130. An introduction to the theory of consumer and producer behavior and to the functioning of the price system.

ECON 3020 Macroeconomics (SBA-AS)

Spring. 4 credits. May be used to replace both ECON 1120 and 3140 (may replace 3140 only with grade of B or better). *Students who take ECON 1120 and 3140 may not receive credit for ECON 3020.* Prerequisite: calculus.

Intended for students with strong analytical skills who have not taken ECON 1110, 1120. Covers the topics taught in ECON 1120 and 3140. An introduction to the theory of national income determination, unemployment, growth, and inflation.

ECON 3070 Introduction to Peace Science (also CRP 3850) (SBA-AS)

Winter session. 3 credits. Prerequisites: ECON 1110–1120 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 3130 Intermediate Microeconomic Theory (SBA-AS)

Fall, spring, and summer. 4 credits. *Students who take ECON 1110 and ECON 3130 may not receive credit for ECON 3010 or PAM 2000.* Prerequisites: ECON 1110–1120 and calculus.

The pricing processes in a private enterprise economy are analyzed under varying competitive conditions, and their role in the allocation of resources and the functional distribution of national income is considered.

ECON 3140 Intermediate Macroeconomic Theory (SBA-AS)

Fall, spring, and summer. 4 credits. *Students who take ECON 1120 and 3140 may not receive credit for ECON 3020.* Prerequisites: ECON 1110–1120 and calculus.

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 3190 Introduction to Statistics and Probability (MQR)

Fall and spring. 4 credits. *Students who take ECON 3190 may not receive credit for MATH 4710 or BTRY 4080. Students who take ECON 3190 may not receive credit for MATH 4720 or BTRY 4090.* Prerequisites: ECON 1110–1120 and MATH 1110–1120.

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 3200 Introduction to Econometrics (MQR)

Fall and spring. 4 credits. *Students may not receive credit for both ECON 3200 and ECON 3210.* Prerequisites: ECON 1110–1120, 3190, 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 3210 Applied Econometrics (MQR)

Fall and spring. 4 credits. *Students may not receive credit for both ECON 3200 and ECON 3210.* Prerequisites: ECON 1110–1120 and calculus.

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 3230 American Economic History # (SBA-AS)

Fall. 4 credits. Prerequisite: ECON 1110–1120 or equivalent.

Surveys problems in American economic history from the first settlements to early industrialization.

ECON 3240 American Economic History # (SBA-AS)

Spring. 4 credits. Prerequisites: ECON 1110–1120 or equivalent.

Surveys problems in American economic history from the Civil War to World War I.

ECON 3250 Cross Section and Panel Econometrics (MQR)

Spring. 4 credits. Prerequisite: ECON 3200.

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 3270 Time Series Econometrics (MQR)

Spring. 4 credits. Prerequisite: ECON 3200.

Introduction to time-series econometrics. Topics include stationary time series, ARMA models, multivariate models, non-stationary models and unit roots, and co-integration.

ECON 3310 Money and Credit (SBA-AS)

Fall. 4 credits. Prerequisites: ECON 1110–1120 and 3140.

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 3330 Financial Economics (SBA-AS)

Spring. 4 credits. Prerequisites: ECON 3130 and 3140.

Examines the theory and decision making in the presence of uncertainty and the practical aspects of particular asset markets.

ECON 3350 Public Finance: The Microeconomics of Government (SBA-AS)

Fall. 4 credits. Prerequisites: ECON 1110–1120 and 3130, 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 3360 Public Finance: Resource Allocation and Fiscal Policy (SBA-AS)]

Spring. 4 credits. Prerequisites: ECON 1110-1120, 3130 or equivalent and one semester of calculus. Next offered 2010-2011.

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 3370 Equilibrium and Welfare Economics (SBA-AS)]

Fall. 4 credits. Prerequisites: ECON 3130, 3140, 3190. Next offered 2010-2011.

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 2x2 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 3390 State and Local Public Finance (SBA-AS)]

Spring. 4 credits. Prerequisite: ECON 3130. Next offered 2010-2011.

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 3410 Economics of Wages and Employment II (SBA-AS)]

For description, see ILRLE 4400.

[ECON 3440 Development of Economic Thought and Institutions]

For description, see ILRLE 3440.

[ECON 3470 Economics of Education]

For description, see ILRLE 6470.

[ECON 3510 Industrial Organization I (SBA-AS)]

Fall. 4 credits. *Students may not receive credit for both ECON 3510 and AEM 4320.* Prerequisite: ECON 3130 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 3520 Industrial Organization II (SBA-AS)]

Spring. 4 credits. Prerequisite: ECON 3130 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 3580 Behavioral Economics (SBA-AS)]

Spring. 4 credits. Prerequisite: ECON 3130.

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 3610 International Trade Theory and Policy (SBA-AS)]

Fall. 4 credits. Prerequisites: ECON 1110-1120 and 3130.

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 3620 International Monetary Theory and Policy (SBA-AS)]

Spring and summer. 4 credits. Prerequisites: ECON 1110-1120 and 3140.

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 3670 Game Theoretic Methods (SBA-AS)]

Fall. 4 credits. Prerequisites: ECON 1110 or equivalent. ECON 3670 is *not* a prerequisite for ECON 3680.

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 3680 Game Theory (MQR)]

Spring. 4 credits. Prerequisites: ECON 3130 and 3190. ECON 3670 is *not* a prerequisite for ECON 3680.

Studies mathematical models of conflict and cooperation in situations of uncertainty (about nature and about decision makers).

[ECON 3710 Economic Development (SBA-AS)]

Fall. 4 credits. Prerequisite: ECON 3130 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 3720 Applied Economic Development (SBA-AS)]

Spring. 4 credits. Prerequisite: ECON 1110-1120.

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 4040 Economics and the Law (SBA-AS)]

Fall. 4 credits. Prerequisite: ECON 1110.

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 4080 Production Economics and Policy (SBA-AS)]

For description, see AEM 6080.

[ECON 4090 Environmental Economics (SBA-AS)]

For description, see AEM 4510.

[ECON 4160 Intertemporal Economics (SBA-AS)]

Fall. 4 credits. Prerequisite: ECON 3130. Next offered 2010-2011.

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 4170 History of Economic Analysis # (HA-AS)]

Spring. 4 credits. Prerequisites: ECON 1110-1120 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 4190 Economic Decisions under Uncertainty]

Fall. 4 credits. Prerequisites: ECON 3130 and 3190. Next offered 2010-2011.

Provides an introduction to the theory of decision making under uncertainty with emphasis on economic applications of the theory.]

ECON 4300 Policy Analysis: Welfare Theory, Agriculture, and Trade (SBA-AS)

For description, see AEM 6300.

[ECON 4310 Monetary Economics (MQR)]

Spring. 4 credits. Prerequisites: ECON 3130 and 3140. Next offered 2010–2011.

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 4340 Financial Economics, Derivatives, and Risk Management (SBA-AS)

Summer only. 4 credits. Prerequisite: ECON 3130.

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 4430 Compensation, Incentives, and Productivity

For description, see ILRLE 4430.

ECON 4440 Evolution of Social Policy in Britain and America

For description, see ILRLE 4440.

ECON 4450 Industrial Policy (SBA-AS)

Spring. 4 credits. Prerequisite: ECON 3130. 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 4470 Economics of Social Security (SBA-AS)

For description, see PAM 3460.

ECON 4500 Resource Economics (SBA-AS)

For description, see AEM 4500.

ECON 4540 China and India: Growth Miracle (also AEM 4540)

For description, see AEM 4540.

ECON 4550 Income Distribution (SBA-AS)

For description, see ILRLE 4410.

ECON 4560 The Economics of Employee Benefits (SBA-AS)

For description, see ILRLE 4420.

ECON 4570 Women in the Economy (also FGSS 4460) (SBA-AS)

For description, see ILRLE 4450.

ECON 4580 Topics in 20th-Century Economic History (SBA-AS)

For description, see ILRLE 4480.

ECON 4590 Economic History of British Labor 1750 to 1940 (SBA-AS)

For description, see ILRLE 4460.

ECON 4600 Economic Analysis of the Welfare State (SBA-AS)

For description, see ILRLE 6420.

[ECON 4690 China's Economy under Mao and Deng (also CAPS 4690) @ (SBA-AS)]

Spring. 4 credits. Prerequisite: ECON 1110–1120 or permission of instructor. Next offered 2009–2010.

Examines the development of the Chinese economy and the evolution of China's economic system between the early 1990s and late 1990s.]

ECON 4730 Economics of Export-Led Development @ (SBA-AS)

Fall. 4 credits. Prerequisites: ECON 3130, 3140, 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 4740 Health, Poverty, and Inequity: A Global Perspective

For description, see NS 4570.

ECON 4750 The Economy of India @ (SBA-AS)

Fall. 4 credits. Prerequisite: ECON 1110–1120 or equivalent background.

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 4760 Decision Theory I (also COGST 4760, CS 5846, ECON 6760) (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 4770 Decision Theory II (also COGST 4770, CS 5847, ECON 6770) (MQR)

Spring. 4 credits. Prerequisite: ECON 4760 or 6760 or CS 5846.

A continuation of ECON 4760.

ECON 4940 Economic Methods for Engineering and Management

For description, see CEE 5940.

ECON 4980 Independent Study in Economics

Fall or spring. Variable credit. Independent study.

ECON 4990 Honors Program

Fall and spring. 8 credits. Prerequisites: ECON 3130, 3140, 3210 (or 3190–3200). 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 6090 Microeconomic Theory I

Fall. 4 credits.

Topics in consumer and producer theory.

ECON 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 6110 Microeconomic Theory III

Fall. 4 credits. Prerequisites: ECON 6090 and 6100.

This class is part of a three-semester sequence in microeconomic theory. It provides a rigorous underpinning of partial equilibrium competitive analysis and reviews theories of non-competitive markets, including Bertrand, Cournot, and monopolistic competition. It covers the classical sources of market failure (public goods, externalities, and natural monopoly) and discusses market failures stemming from informational asymmetries. It also provides an introduction to contract theory, bargaining theory, social choice theory, and theory of mechanism design.

ECON 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 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 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 6180 Intermediate Mathematical Economics II]

Spring. 4 credits. Next offered 2009–2010. Continuation of ECON 6170. 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 6190 Econometrics I

Fall. 4 credits. Prerequisite: ECON 3190–3200 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 6200.

ECON 6200 Econometrics II

Spring. 4 credits. Prerequisite: ECON 6190. A continuation of ECON 6190 (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 6480 Economic Analysis of the University

For description, see ILRLE 6480.

ECON 6760 Decision Theory I (also COGST 4760, CS 5846, ECON 4760)

For description, see ECON 4760.

ECON 6770 Decision Theory II (also COGST 4770, CS 5847, ECON 4770)

For description, see ECON 4770.

ECON 6910 Health Economics I

For description, see PAM 6910.

ECON 6920 Health Economics II

For description, see PAM 6920.

ECON 6990 Readings in Economics

Fall or spring. Variable credit. Independent study.

ECON 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 7100 Stochastic Economics: Concepts and Techniques

Spring. 4 credits. Prerequisites: ECON 6090, 6100, 6130, 6140, 6190, and 6200.

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 7120 Advanced Macroeconomics

4 credits. Prerequisites: ECON 6130, 6140.

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 7130 Advanced Macroeconomics II

Spring. 4 credits. Prerequisites: ECON 6130, 6140.

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 7140 Empirical Macroeconomics

Spring. 4 credits. Prerequisites: ECON 6130 and 6140.

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 7170 Mathematical Economics

4 credits. Prerequisites: ECON 6090–6100 (or equivalent training in micro theory) and MATH 4130–4140 (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 7180 Topics in Mathematical Economics]

Spring. 4 credits. Next offered 2010–2011.]

ECON 7190 Advanced Topics in Econometrics I

Fall. 4 credits. Prerequisite: ECON 6190–6200 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 7200 Advanced Topics in Econometrics II

Spring. 4 credits. Prerequisite: ECON 6190–6200 or permission of instructor.

For description see ECON 7190.

[ECON 7210 Time Series Econometrics]

Fall. 4 credits. Prerequisite: ECON 6190–6200 or permission of instructor. Next offered 2010–2011.

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 7230 Semi/Non Parametric Econometrics

Fall. 4 credits. Prerequisite: ECON 6190–6200 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 7310 Monetary Economics

Spring. 4 credits. Prerequisites: ECON 6140 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 7320 Monetary Economics

Fall. 4 credits. Prerequisites: ECON 7310 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 7350 Public Finance: Resource Allocation and Fiscal Policy (also AEM 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 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 7370 Location Theory and Regional Analysis

Fall. 4 credits. Prerequisites: ECON 6090, 6170, and econometrics course. Next offered 2010–2011.

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 7380 Public Choice

Spring. 4 credits. Prerequisites: ECON 6090, 6100.

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 7390 Advanced Topics in State and Local Public Finance

Spring. 4 credits. Prerequisites: ECON 6090, 6200.

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 7400 Social and Economic Data

Spring. 4 credits.

For description, see ILRLE 7400.

ECON 7410 Seminar in Labor Economics

For description, see ILRLE 7440.

ECON 7420 Seminar in Labor Economics

For description, see ILRLE 7450.

ECON 7430 Seminar in Labor Economics

For description, see ILRLE 7460.

ECON 7470 Economics of Higher Education

For description, see ILRLE 7470.

ECON 7480 Applied Econometrics I

For description, see ILRLE 7410.

ECON 7490 Applied Econometrics II

For description, see ILRLE 7420.

ECON 7510 Industrial Organization and Regulation

Fall. 4 credits. Prerequisites: ECON 6090, 6100.

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 7520 Industrial Organization and Regulation

Spring. 4 credits. Prerequisites: ECON 6090, 6100, 7510.

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 7560 Noncooperative Game Theory

Fall. 4 credits. Prerequisites: ECON 6090–6100 and 6190.

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 7570 Economics of Imperfect Information

Spring. 4 credits. Prerequisites: ECON 6090–6100 and 6190.

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 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 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 7610 International Economics: Trade Theory and Policy

Fall. 4 credits. Prerequisites: ECON 6090, 6100.

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 7620 International Economics: International Finance and Open Economy Macroeconomics

Spring. 4 credits. Prerequisite: ECON 7610.

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 7640 International Trade and Foreign Investment

Spring. 4 credits. Prerequisites: economics graduate core.

The course will address new trade theory, introducing increasing returns, imperfect competition, and heterogeneous firms. A central part of the course will be patterns of foreign investments.

ECON 7700 Topics in Economic Development

For description, see AEM 6670.

ECON 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 7720 Economics of Development (also ILRLE 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 7730 Economic Development

Fall. 4 credits. Prerequisites: ECON 6090, 6100, and 6110.

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 7740 Economic Systems

Spring. 4 credits.

Deals with economic systems, formerly centrally planned economies, and economies in transition.

ECON 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 7840 Seminars in Advanced Economics

Fall and spring. 4 credits.

ECON 7850 Third-Year Research Seminar

Fall. 4 credits.

ENGLISH

M. Hite, chair; L. Donaldson, director of undergraduate studies (255-3492); A. Galloway, director of graduate studies (255-7989); R. Gilbert, director of honors program; J. Adams, E. Anker, K. Attell, F. Bogel, L. Bogel, C. Boyce-Davies, J. Braddock, M. P. Brady, L. Brown, J. Carlacio, C. Chase, E. Cheyfitz, B. Correll, J. Culler, S. Davis, L. Fakundiny, G. Farred, D. Fried, A. Fulton, R. Gilbert, K. Gottschalk, E. Hanson, O. Hena, T. Hill, M. Hite, P. Janowitz, W. Jones, J. Juffer, R. Kalas, M. Koch, J. Lennon, P. Lorenz, J. Mann, B. Maxwell, K. McClane, M. McCoy, M. K. McCullough, S. Mohanty, R. Morgan, T. Murray, R. Parker, E. Quinonez, M. Raskolnikov, C. Ruff, N. Saccamano, S. Samuels, P. Sawyer, D. Schwarz, H. Shaw, L. VanClief-Stefanon, S. Vaughn, N. Viramontes, S. Wong, D. Woubshet, S. Zacher. Emeriti: M. H. Abrams, B. Adams, J. Bishop, J. Blackall, D. Eddy, R. Elias, L. Herrin, M. Jacobus, C. Kaske, A. Lurie, P. Marcus, D. McCall, J. McConkey, D. Mermin, S. Parrish, M. Radzinowicz, E. Rosenberg, S. Siegel, 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 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 2000-level first-year writing seminars: ENGL 2700 The Reading of Fiction, ENGL 2710 The Reading of Poetry, and ENGL 2720 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 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 2000 level are open to qualified freshmen, and all are open to sophomores. Courses at the 3000 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 4000 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 advisors. 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 2700 The Reading of Fiction, ENGL 2710 The Reading of Poetry, or ENGL 2720 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 of the College of Arts and Science's first-year writing requirement. ENGL 2800, 2810, 2880, and 2890 are also suitable preparations for the major and are open to students who have completed their first-year writing seminar requirement. ENGL 2010 and 2020, which together constitute a two-semester survey of major British writers, though not required, are strongly recommended for majors and prospective majors. ENGL 2010 and 2020 (unlike ENGL 2800, 2810, 2880, and 2890) 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 a grade of C or better 10 courses (40 credit hours) approved for the English major. All ENGL courses numbered 3000 and above are approved for the major. In addition, with the exception of first-year writing seminars (ENGL 2700, 2710, and 2720), 2000-level courses in creative and expository writing (ENGL 2800, 2810, 2880, and 2890), and courses designated for nonmajors, all 2000-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 distribution requirements in 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 4000-level and pre-1800 requirements may be satisfied only with ENGL courses, and ENGL 4930–4940, 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 2010 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 2020 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 advisors.

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, American Indian 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 3000 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 2000-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 advisor’s satisfaction their relevance to his or her individual program of study.

Planning a Program of Study

Few students know from the moment they decide to pursue a major in English exactly what they wish to study. Moreover, it is natural for interests to change in the course of time. The effort of creating or discovering a coherent pattern in the courses selected is itself a valuable part of a literary (as well as a liberal) education, and English majors are expected to discuss their overall program of

study when seeking their advisors’ approval of courses each semester. While the Department leaves a great deal to the discretion of its individual majors and their academic advisers, it expects them to choose courses with an eye to breadth and variety on the one hand and focus and coherence on the other.

Students with a special interest in developing their skills as writers of verse or prose will find a variety of workshop courses in expository and creative writing. As a rule a student may not enroll in more than one such course in any given semester, although exceptions are sometimes allowed where one of these is ENGL 2880 or 2890.

A number of English majors do part of their course work at a foreign institution, usually during their junior year; some spend a single semester away from campus, others an entire year. The Cornell Abroad office has information on a variety of programs at universities around the world. Many English majors study abroad in the United Kingdom and other English speaking countries, but some choose other locations. As long as they continue to meet all College and Department requirements or can complete them upon returning to Cornell, studying abroad poses no serious problems. Students spending their entire junior year abroad will be challenged to complete the Department’s Honors program since they will be unable to take the required Honors seminar in the junior year and will have to take it when they return as seniors. They must make arrangements with the chair of the Honors Committee before leaving campus.

Credit for literature courses taken abroad can in most instances be applied to the 40-hour minimum for the English major, and to requirements like the concentration and pre-1800 requirements. Approval of requests to apply credit for study abroad to the English major is granted by the DUS rather than the academic advisor, however, and students must confer with the DUS in advance of going abroad as well as on their return. The first conference includes a review of catalogue descriptions of courses the student expects to take while abroad (along with a few alternatives), the second a presentation of transcripts or equivalent documentation of successful completion of the work proposed, together with papers and exams.

No more than 16 credits per year, or 8 credits per semester, of non-Cornell credit may be applied to the English major. This restriction applies to study abroad even when that study is conducted under Cornell auspices.

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 departmental 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 4910 or 4920) and are encouraged to take an additional 4000-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 must select a thesis topic and secure a thesis advisor by the end of the junior year. A student who has

been accepted by a thesis advisor 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 4930–4940) with the faculty member chosen as thesis advisor. 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 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 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 2720 The Reading of Drama

Fall, spring. 3 credits. Each sec limited to 17 students. Recommended for prospective English majors. *This course does not satisfy requirements for the English major.*

In this course, we will study and write critically about plays, older and newer, in a variety of dramatic idioms and cultural traditions. We will practice close, interpretive reading of texts and pay attention to their possibilities for live and filmed performance. Readings will include works by such playwrights as Sophocles and Shakespeare, Arthur Miller and Caryl Churchill, Ntosake Shange and Tony Kushner, and some drama criticism and performance theory. Attendance at screenings and at live productions by the Theatre Department may be required.

Critical Writing and Literary Nonfiction**ENGL 2880-2890 Expository Writing (LA-AS)**

Fall, spring, summer, and winter. 4 credits. Each section limited to 16 students. Students must have completed their colleges' first-year writing requirements or have permission of instructor. S. Davis and staff. Web site: instruct1.cit.cornell.edu/Courses/engl288-289. *This course does not satisfy requirements for the English major.*

ENGL 2880-2890 offers guidance and an audience for students who wish to gain skill in expository writing—the common term for critical, reflective, and literary nonfiction. Each section provides a context for writing defined by a form of exposition, a disciplinary area, a practice, or a topic intimately related to the written medium. Course members will read in relevant published material and write and revise their own work regularly, while reviewing and responding to one another's. Since these seminar-sized courses depend on members' full participation, regular attendance and submission of written work are required. Students and instructors will confer individually throughout the semester.

Fall 2008: Section 1. Screening Terror: The Culture of Horror Films, D. Haque; Section 2. The Reflective Essay, K. Gottschalk; Section 3. Free Speech in the 21st Century, N. Dorsey; Section 4. The Criminal Trial: Issues and Actors, T. Harris; Section 5. Issues, Audiences, and Ourselves, B. LeGendre; Section 6. The Nature of Nature: Cultural Perspectives, V. Kennedy; Section 7. Making the News, J. Carlacio.

See English department course offerings for full fall and spring section descriptions.

ENGL 3810 Reading as Writing, Writing as Reading (LA-AS)

Fall. 4 credits. Limited to 15 students. Prerequisite: permission of instructor based on a writing sample. 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 nonmajors who wish to extend their mastery of critical and interpretive prose. For 2009(?): 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*. See instruct1.cit.cornell.edu/~sad4/381.

ENGL 3860 Philosophic Fictions (LA-AS)

Spring. 4 credits. Limited to 15 students. Prerequisite: permission of instructor based on a writing sample. S. Davis.

"Fictions" of thought and language abound in works that deliberately test and play with ideas: dialogues, satires, parables, philosophic tales, and "thought-experiments." Students will write critically about such works and will experiment with writing in similar forms in order to argue flexibly, ridicule vice and folly, or involve readers in pleasingly or disturbingly insoluble problems. Readings may include Plato's *Phaedrus* or *Gorgias*, Swift's *Gulliver's Travels*, parables by Jesus and Kafka,

dystopias by Ursula Le Guin and Caryl Churchill, science fiction by Philip K. Dick and Octavia Butler, short stories by Jorge Luis Borges and Flannery O'Connor, and essays by Richard Rorty and Jacques Derrida. See instruct1.cit.cornell.edu/~sad4/fpf.

[ENGL 3870 Autobiography: Theory and Practice (LA-AS)]

Fall. 4 credits. Limited to 15 students. By permission of instructor on the basis of writing samples. Next offered 2010-2011. K. Gottschalk.]

[ENGL 3880 The Art of the Essay (LA-AS)]

Spring. 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. Next offered 2009-2010.]

Creative Writing

Students usually begin their work in Creative Writing with ENGL 2800 or 2810, and only after completion of the First-Year Writing Seminar requirement. Please note that either ENGL 2800 or ENGL 2810 is the recommended prerequisite for 3000-level creative writing courses. ENGL 2800 and 2810 may satisfy a distribution requirement in your college (please check with your college advisor). ENGL 3820-3830, 3840-3850, and 4800-4810 are approved for the English major.

ENGL 2800-2810 Creative Writing (LA-AS)

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 2800-2810 cannot be counted toward the 40 credits required for completion of the English major. It is a prerequisite for 3000-level courses in creative writing, which count toward the major. ENGL 2800 is not a prerequisite for ENGL 2810.)

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 3820-3830 Narrative Writing (LA-AS)

3820, fall; 3830, spring. 4 credits each semester. Each section limited to 15 students. Prerequisite: ENGL 2800 or 2810 and permission of instructor based on submission of a manuscript (bring manuscript to first day of class). Fall: sec 1, R. Morgan; sec 2, J. R. Lennon; sec 3, M. McCoy; Spring: sec 1, M. Koch; sec 2, S. Vaughn; sec 3, M. McCoy.

The writing of fiction; study of models; analysis of students' work.

ENGL 3840-3850 Verse Writing (LA-AS)

3840, fall or summer; 3850, spring. 4 credits. Each section limited to 15 students. Prerequisite: ENGL 2800 or 2810 and permission of instructor based on submission of manuscript (bring manuscript on first day of class). Fall: sec 1, K. McClane; sec 2, L. Van Clief-Stefanon.

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 4800-4810 Seminar in Writing (LA-AS)

4800, fall; 4810, spring. 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 2800 or 2810 and at least one 3000-level writing course recommended. Successful completion of one half of the 4800-4810 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, S. Vaughn; sec 2, E. Quinones; spring: K. McClane and M. Banks.

Intended for those writers who have already gained a basic mastery of technique. Although ENGL 4800 is not a prerequisite for ENGL 4810, 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 2000 Introduction to Criticism and Theory (LA-AS)**

Fall. 4 credits. S. Mohanty.

This is an introductory course that explores some of the key concepts and methods used in literary studies. Focusing on a few literary texts and some drawn from popular culture, 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? What, after all, is "art"? 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—from classical writings on beauty and the nature of art to contemporary works that focus on such issues as gender, race, and sexuality.

ENGL 2010-2020 The English Literary Tradition # (LA-AS)

2010, fall; 2020, spring. 4 credits each semester. ENGL 2010, not a prerequisite for 2020, may be used as one of the three pre-1800 courses required of English majors.

2010 (fall). M. Raskolnikov. An introduction to the study of English literature, examining its historical development and achievements from its "beginnings" to the middle of the 17th century. Focus will be on honing close reading skills so necessary to English majors through the reading of major works from a range of genres and modes, including heroic poem, romance, drama, fabliau, sonnet

sequence, love lyric, pastoral, and epic. The syllabus includes *Beowulf*, *Sir Gawain and the Green Knight*, selections from Chaucer's *Canterbury Tales*, Elizabethan sonnets, Shakespeare's *A Midsummer Night's Dream*, poems by Donne, Marvell, and Herbert, and selections from Milton's *Paradise Lost*. Passion for the complexities of the English language sought after but not required.

2020 (spring). P. Sawyer: From powdered wigs and sex comedies to romantic odes to Stoppard and Rushdie: a survey of 250 years of British poetry, prose, and drama that also functions as an introduction to literary study. Lectures will stress intertextual relations, historical shifts, and close reading; short reading responses and essays will explore topics of student interest. Special features of the course include an archive of recorded readings and short critical and historical essays. Readings will include *The Way of the World*, *Gulliver's Travels*, *A Room of One's Own*, *Arcadia*, and poetry by Pope, the major Romantics, Tennyson, Browning, Yeats, Hardy, and Auden.

ENGL 2030 Introduction to American Literatures (also AMST 2030) # (LA-AS)

Fall. 4 credits. *This course may be used as one of the three pre-1800 courses required of English majors.* E. Cheyfitz.

Through readings of various kinds of narrative, both oral and written, from various perspectives of race, gender, class, and sexuality, this course will encourage critical thinking about the emergence of the United States from European imperialism. Readings will be taken from a list that includes Navajo origin narratives; the journals of Christopher Columbus; Shakespeare's *The Tempest*; Mary Rowlandson's narrative of Indian captivity; the human-rights discourses of Thomas Jefferson, the women's rights convention at Seneca Falls, David Walker, William Apess, Ralph Waldo Emerson, and Henry David Thoreau; the autobiographical narratives of African slavery of Frederick Douglass and Harriet Jacobs; the poetry of Walt Whitman, and the fiction of Herman Melville, Harriet Beecher Stowe, James Fenimore Cooper, and Lydia Maria Child.

ENGL 2040 Introduction to American Literatures: The Making of America: Reconstruction to the Present (also AMST 2040) (LA-AS)

Spring. 4 credits. K. Atell.

This course will introduce students to American literature from the end of the Civil War to the present Iraq War. We will consider a great range of authors and literary movements while paying close attention to radical shifts in American life and culture in the past century and a half. We will ask: What traditions do American authors inherit and what new ones do they issue? What literary conventions do they expedite, revise, and recreate in order to articulate individual, national and global selves?

ENGL 2050 Introduction to World Literatures in English (also FGSS 2050) (LA-AS) @

Spring. 4 credits. O. Hena.

In this course we will read contemporary literature in English from Africa, the Caribbean, the Middle East, South Asia, and the Pacific Islands (including New Zealand). We will examine how the literatures produced in the former colonies of the British Empire are in a dialogue with each other, and explore

how they engage and contest the legacies of western colonialism. The course will be particularly concerned with addressing how the intersections between gender, sexuality, nation, ethnicity, and religion help us understand the global production of postcolonial literatures. We will draw from multiple genres (the novel, performance poetry, short stories, and film) in order to raise questions about form and the creation of "world literature." Authors may include Chinua Achebe, Patricia Grace, Jamaica Kincaid, Bapsi Sidhwa, and Derek Walcott.

ENGL 2060 The Great American Cornell Novel (also AMST 2060) (LA-AS)

Spring. 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: Manette Ansay, Paul Cody, Susan Choi, Richard Farina, Lamar Herrin, Alison Lurie, Dan McCall, Maureen McCoy, Lorrie Moore, Robert Morgan, J. Robert Lennon, 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 class periods.

ENGL 2070 Introduction to Modern Poetry (LA-AS)

Spring. 4 credits. R. Gilbert.

This course will survey English-language poetry written in the 20th century, with primary emphasis on American poets. We will consider poems written in traditional verse as well as in innovative forms; short poems and long poems; poems that are relatively easy to read and poems that are extremely challenging; poems that deal with issues of war, race, gender, sex, science, and other topics; important poetic movements like Symbolism, Imagism, Confessional, and Beat poetry. Poets to be studied may include W. B. Yeats, Robert Frost, Ezra Pound, W. C. Williams, Wallace Stevens, Gertrude Stein, T. S. Eliot, Langston Hughes, Allen Ginsberg, and Sylvia Plath. Students will submit weekly reading responses, some of which may take the form of original poems. Two essays and a final exam.

ENGL 2080 Shakespeare and the 20th Century (LA-AS)

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 and 21st centuries? What can we learn about modern cultures from their appropriations of these texts and of the Shakespeare mystique? We will study four or five plays and their adaptations in film and theater and explore the uses made of Shakespeare in education, advertising, and public culture and by the "Shakespeare industry" itself. For spring 2009: *Titus Andronicus*, *Hamlet*, *Macbeth*, *Taming of the Shrew*, and *The Tempest*, together with plays by Tom Stoppard and Aimé Césaire, films directed by John Madden, Julie Taymor, Vishal Bhardwaj, Peter Greenaway, and Fred Wilcox, the musical *Kiss Me Kate*, and the Reduced Shakespeare Company's *The Complete Works of William Shakespeare* (abridged). See instruct1.cit.cornell.edu/~sad4/208.

ENGL 2090 Introduction to Cultural Studies (CA-AS)

Spring. 4 credits. G. Farred.

ENGL 2270 Shakespeare and/as Theory (also THETR 2770) # (LA-AS)

Fall. 4 credits. *This course may be used as one of the three pre-1800 courses required of English majors.* P. Lorenz.

The plays of Shakespeare have been particularly fertile ground for what has come to be known as literary theory. From Freud's seminal speculations, through old and new historicisms, Marxisms, feminist criticism, eco-criticism, deconstruction, and queer theory, Shakespeare has been instrumental in the development of our ways of seeing literature itself. But why Shakespeare, in particular? Are the reasons historical? Theatrical? Related to something unique in Shakespearean language? Concentrating on the late plays, the course explores the question of Shakespeare and/as Theory. Plays include *Hamlet*, *Measure for Measure*, *Othello*, *King Lear*, *Macbeth*, *Antony and Cleopatra*, *The Winter's Tale*, and *The Tempest*. We will also read texts by Freud, Marx, Foucault, Derrida, Greeblatt, Butler, Kristeva, and Lacan.

Major Genres and Areas

ENGL 2400 Introduction to Latino/a Literature (also AMST 2401, LSP 2400) (LA-AS)

Fall. 4 credits. M. P. Brady.

From the radical manifestos of revolutionaries to the satirical plays of union organizers, from new, experimental novels to blogs, this course will examine Latino/a literature published in the United States beginning in the early nineteenth century and continuing to the present. We will pay particular attention to the historical, theoretical, and literary context for this literature. We will also study memoir, poetry, essays. Authors will include José Martí, Arturo Schomburg, María Cristina Mena, Bernardo Vega, Gloria Anzaldúa, Sandra Cisneros, Junot Díaz, Manuel Muñoz, and Pedro Pietri.

[ENGL 2510 20th-Century Women Writers (also AMST 2510, FGSS 2510) (LA-AS)]

Fall. 4 credits. Next offered 2009–2010.]

[ENGL 2520 Late 20th-Century Women Writers and Visual Culture (also AMST 2520) (LA-AS)]

Spring. 4 credits. Limited to 15 students. Next offered 2009–2010. S. Samuels.]

[ENGL 2600 Introduction to American Indian Literatures in the United States (also AMST 2600) (LA-AS)]

Spring. 4 credits. Next offered 2010–2011. E. Cheyfitz.]

ENGL 2620 Asian American Literature (also AAS/AMST 2620) (LA-AS)

Spring. 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 2730 Children's Literature (LA-AS)

Fall. 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 folktales 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 2740 Scottish Literature # (LA-AS)

Fall. 4 credits; may be taken for 3 or 4 credits; those choosing 4 credits will complete an additional writing project. May be used as one of the three pre-1800 courses required of English majors.

H. Shaw and T. Hill.

Although Scotland, which was long a separate nation, is now politically united with England, it preserves its distinctiveness. This course provides an introduction to Scottish literature, with special emphasis on the medieval period and the 18th through the 20th centuries. The course should appeal to those who wish to learn about their Scottish heritage, and also those who simply wish to encounter a remarkable national culture and the literature it has produced. Some of the texts will be read in Scots, but no familiarity with Scots or earlier English is presumed. We welcome readers of literature who are not English majors.

[ENGL 2760 Desire (also COML/FGSS 2760, THETR 2780) (LA-AS)]

Spring. 4 credits. Next offered 2009–2010. Letter grades only. E. Hanson.]

[ENGL 2770 Literatures of the Black Atlantic: Reading the Contemporary (LA-AS)]

Spring. 4 credits. Next offered 2009–2010. D. Woubshet.]

Special Topics

ENGL 2100 Medieval Romance: Voyage to the Otherworld # (LA-AS)

Fall. 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 Mabinogion*; 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 2130 Cultures of the Middle Ages # (CA-AS)]

Spring. 4 credits. *This course may be used as one of the three pre-1800 courses required of English majors.* Next offered 2009–2010. A. Galloway.]

ENGL 2150 The American Musical (also THETR 2150, AMST 2105, MUSIC 2250) (LA-AS)

Fall. 4 credits. N. Salvato. For description, see THETR 2150.

[ENGL 2170 History of the English Language (also LING 2217) # (HA-AS)]

Fall. 4 credits. Next offered 2010–2011. W. Harbert.]

[ENGL 2630 Studies in Film Analysis: Hitchcock (also FILM 2650) (LA-AS)]

Fall. 4 credits. Limited to 20 students. Next offered 2011–2012. L. Bogel.]

[ENGL 2640 The Private I and the Public Eye: Exploring Latino/a Identity in Poetry, Fiction, and Non-Fiction (CA-AS)]

Fall. 4 credits. Next offered 2010–2011. H. Viramontes.]

[ENGL 2680 Culture and Politics of the 1960s (also AMST 2680) (CA-AS)]

Fall. 4 credits. Next offered 2009–2010. P. Sawyer.]

[ENGL 2920 Introduction to Visual Studies (also COML/VISST 2000) (LA-AS)]

Spring. 4 credits. Next offered 2010–2011. Staff.]

Courses for Sophomores, Juniors, and Seniors

Courses at the 3000 level are open to sophomores, juniors, and seniors and to others with the permission of the instructor.

ENGL 3020 Literature and Theory (also ENGL 6020, COML 3020/6020) (LA-AS)]

Fall. 4 credits. J. Culler. Study of issues in contemporary theoretical debates, with particular attention to structuralism, deconstruction, psychoanalysis, and feminism. Readings by Roland Barthes, Judith Butler, Jacques Derrida, Michel Foucault, Barbara Johnson, Jacques Lacan, and others. No previous knowledge of literary theory is assumed.

[ENGL 3080 Icelandic Family Sagas # @ (LA-AS)]

Fall. 4 credits. *This course may be used as one of the three pre-1800 courses required of English majors.* Next offered 2009–2010. T. Hill.]

[ENGL 3090 Autobiography: The Politics of History, Memory, and Identity (LA-AS)]

Spring. 4 credits. Next offered 2010–2011. J. Carlacio.]

ENGL 3110 Old English (also ENGL 6110) # (LA-AS)]

Fall. 4 credits. *This course may be used as one of the three pre-1800 courses required of English majors.* T. Hill.

The course is intended as an introduction to the Old English language. We will begin with simple prose texts and proceed to poetic texts such as Maldon, *The Wanderer*, *The Seafarer*, and *The Dream of the Rood*. The primary aim

of the course is to learn Old English, but we will discuss the literary issues the texts we cover present. There will be a midterm and a final exam.

ENGL 3120 Beowulf (also ENGL 6120) # (LA-AS)]

Spring. 4 credits. Required: one semester's study of Old English or equivalent. *This course may be used as one of the three pre-1800 courses required of English majors.* S. Zacher.

A close reading of *Beowulf*. Attention is given to relevant archaeological, literary, cultural, and linguistic issues.

ENGL 3160 Medieval Beasts, Bodies, and Boundaries # (LA-AS)]

Fall. 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 Gauvain and the Green Knight*, 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, ample time will be devoted to understanding the rudiments of the language. We will also consider themes of "otherness" as they relate to aspects of race, gender, and religion in the works we read. Consideration will be given to 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.

ENGL 3190 Chaucer # (LA-AS)]

Spring. 4 credits. *This course may be used as one of the three pre-1800 courses required of English majors.* T. Hill.

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's not just because he is the granddaddy of this language and its literature; it's because what he wrote was funny, fierce, thoughtful, political, philosophical, and, oh yes, notoriously bawdy. We'll read some of Chaucer's brilliant early work, and then dig into his two greatest achievements: the epic *Troilus and Criseyde*, and *The Canterbury Tales*, his oft-censored panorama of medieval English life. Chaucer will be read in Middle English, which will prove surprisingly easy and pleasant.

ENGL 3220 Studies in Renaissance Literature: English Renaissance Drama # (LA-AS)]

Spring. 4 credits. *This course may be used as one of the three pre-1800 courses required of English majors.* J. Mann.

This course will introduce you to the history of English theater between 1590 and 1630, what is often called the "golden age" of English drama. Widening our focus beyond the works of Shakespeare, we will study a range of theatrical genres, including closet drama, city comedy, tragicomedy, and revenge tragedy. Students will learn about the conventions of writing and performance in a variety of theatrical spaces, as well as the social and political effects of the theater in the Elizabethan and Jacobean world. Readings will include plays by Kyd, Marlowe, Shakespeare, Jonson, Beaumont and Fletcher, Ford, Webster, Middleton, Dekker, and Rowley.

[ENGL 3230 Renaissance Poetry # (LA-AS)]

Spring. 4 credits. *This course may be used as one of the three pre-1800 courses required of English majors.* Next offered 2010–2011. B. Correll.]

[ENGL 3270 Shakespeare # (LA-AS)]

Fall. 4 credits. Next offered 2009–2010.]

[ENGL 3280 The Bible as Literature # (LA-AS)]

Fall. 4 credits. Next offered 2010–2011. L. Donaldson.]

[ENGL 3290 Milton # (LA-AS)]

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 3300 Restoration and 18th-Century Literature # (LA-AS)]

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. F. Bogel.

Close reading of texts in a variety of genres (poetry, fiction, drama, autobiography) will be guided by such topics as: the nature of satire, irony, and mock-forms; the languages of the ridiculous and the sublime; the politics of gender and sexuality; the authority and fallibility of human knowledge; connections among melancholy, madness, and imagination. Works by such writers as Rochester, Behn, Finch, Dryden, Swift, Gay, Defoe, Johnson, Boswell, Sterne, and Cowper.

[ENGL 3330 The 18th-Century English Novel # (LA-AS)]

Spring. 4 credits. *This course may be used as one of the three pre-1800 courses required of English majors.* N. Chao.

[ENGL 3350 Modern Western Drama, Modern Western Theater: Theory and Practice (also THETR 3350/VISST 3735) (LA-AS)]

Fall. 4 credits. Next offered 2010–2011. N. Salvato.]

[ENGL 3400 Studies in Romantic Literature: The English Romantic Period # (LA-AS)]

Fall. 4 credits. R. Parker.

Close readings of major works in poetry, fiction, and drama, as well as in political and philosophical prose. Writers will include Blake, Wordsworth, Coleridge, Byron, Hazlitt, Austen, Shelley, Clare, and Keats. Some emphasis on controversies over slavery and the slave trade, the French Revolution, and the ongoing politics of empire, as well as on issues raised in recent criticism.

[ENGL 3450 The Victorians # (LA-AS)]

Fall. 4 credits. J. Adams.

An introduction to British literature in the age of Victoria (1837–1901), when the world's most powerful nation was mesmerized by multivolume novels of domestic life, lyrics of frustrated desire and agonizing doubt, and an explosion of critical writing wrestling with

(among other things) the impact of industrialism, evolutionary thought, the rise of mass culture, new models of gender and sexuality. We'll be especially interested in a host of formal innovations—the serial novel, “sage writing,” the dramatic monologue, the “novel in verse,” melodrama, the short story—as they reshape the representation of personal identity and social life. Authors include Tennyson, Dickens, Carlyle, Mill, C. Brontë, R. Browning, E. B. Browning, Ruskin, George Eliot, Morris, Arnold, Pater, Hardy, Stevenson, Kipling, and Wilde.

[ENGL 3480 Studies in Women's Literature: Feminist Literary Traditions (also AMST 3481, FGSS 3480) (LA-AS)]

Spring. 4 credits. K. McCullough.

Is there a feminist literary tradition and if so what might it look like? In this class we will examine a range of texts, primarily but not exclusively fiction, texts that explore questions of female subjectivity and creativity. What issues have been most pressing for feminist writers? What political questions are most vexing? We will read primarily British and U.S. writers and will examine what use they make of both canonical and experimental literary forms. To what extent, that is, does the need to tell a new story force or enable a writer to develop a new form in which to write?

[ENGL 3490 Shakespeare and Europe (also COML 3480) (LA-AS)]

Fall. 4 credits. *This course may be used as one of the three pre-1800 courses required of English majors.* W. Kennedy.

For description, see COML 3480.

[ENGL 3500 The Modern Tradition (LA-AS)]

Spring. 4 credits. R. Saloman.

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, cultural, 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, we shall look at slides. Within the course material, students will be able to select the topics on which they write essays.

[ENGL 3530 The Modern Indian Novel @ (LA-AS)]

4 credits. Next offered 2010–2011.]

[ENGL 3540 The British Modernist Novel (LA-AS)]

Fall. 4 credits. Next offered 2010–2011.]

[ENGL 3550 Decadence (also FGSS 3550) (LA-AS)]

Fall. 4 credits. Next offered 2010–2011. E. Hanson.]

[ENGL 3600 Another World Is Possible: The American Left Since the 1960s (also AMST 3600) (LA-AS)]

Fall. 4 credits. Next offered 2010–2011. P. Sawyer.]

[ENGL 3610 Studies in the Formation of U.S. Literature: Emerson to Melville (also AMST 3610) # (LA-AS)]

Spring. 4 credits. D. Fried.

“Trust thyself: every heart vibrates to that iron string.” Ralph Waldo Emerson declares in *Self-Reliance*. “The motto which I adopted when I started from slavery was this: ‘Trust no man!’” Frederick Douglass recalls in his autobiographical *Narrative*. Trust and suspicion, individuality and collectivity, utopian dreams and government-sponsored atrocities: literary culture in the U.S. between the mid-1830s and the 1880s was animated by deep and difficult questions about the meaning of American life and values. Focus will be on how to read a range of eloquent, resourceful, relentlessly inquiring novels, essays, and poems from such writers as Hawthorne, Emerson, Thoreau, Margaret Fuller, Dickinson, Whitman, Douglass, and Melville.

[ENGL 3620 Studies in U.S. Literature after 1850: Reconstructing America (also AMST 3640) (LA-AS)]

Fall. 4 credits. Next offered 2010–2011.]

[ENGL 3630 Studies in U.S. Literature: The Age of Realism and Naturalism (also AMST/FGSS 3630) (LA-AS)]

Spring. 4 credits. Next offered 2009–2010. K. McCullough.]

[ENGL 3640 Studies in U.S. Literature after 1950: Native Daughters Speak (also AMST 3620) (LA-AS)]

Fall. 4 credits. Next offered 2010–2011. B. Maxwell.]

[ENGL 3650 American Literature Since 1945 (also AMST 3650) (LA-AS)]

Fall. 4 credits. Next offered 2010–2011. B. Maxwell.]

[ENGL 3660 Studies in U.S. Fiction Before 1900: The 19th-Century American Novel (also AMST 3660) # (LA-AS)]

Spring. 4 credits. Next offered 2010–2011.]

[ENGL 3670 Studies in U.S. Fiction After 1900 (also AMST 3670) (LA-AS)]

Fall and spring. 4 credits.

Fall. **Twentieth-Century American Fiction: Major Movements and Writers.** 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. **Modern Fiction and Culture.** J. Braddock.

This course will survey some of the significant themes and movements preoccupying 20th-century fiction, such as the relation of technology and media to literature, popular writing, and the literature of prestige, immigration, and civil rights. The reading list may include works by William Faulkner, Zora Neale Hurston, Willa Cather, F. Scott Fitzgerald, Nathanael West, Raymond Chandler, Ralph Ellison, and Thomas Pynchon. Requirements include two papers and participation in class discussions.

[ENGL 3680 Faulkner (LA-AS)]

4 credits. Next offered 2010–2011.]

ENGL 3690 Fast-Talking Dames and Sad Ladies: 1940s and Now (also FILM/FGSS 3690) (LA-AS)

Fall. 4 credits. Limited to 15 students. Students must be able to attend Mon. and/or Tues. late-afternoon screenings. Film fee: \$20. L. Bogel.

Focusing on sassy or subdued heroines of Hollywood's 1940s films and current films, this seminar works to define romantic comedy and melodrama as genres; as vehicles for female stars; as ways of viewing the world. Psychoanalytic and feminist analyses of these films will help us pose questions about gender and culture, about gendered spectatorship, about Hollywood's changing constructions of "woman," the "maternal," and the "feminine," and about representations of desire, pleasure, fantasy, and ideology. Required twice-weekly screenings of such films as *Gilda*, *The Lady Eve*, *Notorious*, *The Women*, *The Philadelphia Story*, *His Girl Friday*, *Mrs. Dalloway*, *The Hours*, *First Wives' Club*, *All About My Mother*, *Silence of the Lambs*, and *Far from Heaven*.

ENGL 3700 The 19th-Century Novel # (LA-AS)

Fall. 4 credits. D. Faulkner.

Desire and betrayal; greed and ambition; revenge and murder; the fallen woman; the sadistic damage done to helpless children: in short, the plot of the 19th-century novel. In Britain, traditional forms of life faced wrenching pressures from the revolutionary advent of industrial capitalism and colonial domination in a frenetic global economy. The realistic novel, intertwining domestic and imperial spaces, embodied the most innovative attempt to grasp such drastic transformations in a popular idiom for a rising mass readership. These works refract the sexual and cultural anxieties of the age, as well as suggesting the sources of redemption. We can take pleasure in these fictions even as we learn to analyze them critically. Likely authors include: Austen, Dickens, Brontë, Eliot, Hardy, Conrad.

ENGL 3702 Desire and Cinema (also COML/FGSS 3702) (LA-AS)

Spring. 4 credits. Letter grade only. E. Hanson.

"The pleasure of text," Roland Barthes writes, "is that moment when my body pursues its own ideas—for my body does not have the same ideas I do." What is this erotics of the text, and what has it been up to these days in the cinema? This course is a survey of the sensual pleasures of contemporary cinema, and a survey also of theories of sexuality and visuality. We will explore recent work by filmmakers such as Pedro Almodóvar, Olivier Assayas, Catherine Breillat, Atom Egoyan, John Cameron Mitchell, Claire Denis, Peter Greenaway, Michael Haneke, Todd Haynes, Abbas Kiarostami, Stanley Kubrick, David Lynch, Gaspar Noé, Gus Van Sant, and Wong Kar-wai.

[ENGL 3720 Medieval and Renaissance Drama (also THETR 3720) # (LA-AS)]

Spring. 4 credits. *This course may be used as one of the three courses pre-1800 required of English majors.* Next offered 2010–2011 M. Raskolnikov.]

ENGL 3730 Weird Science, Hard Poems (LA-AS)

Fall. 4 credits. L. Van Clief-Stefanon. Science and poetry seem to some strange bedfellows. Are they and should they be? In

the introduction to an anthology of poems written about science and math, Kurt Brown writes, "If science and art have anything in common it exists in the resources of the human brain and our ability to create something unforeseen and revolutionary out of our dreaming." What are the implications, philosophical, cultural, and otherwise in tearing down the walls between science and poetry? Is there revolutionary potential in a marriage between them? For whom? What are the historical arguments for and against such separation? Where can cross-pollination between science or math and creative arts lead us?

[ENGL 3740 Studies in African American Literature: 1940-present (LA-AS)]

Fall. 4 credits. Next offered 2010–2011.]

[ENGL 3750 Studies in Drama and Theatre: 20th-Century Drama: Theatres of Selfhood (also THETR 3750) (LA-AS)]

Spring. 4 credits. Next offered 2009–2010. P. Lorenz.]

ENGL 3790 Reading Nabokov (also RUSSL 3385) (LA-AS)

Fall. 4 credits.

For description, see RUSSL 3385.

[ENGL 3800 Time Sensitive: Poets of the Last 10 Minutes (LA-AS)]

Fall. 4 credits. Next offered 2011–2012. A. Fulton.]

ENGL 3810 Reading as Writing (LA-AS)

See complete course description in section headed "Critical Writing and Literary Nonfiction."

ENGL 3820-3830 Narrative Writing (LA-AS)

See complete course description in section headed "Creative Writing."

ENGL 3840-3850 Verse Writing (LA-AS)

See complete course description in section headed "Creative Writing."

ENGL 3860 Philosophic Fictions (LA-AS)

See complete course description in section headed "Critical Writing and Literary Nonfiction."

ENGL 3870 Autobiography: Theory and Practice (LA-AS)

See complete course description in section headed "Critical Writing and Literary Nonfiction."

ENGL 3880 The Art of the Essay (LA-AS)

See complete course description in section headed "Critical Writing and Literary Nonfiction."

ENGL 3950 Consuming Passions: Media, Space, and the Body (also FGSS 3590)

Spring. 3 credits. J. Juffer. For description, see FGSS 3590.

[ENGL 3970 Policing and Prisons in American Culture (also AMST 3970) (CA-AS)]

Spring. 4 credits. Next offered 2010–2011. B. Maxwell.]

ENGL 3980 Latino/a Popular Culture (also AMST 3981, LSP 3980) (CA-AS)

Spring. 4 credits. U.S. Latino/a history is strongly recommended as a prerequisite, but not required. M. P. Brady.

This course will explore Latino/a cultural work including music, film, web sites, comics, television, lowriders, and art. We will consider how this work emerges in the context of U.S. engagements with Latin America and in the context of struggles for social and economic equality among ethnoracial groups in the U.S. We will also study the relationship between cultural production, representation, and public policy. U.S. Latino/a history is strongly recommended as a prerequisite, but not required.

Courses for Advanced Undergraduates

Courses at the 4000 level are open to juniors and seniors and to others by permission of instructor unless other prerequisites are noted.

ENGL 4020 Literature as Moral Inquiry (KCM-AS)

Fall. 4 credits. S. Mohanty.

What can literary works, especially novels, 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*? 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 will read selections from Aristotle, Kant, Marx, and Nietzsche, and use these works to help us understand the nature of moral 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 will most probably read include Nadine Gordimer, Doris Lessing, and Kazuo Ishiguro.

ENGL 4030 Advanced Seminar in Poetry: A. R. Ammons (LA-AS)

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 his 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 connection to the culture and landscape of the South; his critical reception and its effects on his writing. Three essays, one in-class presentation.

[ENGL 4040 Paleography, Bibliography, and Reception History (also ENGL 6040) # (LA-AS)]

Spring. 4 credits. Next offered 2010–2011. A. Galloway.]

[ENGL 4050 The Politics of Contemporary Criticism (LA-AS)]

Fall. 4 credits. Next offered 2010–2011. S. Mohanty.]

ENGL 4070 Elements, Atlanticisms, Ecologies (also SHUM 4817)

Fall. 4 credits. M. Allewaert. For description, see SHUM 4817.

ENGL 4071 Literature of Maritime Empire (also SHUM 4818)

Fall. 4 credits. S. Baker.
For description, see SHUM 4818.

[ENGL 4100 The Roots of Buffy the Vampire Slayer: Folklore and Medieval Romance

Spring. 4 credits. Next offered 2009–2010.
Prerequisites: there are no requirements as such but students should have some background in medieval literature and a reading knowledge of French and Middle English would be useful. *This course may be used as one of the three pre-1800 courses required of English majors.*
T. Hill.]

[ENGL 4130 Middle English (also ENGL 6130) # (LA-AS)

Fall. 4 credits. *This course may be used as one of the three pre-1800 courses required of English majors.* T. Hill. Next offered 2010–2011.]

[ENGL 4140 Bodies of the Middle Ages: Embodiment, Incarnation, Performance (also FGSS 4140) # (LA-AS)

Spring. 4 credits. *This course may be used as one of the three pre-1800 courses required of English majors.* Next offered 2009–2010. M. Raskolnikov.]

ENGL 4170 The Archaeology of the Text from Chaucer through the Renaissance (also ENGL 6170) # (HA-AS)

Fall. 4 credits. *This course may be used as one of the three pre-1800 courses required of English majors.* A. Galloway.
This seminar will explore and write about manuscripts, handwriting, books, printers, and more general issues impinging on these during the formative period of modern English culture—from Chaucer's period through the Renaissance. You will study and transcribe old handwriting, learn to describe manuscripts and incunables, and explore how these things matter to literary and cultural history. As talking points for the class we will use the textual evidence and history of Chaucer's *Wife of Bath's Prologue*, and the textual evidence and history of Shakespeare's *Hamlet*; around those, we will do regular exercises while working on independent projects. The final paper will be a 15 to 20 page discussion of and partial critical edition of a particular work.

[ENGL 4190 The Old English Laws and Their Politico-Cultural Context (also ENGL 6090, HIST 4691/6691) # (CA-AS)

Fall. 4 credits. Next offered 2009–2010.
P. Hyams and T. Hill.]

ENGL 4210 Shakespeare in (Con)Text (also THETR 4460, VSST 4546) # (LA-AS)

Fall. 4 credits. B. Levitt.
For description, see THETR 4460.

[ENGL 4211 Advanced Seminar in the Renaissance: Literature, Science, and Renaissance Curiosities # (LA-AS)

Fall. 4 credits. *This course may be used as one of the three pre-1800 courses required of English majors.* Next offered 2011–2012. J. Mann.]

[ENGL 4220 Renaissance "Traffick" # (LA-AS)

Spring. 4 credits. *This course may be used as one of the three pre-1800 courses required of English majors.* Next offered 2010–2011. R. Kalas.]

[ENGL 4230 Renaissance Lyric # (LA-AS)

Spring. 4 credits. *This course may be used as one of the three pre-1800 courses required of English majors.* Next offered 2011–2012. B. Correll.]

ENGL 4270 Advanced Seminar in Shakespeare: Shakespeare's Sonnets and Narrative Poems # (LA-AS)

Spring. 4 credits. R. Kalas.
A course on Shakespeare's poetry with an emphasis on critical approaches and research methods. Our reading will take us through all of Shakespeare's poetic works (in fact, we'll read the Sonnets twice. We will also study key moments in the reception history of the poems, ending with a survey of current criticism. Requirements will include two short papers and a final research paper.

[ENGL 4280 Problem Poems: Close Reading and Critical Debate # (LA-AS)

Spring. 4 credits. *This course may be used as one of the three pre-1800 courses required of English majors.* Next offered 2010–2011. F. Bogel.]

[ENGL 4290 Adam's Rib and Other Divine Signs (also RELST 4290 # (LA-AS)

Spring. 4 credits. Next offered 2011–2012.
L. Donaldson.]

ENGL 4310 Defoe and His Contemporaries

Spring. 4 credits. N. Saccamano.
This course will examine a broad selection of the poetry, novels, and journalism of Daniel Defoe in relation to other writers in the early eighteenth century. The multidisciplinary diversity of Defoe's work will allow us to investigate the connection of literature with economics and politics and, as we read some of his contemporaries, will furnish us with a rich understanding of 18th-century culture in general. Topics will include: newspapers and novels as "modern" genres; intellectual property and the legality of authorship; literary and financial speculation; the education of women; religion, satire, and sedition. Other writers will include Joseph Addison, Mary Astell, John Dryden, Eliza Haywood, Jonathan Swift.

ENGL 4321 Telling Fictions (also COML 4321)

Spring. 4 credits. C. Chase.
This course will examine short works of fiction characterized by the fact that they address questions of justice, and will consider why and how it matters that these works are fictions. Beginning with the distinction in Aristotle's *Poetics* between tragedy and history, "poetry" in the largest sense—fiction, or literature—has been defined (and justified) as offering truth which is general and fundamental, ultimately of more value in particular historical periods than the merely particular truths provided by history. At the same time, however, "fiction" and literature have been conceived (and suspected) as illusion or lie, as play and the evasion of truth-telling.

[ENGL 4440 Romantic Drama (also ENGL 6440, THETR 4400/6440) (LA-AS)

Fall. 4 credits. Next offered 2011–2012.
R. Parker.]

ENGL 4441 Text Analysis for Production: How to Get from the Text onto the Stage (also THETR 4450)

Fall. 4 credits. B. Levitt.
For description, see THETR 4450.

ENGL 4500 History of the Book # (LA-AS)

Spring. 4 credits. K. Reagan.
This course will provide an overview of the book as a material and cultural artifact. Focusing on the era of the printed book (post-1450) in Europe and America, we will examine the invention and spread of printing and publishing, and the evolution of book design, illustration, and binding. The course will place an emphasis on practical tools for the identification and analysis of books and other printed artifacts, especially for literary students. Investigations and assignments will be built around hands-on interaction with examples of Cornell Library's rare books, manuscripts, and related materials. This course meets in the Carl A. Kroch Library.

ENGL 4530 20th-Century Women Writers of Color (also AAS/FGSS 4530) (LA-AS)

Fall. 4 credits. S. Wong.
In this course, we'll be reading literature—primarily novels—produced by hemispheric American women writers of the mid- to late 20th century. We will look at how these writings articulate concerns with language, home, mobility, and memory, and at how the work is informed by the specificities of gender, race, region and class. Readings may include work by Leslie Marmon Silko, Sandra Cisneros, Theresa Hak Kyung Cha, Jamaica Kincaid, Gwendolyn Brooks, Ann Petry, Fae Myenne Ng, Carolivia Herron, Helena Maria Viramontes, and Shani Mootoo. Course requirements will include class presentations, short responses to the readings, and a longer research essay.

[ENGL 4560 Constructing the Book, Reconstructing the Text (also ENGL 6500) # (LA-AS)

Fall. 4 credits. *This course may be used as one of the three pre-1800 courses required of English majors.* Next offered 2011–2012. C. Ruff.]

ENGL 4580 Imagining the Holocaust (also COML 4830, GERST 4570) (LA-AS)

Fall. 4 credits. D. Schwarz.
What is the role of the literary imagination in keeping the memory of the Holocaust alive for our culture? We shall examine major and widely read Holocaust narratives that have shaped the way we understand and respond to the Holocaust. We shall begin with first person reminiscences—Wiesel's *Night*, Levi's *Survival at Auschwitz*, and *The Diary of Anne Frank*—before turning to realistic fictions such as Kineally's *Schindler's List* (and Spielberg's film), Kertesz's *Fateless*, Kosinski's *The Painted Bird*, and Ozick's "The Shawl." We shall also read the mythopoeic vision of Schwarz-Bart's *The Last of the Just*, the illuminating distortions of Epstein's *King of the Jews*, the Kafkaesque parable of Appelfeld's *Badenheim 1939*, and the fantastic cartoons of Spiegelman's *Maus* books.

ENGL 4600 Melville (also AMST 4600) # (LA-AS)

Fall. 4 credits. B. Maxwell.

An American whose life and writing ranged over the globe, Herman Melville (in the estimation of C. L. R. James) "saw the tendency of things." Our study of the fiction and poetry will turn on some of those "things" of modernity that most obsessively engaged Melville's representational and critical capacities: slavery; illegitimate authority; exterminationist policy directed against American Indians; capitalism; orphanhood and homelessness; imperialism; the attempted occultation of women; the shifting terrain of male comradeship; and the ambivalent resort to religion. We will be interested in testing the premise that Melville charted the fault lines of his world with an "unenrolled" critical acuity unparalleled in United States literature.

ENGL 4601 Riddles of Rhythm (LA-AS)

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 readers accounted for the essence and effects of rhythm? Is "free verse" free from rhythm? Does a poet's choice of meter have political implications? In exploring these questions and others, we will read a variety of poems from the medieval period to the present and examine a range of accounts of how rhythm works by poets, critics, linguists, and theorists. Students will write short exercises working with poetic rhythm and other formal features of poems, as well as critical essays. Poets such as Shakespeare, Milton, Pope, Tennyson, Whitman, Dickinson, Hopkins, Williams, Plath, and Ammons. No previous study of poetic meter or rhythm is assumed.

ENGL 4610 The American Short Story: Where We've Been, Where We're Going

Spring. 4 credits. S. Vaughn.

Although not a survey, this course will look back to the short fiction of those wild men, Poe and Twain, while concentrating on a study of the realisms, super-realisms, fantasies, and mythologies in the short fiction of contemporary writers who might include Junot Diaz, Denis Johnson, Melissa Bank, Jhumpa Lahiri, Hannah Tinti, Sandra Cisneros, Irvin Morris, A. Manette Ansary, Raymond Carver, Miranda July, Edward P. Jones, Patrick Somerville, Gish Jen, Julie Schumacher, Victor LaValle, and Tobias Wolff. The stories will be juxtaposed in ways that will allow us to read contemporary work in the context of the obsessions that energized the work of the 19th-century writers who made the short story form one of the most distinctive and enduring of American art forms.

[ENGL 4620 Advanced Seminar in Latina/o Studies: Chicana Feminisms in a Globalizing World (LA-AS)]

Spring. 4 credits. Next offered 2010-2011. M. Brady.]

[ENGL 4650 American Violence (LA-AS)]

Fall. 4 credits. Next offered 2010-2011. S. Samuels.]

ENGL 4660 James on Film (also THETR 4660) (LA-AS)

Fall. 4 credits. D. Fried.

Study of selected films adapted from the novels of Henry James. Our focus will be on close reading of the novels and detailed

analysis of the films as we explore how James's remarkable stories have been retold by filmmakers. Topics will include authorship and authority, point of view, levels of representation, visual and verbal styles, the camera as storyteller, acting and character, literary and filmic allusion, and theories of adaptation. Works and films may include *Daisy Miller*, *The Turn of the Screw/The Innocents*, *Washington Square/The Heiress*, *The Portrait of a Lady*, and *The Wings of the Dove*.

ENGL 4662 Contemporary U.S. American Indian Poetry (also AMST 4662)

Fall. 4 credits. E. Cheyfitz.

In the United States, contemporary American Indian poetry is exemplary for its combination of formal innovation and acute social vision (the result in part of Indian peoples having resisted and survived an historic genocide). Locating this poetry in the vital energy of distinctive cultural contexts, while understanding it as well as part of the ongoing history of Indian/European conflict in the Americas, this course will analyze the work of seven Native poets: Sherman Alexie (Spokane/Coeur D'Alene), Joy Harjo (Muscogee), Linda Hogan (Chickasaw), Adrian C. Louis (Lovelock Paiute), Simon Ortiz (Acoma), Wendy Rose (Hopi/Miwok), and Luci Tapahonso (Navajo).

[ENGL 4690 The Paranoid Style in Contemporary American Fiction and Film (LA-AS)]

Spring. 4 credits. Next offered 2011-2012. K. Attell.]

ENGL 4700 Senior Seminar in the Novel: Reading Joyce's *Ulysses* (LA-AS)

Fall. 4 credits. D. Schwarz.

A thorough episode-by-episode study of the art and meaning of Joyce's masterwork *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 examine *Ulysses* as a political novel—specifically, Joyce's response to Yeats and the Celtic Renaissance; Joyce's role in the debate about the direction of Irish politics after Parnell; and Joyce's response to British colonial occupation of Ireland. We shall also consider *Ulysses* as an urban novel in which Bloom, the marginalized Jew and outsider, is symptomatic of the kind of alienation created by urban culture. No previous experience with Joyce is required.

ENGL 4701 Documentary Recording, Writing, and Film (LA-AS)

Fall. 4 credits. J. Braddock.

In this class we will study the way in which innovations in recording technology inspired transformations in the fields of film, sound recording, and especially literature. We will begin by studying a range of documentary films and sound recordings from the 1920s and '30s before moving on to an extensive look at late modernist writers, who, in emulation of contemporary filmmakers, photographers, and music anthropologists, adopted for themselves a documentary posture. Texts may include the poetry of Pound, Ruckeyser, Reznikoff, and Langston Hughes; the criticism and theory of Barthes, Benjamin, Houston Baker and Susan Sontag; and the tape pieces of Steve Reich and the films of the Maysles brothers. Assignments will

include two papers and an independent research or creative project.

ENGL 4725 Advanced Seminar in Postcolonial Literatures: Nation, Exile, and Migration in Postcolonial Literatures

Spring. 4 credits. E. Anker.

While the desire for community is basic to human experience, in practice nationalisms quickly grow predatory and exclusionary, producing conditions that compel people into exile or refuge. This seminar explores the related phenomena of nationalism and migration in postcolonial writing. How does literature help to create national identity yet also critique forms of extremism? If the novel is often explained as a genre that imagines the nation, how does narrative instead represent displacement and loss of home? While some of our writers will cast immigration in a celebratory light, others depict it as a prolonged exposure to mourning and crisis. Likely writers include: Bapsi Sidhwa, Kiran Desai, J. M. Coetzee, W. B. Yeats, Derek Walcott, Salman Rushdie, Jamaica Kincaid, Tayeb Salih, and Shyam Selvadurai.

[ENGL 4740 Advanced Seminar on Major Authors: Hemingway, Fitzgerald, and Faulkner (LA-AS)]

Spring. 4 credits. Next offered 2010-2011.]

[ENGL 4750 Advanced Seminar in the 20th Century: Narratives of Loss—AIDS]

Fall. 4 credits. Next offered 2011-2012. D. Woubshet.]

[ENGL 4780 Intersections in Lesbian Fiction (also AMST 4780, FGSS 4770) (LA-AS)]

Spring. 4 credits. Next offered 2009-2010. K. McCullough.]

ENGL 4790 Advanced Seminar in American Literature: Visual Culture and Women's Literature (also AMST/FGSS 4790, VISST 4800) (LA-AS)

Fall. 4 credits. S. Samuels.

This course will explore a concern shared by contemporary women writers and artists. In their works, bodily visibility raises questions about sexuality, race, and mother-daughter relations. They also use fiction and visual culture to show ingestion and forced incorporation. For example, many works emphasize scenes of eating and, contrarily, refusing to eat. Texts may include novels by Dorothy Allison, Tsitsi Dangarembga, Edwidge Danticat, Oonya Kempadoo, Jamaica Kincaid, Maxine Hong Kingston, Toni Morrison, Marilynne Robinson, and Leslie Marmon Silko. Artists examined may include Renee Cox, Mary Kelly, Shirin Neshat, Jolene Rickard, Cindy Sherman, Sally Mann, Bernie Searle, and Kara Walker. Course requirements: Two class presentations, three essays.

ENGL 4791 Transgender and Transsexuality (also FGSS 4791) (LA-AS)

Fall. 4 credits. M. Raskolnikov.

What is a man? What is a woman? What do the terms "transgender" and "transsexual" mean? How about: drag queen, transvestite, butch, boi, femme, stone femme, tranny-chaser? How does the contemporary proliferation of sexual identities and possibilities transform our understanding of sex, gender, sexuality and the body? This course engages students in current discussions of gender difference and gender identity from

feminist, queer and transgender perspectives. Together, we will examine some queer theory, essays (both academic and personal), novels, films, and possibly some legal and medical writings, trying to keep the really interesting questions wide open. Graduate students as well as undergraduates are welcome to enroll for credit.

ENGL 4800–4810 Seminar in Writing (LA-AS)

4800; fall; 4810, spring. 4 credits.
For description, see section “Creative Writing.”

ENGL 4840 Postcolonial Poetry and the Poetics of Relation (also COML 4290/6350, FREN 4350/6850, SPAN 4350/6350 (LA-AS))

Fall. 4 credits. J. Monroe.
For description, see COML 4290.

[ENGL 4860 American Indian Women's Literature (also AIS 4860) (LA-AS)]

Spring. 4 credits. Next offered 2010–2011.
L. Donaldson.]

ENGL 4880 Contemporary Poetry and Poetics (also COML 4860) (LA-AS)

Spring. 4 credits. J. Monroe.
For description, see COML 4860.

ENGL 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: Gender, Memory and History in 20th Century Fiction (also FGSS 4910)

K. McCullough.

This seminar will investigate the narrative uses of history and memory in U.S. fiction, focusing particularly on the impact of gender on these representations. How do U.S. writers use history in their fiction, and to what ends? What are the effects on drawing on received historical narratives? What are the effects of constructing one's own history to fill a void in the received historical narrative? To what extent is history—personal or public—produced by memory and how are personal and public histories connected? Authors under consideration may include: Julia Alvarez, Lan Cao, Michelle Cliff, Cristina Garcia, Jewelle Gomez, Harriet Jacobs, Gayl Jones, Maxine Hong Kingston, Lydia Kwa, Achy Obejas, and Danzy Senna.

Sec 2: Post 9/11 Literature

E. Anker.

This course explores the geopolitical landscape of the post-9/11 world through the lens of recent literature. Our readings will begin with writers who reimagine the spectacular event-ness of terrorism and its aftermath—Ian McEwan, Jonathan Safran Foer, and Cormac McCarthy—although often by transposing 9/11's fear and sense of apocalypse onto other contexts. We will also examine literature, such as Monica Ali's *Brick Lane* and Moshin Hamid's *The Reluctant Fundamentalist*, that interrogates the “clash of civilizations” model for explaining the tensions 9/11 crystallized. Finally, the course will conclude with texts that anticipate and prefigure the post-9/11 world and its crises, thus problematizing its very uniqueness and exceptionality. Additional writers will likely include: Tony Kushner, J. M. Coetzee, Ciarán Carson, and Arundhati Roy.

ENGL 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: Reading Utopian Fiction: Thomas More to Philip K. Dick

J. Mann.

This course focuses on the genre of utopia in its early modern and postmodern incarnations. Beginning with Thomas More's *Utopia*, we will explore how world-making fictions emerged in the 16th century in response to both European political upheaval and New World exploration. In the second half of the course, we will consider how contemporary science fiction reworks the genre of utopia, particularly in its seemingly paradoxical emphasis on both fantasy and realism. Readings will include Bacon's *New Atlantis*, Campanella's *City of the Sun*, Godwin's *Man on the Moon*, Cavendish's *Blazing World*, LeGuin's *Left Hand of Darkness*, Piercy's *Woman on the Edge of Time*, the movie *Blade Runner*, and Neal Stephenson's *Snow Crash*. We may also read dystopias such as *Gulliver's Travels* and *Nineteen Eighty-Four*.

Sec. 2: Formalist Analysis of Poetry and Prose

F. Bogel.

Formalist criticism made its first significant appearance in England and America in the 1920s and 1930s under the label “The New Criticism.” Since then, its fortunes have fallen and risen several times, and it has been revised, rejected, adapted, vilified, and much else, surviving mainly in the techniques of “close reading,” or detailed analysis of the linguistic features of poetry and prose. This seminar, focusing on English and American poems and prose works, will explore the possibilities, assumptions, strategies, and limitations of contemporary formalist analysis, and its relation to other modes of critical analysis such as psychoanalytic criticism, feminist and gender criticism, and deconstruction. Readings in criticism and theory will combine with critical analysis of poetry and prose. A principal aim of the seminar is to deepen and enrich the interpretive skills that will be put to work in students' honors theses.

ENGL 4930 Honors Essay Tutorial I

Fall or spring. 4 credits. Prerequisites: senior standing and permission of director of the Honors Program.

ENGL 4940 Honors Essay Tutorial II

Fall or spring. 4 credits. Prerequisites: ENGL 4930 and permission of director of the Honors Program.

ENGL 4950 Independent Study

Fall or spring. 2–4 credits. Prerequisites: permission of departmental advisor and director of undergraduate studies.

Courses Primarily for Graduate Students

Permission of the instructor is a prerequisite for admission to courses numbered in the 6000s. These are intended primarily for graduate students, although qualified undergraduates are sometimes admitted. Undergraduates seeking admission to a 6000-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 2008–2009
Fall

ENGL 6000 Colloquium for Entering Students
P. Lorenz.

ENGL 6020 Literature and Theory (also COML 3020/6020, ENGL 3020)
J. Culler.

ENGL 6110 Old English (also ENGL 3110)
T. Hill.

ENGL 6171 The Archaeology of the Text from Chaucer through the Renaissance (also ENGL 4171)
A. Galloway.

ENGL 6205 Democracy/Limits of Citizenship (also ASRC 6205)
G. Farred.

ENGL 6220 Renaissance Poetry (also COML 4500/6500, ITALL 4500)
W. Kennedy.

ENGL 6222 Rhetoric in Early Modern England
J. Mann.

ENGL 6300 Aesthetics in the 18th Century (also COML 6300)
N. Saccamano.

ENGL 6310 Melodrama, Modernism, and Modernity (also THETR 6300)
N. Salvato.

ENGL 6390 Studies in Romanticism: [Wordsworth] Byron, Hazlitt, Keats, Clare, and the Issues of Second-Generation Romanticism
R. Parker.

ENGL 6450 England and Empire
P. Sawyer.

ENGL 6771 Cultural Studies as a Spatial Problematic
J. Juffer.

ENGL 6811 James Baldwin
D. Woubshet.

ENGL 6971 The City in Ruins (also COML 6760, FREN 6970)
N. Hertz.

ENGL 6995 Race and Time
S. Wong.

ENGL 7800 M.F.A. Seminar: Poetry
R. Morgan.

ENGL 7801 M.F.A. Seminar: Fiction
H. Viramontes.

ENGL 7850 Reading for Writers: The Perceptive I
K. McClane.

ENGL 7920 Prospectus Seminar
M. Hite.

Spring

ENGL 6120 Beowulf (also ENGL 3120)
S. Zacher.

ENGL 6221 Tragicomedy
R. Kalas.

ENGL 6481 Charles Dickens
J. Adams.

ENGL 6600 Erotics of Vanity (also COML/FGSS 6600)
E. Hanson.

ENGL 6611 What is a Just Society? Native American Philosophies and the Limits of Capitalism's Imagination (also AMST 6611)
E. Cheyfitz.

ENGL 6631 American Poetry: 1955-1980 (also AMST 6631)
R. Gilbert.

ENGL 6690 Gift and Contract in the 19th-Century United States: Social and Sexual Constructions of Whiteness, Ethnicity, and Race (also AMST/FGSS 6690)
S. Samuels.

ENGL 6739 Agamben (and Deconstruction)
K. Attell.

ENGL 6741 Collaboration in Modernist Literature and Culture
J. Braddock.

ENGL 6791 Acoustic Horizons
T. Murray.

ENGL 6920 Neoformalist Theory and Practice
F. Bogel.

ENGL 6951 Postcolonial Literature and Theory
S. Mohanty.

ENGL 7100 The Exeter Book
T. Hill and S. Zacher.

ENGL 7810 M.F.A. Seminar: Poetry
A. Fulton.

ENGL 7811 M.F.A. Seminar: Fiction
M. McCoy.

ENGL 7850 Reading for Writers
L. Van Clief-Stefanon.

ENGLISH AS A SECOND LANGUAGE

See "English for Academic Purposes."

ENGLISH FOR ACADEMIC PURPOSES

D. Campbell, director; S. Schaffzin, I. Arnesen, P. Kershaw

Note: Courses and credits do not count toward the A.B. degree.

ENGLF 1005 English as a Second Language
Fall. 4 credits. Prerequisite: placement by exam. Staff.

All-skills course emphasizing listening and speaking, with some writing practice. Students also meet individually with the instructor.

ENGLF 1006 English as a Second Language
Spring. 3 credits. Prerequisite: ENGLF 1005 or placement by exam. Staff.
Writing course for those who have completed ENGLF 1005 and need further practice, or for those who place into the course. Individual conferences are also included.

ENGLF 1009 English as a Second Language
Fall or spring. 1 credit. Prerequisite: permission of instructor. Staff.
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 1010 English as a Second Language
Spring. 1 credit. Prerequisite: permission of instructor. Staff.

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 1011 English as a Second Language
Fall, spring, or summer. 3 credits.
Prerequisite: placement by exam. Staff.
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 1012 English as a Second Language
Spring. 3 credits. Limited to 12 students on first-come, first-served basis. Prerequisite: permission of instructor. Staff.

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 1013 Written English for Non-Native Speakers
Spring. 3 credits. Prerequisite: permission of instructor. Staff.

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 1115-1116 English for Later Bilinguals
1115, fall or summer; 1116, spring. 3 credits. D. Campbell.
For description, see First-Year Writing Program brochure.

EUROPEAN STUDIES MINOR

Sydney Van Morgan, coordinator

Students from any college may choose an undergraduate minor in European studies to complement any major. The purpose of the minor is to provide a coherent structure for students with an interest in interdisciplinary study in the field of European studies.

The minor has three tracks: European politics, economics, and society; modern European

history; and European culture. The requirements for the minor are:

1. Competence in at least one modern European language, Romance, Germanic, or Slavic (i.e., completion of a fifth-semester 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 five** interdisciplinary core courses:

ANTHR 4851 Europe: Post-Socialist Capitalism
Fall. 4 credits. J. Rigi.

COML 3630 The European Novel
Fall. 4 credits. N. Saccamano.

GOVT/SOC 3413 Modern European Society and Politics
Fall. 4 credits. S. Van Morgan.

ILRIC 4330 Politics of the Global North (also GOVT 3303)
Fall, summer. 4 credits. L. Turner.

NES 4738 Imagining the Mediterranean
Spring. 4 credits. G. Holst-Warhaft.

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 (4000 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 minor. Courses satisfying the breadth and distribution requirements in the College of Arts and Sciences, however, may be applied to the minor. Students interested in completing a research project may apply for the Frederic Conger Wood or Susan R. Tarrow undergraduate research fellowship in their junior year. All minors are encouraged to participate in the Language House Program, the Model European Union course (GOVT 4313/4320), and study abroad. Courses taken abroad may be applied to the minor 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 the College Scholar Program.

Departmental advisors include D. Greenwood (anthropology); C. Otto (architecture); S. Christopherson (city and regional planning); G. Fields (economics); D. Schwarz (English); A. Schwarz (German studies); S. Tarrow

(government/sociology); J. Weiss (history); C. Rosen (linguistics); N. Zaslav (music); T. Campbell (romance studies); N. Pollak (Russian literature); D. Bathrick (theatre, film, dance); D. Brown (developmental sociology).

For a complete list of relevant courses and seminars, and any further information, contact Sydney Van Morgan, coordinator of the European Studies minor, at the Institute for European Studies, 120 Uris Hall, 255-7592, sydney.vanmorgan@cornell.edu, www.einaudi.cornell.edu/Europe.

FALCON PROGRAM (INDONESIAN)

See “Department of Asian Studies.”

FEMINIST, GENDER, & SEXUALITY STUDIES

Core faculty: A. Basu, S. Bem, L. Benería, L. Bogel, D. Castillo, I. DeVault, S. Feldman, M. Fernandez, J. Fortune, J. E. Gainor, D. Ghosh, E. Hanson, M. Hite, C. Howie, J. Juffer, M. Katzenstein, P. Liu, K. Long, K. March, C. A. Martin, S. Martin, K. McCullough, M. B. Norton, J. Peraino, M. Raskolnikov, D. Reese, S. Samuels, D. Schrader, S. Seth, A. Villarejo, S. Warner, R. Weil, D. Woubshet

Cross-listing faculty: E. Baptist, J. Bernstock, F. Blau, D. Chang, K. Cohen, B. Correll, M. Evangelista, Z. Fahmy, M. Greenberg, S. Haenni, K. Haines-Eitzen, P. Hyams, P. Janowitz, C. Lazzaro, T. Loos, M. Migiel, A. Parrot, R. Prentice, S. Pritchard, M. Rossiter, N. Russell, N. Sakai, N. Salvato, S. Sangren, R. Savin-Williams, N. Sethi, A. M. Smith, P. Tolbert, M. C. Vallois, L. Van Buskirk, M. Warner, M. Washington, L. Williams, S. Wong

Introduction to the Program

The Feminist, Gender, & Sexuality Studies Program (FGSS) is an interdisciplinary program in the College of Arts and Sciences that seeks to deepen our understanding of gender and sexuality. Since its founding in 1972 as Women's Studies, the Program has integrated the study of gender with complex structures of power and inequality including race, sexuality, class, and nation. Over the past several decades, the curriculum has also increasingly broadened its scope theoretically and methodologically to encompass cultural, historical, literary, scientific, and quantitative analysis. Students find that these innovative methods and theories enhance their lifelong personal and intellectual growth, as well as their professional development insofar as they prepare students for future study or work in a wide variety of fields: law, medicine, social policy, art, psychology, literature, and so on.

The Program is built around several assumptions about the study of gender and sexuality. First, understandings of sex, sexuality, and gender are neither universal nor immutable; to study them is to gain a fuller understanding of human behavior, culture and society across times and places as well as to gain a sense of how these social constructions shape us as individuals. Second, gender and sexuality are best understood when examined in relation to one another by learning about

women and men of different economic classes, sexual orientations, and cultural and racial backgrounds. Third, even the most current knowledge derived from the humanities, social sciences and natural sciences is not as impartial, objective, or neutral but instead emerges out of particular historical and political contexts. Students, as a consequence, transfer the critical and analytical skills they acquire in FGSS courses to other courses and activities beyond Cornell.

Program Offerings

Feminist, Gender, & Sexuality Studies offers an undergraduate major, an undergraduate minor, and a graduate minor. Undergraduate students in the College of Arts and Sciences who wish 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 register through FGSS or the cross-listing department. Suggested entry-level courses include any FGSS course at the 2000 level, especially 2010 and 2020, both of which are required for completion of the major. FGSS courses at the 2000 level or above may count as both prerequisites and as part of the FGSS major. First-year writing seminars may count as prerequisites but not as part of the major.

2. Required course work:

a. A minimum of 36 credits in FGSS courses with a grade of C- or higher is required for the major. For FGSS courses that are cross-listed, students may register through FGSS or the cross-listing department.

b. These 36 credits must include the following three courses:

FGSS 2010 Introduction to Feminist, Gender, and Sexuality Studies

FGSS 2020 Introduction to Feminist, Gender, and Sexuality Studies Theories

FGSS 4000 Senior Seminar in Feminist, Gender, and Sexuality Studies

c. The 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
- Intersecting structures of oppression: race, ethnicity, and/or class
- 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 the FGSS office.

A student with a double major may count up to three FGSS courses toward the FGSS major

that she/he is simultaneously counting toward a second major.

The Honors Program: To graduate with honors, a student majoring in FGSS must complete a senior thesis under the supervision of an FGSS faculty member and defend that thesis orally before an honors committee. To be eligible, a student must have at least a cumulative 3.0 GPA in all course work and a 3.3 GPA 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.

The FGSS Undergraduate Minor

Undergraduate students in any college at Cornell may minor in Feminist, Gender, & Sexuality Studies in conjunction with a major defined elsewhere in the university. The minor consists of five FGSS courses with a grade of C- or higher, through FGSS or 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 contract colleges, who may petition the FGSS DUS to count one course from their major toward the FGSS minor. First-year writing seminars may not be included within the five required courses. Students wishing to minor in FGSS should see the DUS. The five courses required for the FGSS Undergraduate Minor must include:

FGSS 2010 Introduction to Feminist, Gender, and Sexuality Studies

FGSS 2020 Introduction to Feminist, Gender, and Sexuality Studies Theories

Any FGSS course that satisfies at least one of the three categories required for a major as defined above.

Any two additional FGSS courses of the student's choice.

The LBG Undergraduate Minor

FGSS serves as home to the Lesbian, Bisexual, & Gay Studies (LBG) Program, which offers an undergraduate minor as well as a graduate minor. The LBG undergraduate minor consists of four courses. For a complete listing of all courses that will fulfill this minor please see the LBG Studies portion of this catalog.

1. First-Year Writing Seminars

FGSS 1060 FWS: Women and Writing (also ENGL 1060)

Fall and spring. 3 credits. Staff.

2. Courses

FGSS 2010 Introduction to Feminist, Gender, and Sexuality Studies (CA-AS)

Fall and spring. 4 credits. J. Juffer and K. McCullough.

Feminist, Gender, & 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 2020 Introduction to Feminist, Gender, and Sexuality Theories (also VISST 2020) (CA-AS)

Spring. 4 credits. Staff.

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 2050 Introduction to World Literature in English (also ENGL 2050)

Fall. 4 credits. Next offered 2010-2011. Staff.]

[FGSS 2090 Seminar in Early American History (also AMST/HIST 2090)

Fall. 4 credits. Next offered 2010-2011. M. B. Norton.]

[FGSS 2120 African American Women: 20th Century (also AMST/HIST 2120)

Spring. 4 credits. Next offered 2010-2011. M. Washington.]

[FGSS 2140 Biological Basis of Sex Differences (also BIOAP 2140, BSOC 2141)

Fall. 3 credits. Offered alternate years. Next offered 2010-2011. J. Fortune.]

[FGSS 2190 Women and Gender in South Asia (also ASIAN 2219, HIST 2190)

Fall. 4 credits. Next offered 2009-2010. D. Ghosh.]

[FGSS 2460 Contemporary Narratives by Latina Writers (also LSP 2460)

Fall. 3 credits. Next offered 2009-2010. Staff.]

FGSS 2490 Feminism and Philosophy (also PHIL 2490) (KCM-AS)

Fall. 4 credits. N. Sethi.

For description, see PHIL 2490.

[FGSS 2730 Women in American Society, Past and Present (also AMST/HIST 2730)

Fall. 4 credits. Next offered 2009-2010. M. B. Norton.]

[FGSS 2760 Desire (also COML/ENGL 2760, THETR 2780)

Spring. 4 credits. Next offered 2010-2011. E. Hanson.]

FGSS 2840 Sex, Gender, and Communication (also COMM 2840)

Fall. 3 credits. L. Van Buskirk.

For description, see COMM 2840.

[FGSS 3040 Sex, Power, and Politics (also GOVT 3043)

Spring. 4 credits. Next offered 2009-2010. S. Martin.]

FGSS 3070 African American Women in Slavery and Freedom (also AMST/HIST 3030)

Spring. 4 credits. M. Washington.

For description, see HIST 3030.

FGSS 3210 Sex and Gender in Cross-Cultural Perspective (also ANTHR 3421) @ (SBA-AS)

Fall. 4 credits. Staff.

For description, see ANTHR 3421.

FGSS 3221 Lives of Scientists and Engineers (also STS 3221)

Spring. 4 credits. M. Rossister.

For description, see STS 3221.

[FGSS 3250 Queer Performance (also THETR 3260)

Spring. 4 credits. Next offered 2009-2010. S. Warner.]

[FGSS 3440 Male and Female in Chinese Culture and Society (also ANTHR 3554)

Fall. 4 credits. Next offered 2010-2011. S. Sangren.]

[FGSS 3450 American Film

Spring. 4 credits. Next offered 2009-2010. S. Haenni.]

[FGSS 3470 Asian American Women's History (also AAS/AMST/HIST 3470)

Spring. Next offered 2009-2010. D. Chang.]

FGSS 3480 Studies in Women's Literature (also ENGL 3480) (LA-AS)

Spring. 4 credits. K. McCullough.

For description, see ENGL 3480.

[FGSS 3500 Contemporary Issues in Women's Health (also PAM 3500)

Fall. 3-5 variable credits. Next offered 2009-2010. A. Parrot.]

FGSS 3530 Monsters A-Z (Aristotle-X-files) (also COML/FREN 3530) # (CA-AS)

Spring. 4 credits. K. Long.

For description, see FREN 3530.

[FGSS 3550 Decadence (also ENGL 3550)

Spring. 4 credits. Next offered 2009-2010. E. Hanson.]

[FGSS 3580 Theorizing Gender and Race in Asian Histories and Literatures (also ASIAN 3388/6688, COML 3980/6680)

Spring. 4 credits. Next offered 2009-2010. N. Sakai.]

FGSS 3590 Consuming Passions: Media, Space, and the Body (also ENGL 3590)

Spring. 3 credits. J. Juffer.

This course examines the intersections of gender, sexuality, space, and popular culture. Ranging across media—film, literature, television, and music—the class analyzes how these different forms represent and constitute gendered and sexed bodies. How does the Lifetime channel, for example, represent itself as a woman's space? Spike as a man's space? Are these distinctions breaking down, resulting in more hybrid genres? How do race, ethnicity, age, and class figure in? We connect media to sites of production, distribution, and consumption, such as the theater, the home, and cyberspace with particular emphasis on the affective and often passionate realm of consumption. Questions of access are considered: which technologies have provided access to marginalized groups, and on what terms? What are the political possibilities of popular culture, and what are the intersections of politics and pleasure?

FGSS 3600 Gender and Globalization (also CRP 3650) (SBA-AS)

Fall. 3 credits. L. Beneria.

This course invites students to think globally about gender issues and to trace the connections between global, national and local perspectives.

[FGSS 3630 Age of Realism and Naturalism (also AMST/ENGL 3630)

Spring. 4 credits. Next offered 2010-2011. K. McCullough.]

[FGSS 3680 Marriage and Sexuality in Medieval Europe (also HIST/RELST 3680)

Fall. 4 credits. Next offered 2009-2010. P. Hyams.]

FGSS 3690 Fast-Talking Dames and Sad Ladies (also ENGL/FILM 3690) (LA-AS)

Fall. 4 credits. L. Bogel.

For description, see ENGL 3690.

[FGSS 3700/6700 Gender and Age in Archeology (also ANTHR/ARKEO 3269/6269)

Fall. 4 credits. Next offered 2010-2011. N. Russell.]

FGSS 3702 Desire and Cinema (also COML/ENGL 3702) (LA-AS)

Spring. 4 credits. E. Hanson

For description, see ENGL 3702.

FGSS 3850 Gender and Sexual Minorities (also HD 3840)

Fall. 3 credits. K. Cohen.

For description, see HD 3840.

FGSS 3990 Undergraduate Independent Study

Fall and spring. 1-4 credits. Prerequisites: one course in Feminist, Gender, and Sexuality Studies and permission of a Feminist, Gender, and Sexuality Studies faculty member. Staff.

FGSS 4000 Senior Seminar in Feminist, Gender, and Sexuality Studies

Fall. 4 credits. Prerequisite: requirement for and limited to Feminist, Gender, and Sexuality Studies majors. K. McCullough. Although the topic/focus of this course surely varies with the instructor, it is always treated as a broad capstone course for majors.

FGSS 4021 Bodies in Medicine, Science, and Culture (also BSOC/STS 4021)

Spring. 4 credits. R. Prentice.

For description, see STS 4021.

[FGSS 4040 Women Artists (also ARTH 4610)

Fall. 4 credits. Next offered 2009-2010. J. Bernstock.]

[FGSS 4060 The Culture of Lives (also ANTHR 4406) @ (CA)

Spring. 4 credits. Next offered 2010-2011. K. March.]

FGSS 4100 Health and Survival Inequalities (also DSOC 4100, SOC 4100)

Fall. 4 credits. A. Basu.

For description, see DSOC 4100.

[FGSS 4110/6110 Seminar: Devolution and Privatization: Challenges for Urban Public Management (also AEM 4330/6330, CRP 4120/6120)

Fall. 4 credits. Next offered 2009-2010. M. Warner.]

[FGSS 4140 Bodies in the Middle Ages: Embodiment, Incarnation, Performance (also ENGL 4140)]
Spring. 4 credits. Next offered 2010–2011.
M. Raskolnikov.]

[FGSS 4160 Gender and Sex in South East Asia (also ASIAN 4416, HIST 4160/6160)]
Fall. 4 credits. Next offered 2009–2010.
T. Loos.]

FGSS 4210 Theories of Reproduction (also DSOC/SOC 4210) (SBA-AS)
Spring. 4 credits. A. Basu.
For description, see DSOC 4210.

[FGSS 4220 New York Women (also HIST 4451, STS 4221)]
Fall. 4 credits. Next offered 2009–2010.
M. Rossiter.]

FGSS 4231 Gender and Technology (also BSOC/HIST/STS 4231) (HA-AS)
Spring. 4 credits. S. Pritchard.
For description, see STS 4231.

[FGSS 4270 Parody (also THETR 4200/6200)]
Spring. 4 credits. Next offered 2010–2011.
N. Salvato.]

[FGSS 4420 Gossip (also ENGL 4640, FGSS 6420, THETR 4440/6440)]
4 credits. Next offered 2009–2010.
N. Salvato.]

FGSS 4440 Historical Issues of Gender and Science (also STS 4441) (CA-AS)
Spring. 4 credits. M. Rossiter.
For description, see STS 4441.

[FGSS 4450 American Men (also AMST/ HIST 4440)]
4 credits. Next offered 2010–2011.
E. Baptist.]

[FGSS 4460 Women in the Economy (also ILRLE 4450, ECON 4570)]
Fall. 4 credits. Next offered 2009–2010.
F. Blau.
For description, see ILRLE 4450.]

FGSS 4480 Global Perspectives on Violence against Women (also PAM 4440)
Spring. 3 credits. A. Parrot.
For description, see PAM 4440.

FGSS 4510 Women in Italian Renaissance Art (also ARTH 4450) # (HA-AS)
Spring. 4 credits. C. Lazzaro.
For description, see ARTH 4450.

FGSS 4530 20th-Century American Women Writers of Color (also AAS/ AMST/ENGL 4530) (LA-AS)
Fall. 4 credits. S. Wong
For description, see ENGL 4530.

[FGSS 4610 Sexuality and the Law (also AMST/GOVT 4625, FGSS 7620, GOVT 7625)]
Spring. 4 credits. Next offered 2009–2010.
A. M. Smith.]

[FGSS 4630 Feminist Theory/Law & Society (also AMST 4590, GOVT 4635)]
Fall. 4 credits. Next offered 2009–2010.
A. M. Smith.]

FGSS 4640 Women in the Modern Middle East (also HIST/NES 4642)
Spring. 4 credits. Z. Fahmy.
For description, see NES 4642.

[FGSS 4740/6740 Feminism, Post-Feminism, Cyberfeminism (also ARTH 4740/6740)]
Spring. 4 credits. Next offered 2009–2010.
M. Fernandez.]

[FGSS 4770 Intersections in Lesbian Fiction (also AMST 4780, ENGL 4780)]
4 credits. Next offered 2009–2010.
K. McCullough.]

[FGSS 4780 Senior Seminar in the 20th Century: Narratives of Loss (AIDS) (also ENGL 4750)]
4 credits. Next offered 2009–2010.
D. Woubshet.]

FGSS 4790 Advanced Seminar in American Literature: Visual Culture and Women's Literature (also AMST/ ENGL 4790, ARTH 4979, VISST 4800)
Fall. 4 credits. S. Samuels.
For description, see ENGL 4790.

FGSS 4791 Transgender and Transexuality (also ENGL 4791)
Fall. 4 credits. M. Raskolnikov.
For description, see ENGL 4791.

FGSS 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 6030 The Question of Feminist and Queer Criticism in Premodern Studies (also ENGL 6030)]
Spring. 4 credits. Next offered 2010–2011.
M. Raskolnikov.]

[FGSS 6040 Passionate Politics: Affect, Protest, Performance (also THETR 6060)]
Spring. 4 credits. Next offered 2009–2010.
S. Warner.]

[FGSS 6050 Camp, Kitsch, and Trash (also THETR 6050)]
Spring. 4 credits. Next offered 2010–2011.
N. Salvato.]

FGSS 6060 Psychology of Adolescence in Case Study (also EDUC 6170)
Spring. 3 credits. D. Schrader.
For description, see EDUC 6170.

[FGSS 6140 Gender and International Development (also CRP 6140)]
Spring. 3 credits. Next offered 2010–2011.
L. Benería.]

FGSS 6170 Feminist Methodology (also GOVT 6423)
Spring. 4 credits. S. Martin.

A feminist lens of analysis disrupts traditional categories that frame the questions we ask with implications for the answers that we find and how we find them. A sample of readings across the disciplines will allow us to explore how feminist scholarship has led to the reframing of big questions while stretching the boundaries of traditional methodological frontiers. This course seeks to familiarize

students with primarily qualitative methodological tools to be applied to individual research questions.

[FGSS 6180 The Psychology of Moral Development and Education (also EDUC 6160)]
Fall. 3 credits. Next offered 2009–2010.
D. Schrader.]

FGSS 6210 Sexuality and Power in 17th-Century Drama: Corneille, Racine, Moliere (also FREN 6210)
Fall. 4 credits. M. Greenberg.
For description, see FREN 6210.

[FGSS 6310 Sex and Gender in Cross-Cultural Perspective (also ANTHR 6421)]
Fall. 4 credits. Next offered 2009–2010.
K. March.]

FGSS 6240 Epistemological Development and Reflective Thought (also EDUC 6140)
Fall. 3 credits. D. Schrader.
For description, see EDUC 6140.

[FGSS 6360 Comparative History of Women and Work (also ILRIC 6360)]
Spring. 4 credits. Next offered 2009–2010.
I. DeVault.]

[FGSS 6370 Parody (also THETR 4200/6200)]
Spring. 4 credits. Next offered 2010–2011.
N. Salvato.]

FGSS 6400 Historical Issues of Gender and Science (also HIST 6410, STS 6401)
Spring. 4 credits. S. Seth.
For description, see STS 6401.

[FGSS 6420 Gossip (also ENGL 4640, FGSS 4200, THETR 4440/6440)]
4 credits. Next offered 2009–2010.
N. Salvato.]

[FGSS 6540 Queer Theory (also COML/ ENGL 6540)]
4 credits. Next offered 2009–2010.
E. Hanson.]

[FGSS 6550 Modernist Fiction and the Erotics of Style (also ENGL 6550)]
Spring. 4 credits. Next offered 2010–2011.
E. Hanson.]

FGSS 6610 Erotics of Visuality (also ENGL 6610)
Spring. 4 credits. E. Hanson.
For description, see ENGL 6610.

FGSS 6690 Gift and Contract in the 19th-Century United States: Social and Sexual Constructions of Whiteness, Ethnicity, and Race (also ENGL 6690)
Spring. 4 credits. S. Samuels.
For description, see ENGL 6690.

FGSS 6811 James Baldwin (also AMST/ ENGL 6811)
Fall. 4 credits. D. Woubshet.
For description, see ENGL 6811.

FGSS 6990 Topics in Feminist, Gender, and Sexuality Studies
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 Feminist, Gender, and Sexuality Studies who has agreed to supervise the course work.

[FGSS 7620 Sexuality and the Law (also FGSS 4610, 7625, GOVT 4625)]

Spring, 4 credits. Next offered 2009–2010. A. M. Smith.]

FGSS 7630 Gender and Late Antiquity (also CLASS/HIST/NES/RELST 7633)

Fall, 4 credits. K. Bown and K. Eitzen-Haines.
For description, see CLASS 7633.

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; C. Alm (Swedish); B. Buettner, associate language program director; P. Gilgen, director of graduate studies; A. Groos; P. U. Hohendahl; C. Hosea (Dutch); G. Lischke, language program director and director of undergraduate studies; B. Martin; G. Matthias; D. McBride; P. McBride, D. Reese, A. Schwarz, department chair; G. Waite, Emeritus; D. Bathrick, 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 course offerings in German begin with GERST 1210–1220, 1230 (introductory language level). Students then continue with intermediate-level courses, which provide further grounding in the language and in German literature and cultural studies. GERST 2060 provides instruction for German in the culture of business, leading to certification. On the advanced level (3000 level or above), we offer thematically oriented courses that include intensive language work (3000–3200); 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.

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 3000 and 4000 levels explore such topics as the Faust legend, aesthetics from Kant to Heidegger, city topographies, Freud and his legacy, opera from Mozart to Strauss, the German novel, literature and philosophy, political theory and cinema, the Frankfurt School, migration and globalization, 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.

Sequence of Courses

Courses in German:

Introductory level: GERST 1210–1220, after completion, placement into GERST 1230 or 2000

Intermediate level: GERST 2000, 2020, 2040, and 2060

Advanced level: GERST 3010, 3020, 3060, 3070, 3100, and 4100

Courses taught in German that are numbered 3000 through 3200 focus on intensive language study; courses taught in German that are numbered 3210 through 3500 focus on studying literature and other forms of cultural expression.

Courses in German or English: further 3000- and 4000-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 2000. 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 2000 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 3000 level or above. No more than two of the three courses can be taken with the S–U option. 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 the language program director, 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 also 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, Gunhild Lischke, G75 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 2020, 2040, or 2060.

To complete the major, a student must:

1. Demonstrate competence in the German language by successful completion of two 3000-level courses with intensive language work (GERST 3000–3200) or the equivalent.
2. Complete six courses in the Department of German Studies at the 3000 level or above. One of these must be GERST 4100 Senior Seminar.
3. Select a faculty advisor 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 2020, 2040, or 2060.

To complete the major, a student must:

1. Demonstrate competence in the German language by successful completion of two 3000-level courses with intensive language work (GERST 3000–3200) or the equivalent.
2. Complete six courses with a substantial German component at the 3000 level or above. Three of these must be in the

Department of German Studies, including GERST 4100 Senior Seminar.

3. Select a committee of one or more faculty advisors to help formulate a coherent program of study. One of the advisors 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 advisors' 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 director of undergraduate studies in German Studies regarding eligibility for the honors program.

Procedure. Students who wish to be considered for honors ideally should apply to the director of undergraduate studies 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 4530) and the writing of a thesis (GERST 4540). With the help of their thesis advisor, 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 3000 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 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, G. Matthias, 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 1220 Exploring German Contexts II

Fall or spring. 4 credits. Prerequisite: GERST 1210, LPG 37–44, or SAT II 370–450. G. Matthias, 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 1230 Expanding the German Dossier

Fall or spring. 4 credits. *Successful completion of GERST 1210, 1220, and 1230 satisfies Option 2.* Prerequisite: study of German and LPG 45–55 or SAT II 460–580. 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 2000 Germany: Intercultural Context (CA-AS)

Fall or spring. 3 credits. *Satisfies Option 1.* Prerequisite: GERST 1230 or LPG 56–64 or SAT II 590–680, or placement by exam. 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 2020 Literary Texts and Contexts (LA-AS)

Spring. 3 credits. *Satisfies Option 1.* Prerequisite: GERST 2000 or equivalent or placement exam. Conducted in German. D. McBride.

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 2040 Working with Texts (CA-AS)

Fall or spring. 3 credits. *Satisfies Option 1.* Prerequisite: GERST 2000 or placement by exam (placement score and CASE). D. McBride, G. Matthias.

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 2060 German in Business Culture (CA-AS)

Fall. 3 credits. *Satisfies Option 1.* Prerequisite: GERST 2000 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 3010 Scenes of the Crime: German Mystery and Detective Fiction (LA-AS)

Fall. 4 credits. Prerequisite: GERST 2020, GERST 2040, GERST 2060, or equivalent or permission of instructor. Taught in German. This course may be counted toward the requirement for 3000-level language work in the major. P. Gilgen.

An exploration of German crime, detective, and mystery writing in texts ranging from the early 19th century to contemporary fiction. Authors to be studied may include: Kleist, E. T. A. Hoffmann, Dürrenmatt, Schatten, Süskind, Handke, Ören, 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.

[GERST 3020 Youth Culture: Adolescence in German Fiction (LA-AS)]

Spring. 4 credits. *Satisfies Option 1.*
Prerequisite: GERST 2020, 2040 or 2060 or equivalent or placement exam, permission of instructor. Taught in German. Next offered 2009–2010. B. Buettner.]

GERST 3080 German Life Style 2.0 (CA-AS)

Spring. 4 credits. *Satisfies Option 1.*
Prerequisite: GERST 2020, GERST 2040, GERST 2060, or equivalent or permission of instructor. Taught in German. This course may be counted toward the requirement for 3000-level language work in the major. G. Matthias.

In this course, we will discuss theoretical and practical aspects of Web 2.0 in German. In the process, a solid base of knowledge concerning the use of media and technology will be constructed. This knowledge will then be applied practically in the students' projects through the creation of Web 2.0 content, for example in the form of Video-Podcasts. In addition, students will become part of the Web 2.0 in German through an intercultural discussion of German life in the produced content.

[GERST 3210 After the Fires: Divided Germany 1945–1989 (CA-AS)]

Fall. 4 credits. Taught in German. Next offered 2010–2011. L. Adelson.]

GERST 3250 The Age of Goethe # (LA-AS)

Fall. 4 credits. *Satisfies Option 1.*
Prerequisite: any 3000-level German course or permission of instructor. Taught in German. A. Groos.

This course provides an 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 will 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 will include narratives by writers such as Kleist, E. T. A. Hoffmann, and Tieck, as well as poetry by Hölderlin, Novalis, Brentano, and Eichendorf.

GERST 3270 Too Much to See: German Literary and Visual Cultures, 1900–1933 (CA-AS)

Fall. 4 credits. *Satisfies Option 1.*
Prerequisite: Any 3000-level German course or permission of instructor. Taught in German. P. McBride.

Are we drowning in images? This is a question critics and intellectuals in Western and Central Europe insistently posed at the beginning of the 20th century. They were reacting to the momentous cultural changes brought about by the rise of new media and forms of

communication that rely primarily on the visual—from photography to film, from advertising to new typographical styles. “Stop reading! Look!” a German cultural critic recommended in the 1920s. This became the rallying cry of avant-garde artists eager to leave behind traditional cultural modes based on writing and reading and embrace a modern experience permeated by images. How does a visual culture shape our ways of perceiving our environment and our identity as individuals? What is the place of traditional literacy in this transformed world? Are the issues raised by a new dominance of the visual still helpful in navigating our contemporary cultural environments? These are some of the questions we will consider as we explore the visual revolution that transformed the culture of the German-speaking countries in the first half of the 20th century.

GERST 4100 Senior Seminar: The Family Scene in German Literature (CA-AS)

Fall. 4 credits. *Satisfies Option 1.*
Prerequisites: adequate command of German; any 3000-level course taught in German, or equivalent, or permission of instructor. Readings and discussions in German. A. Schwarz.

When and why does “the family” become an object of literature? What can we find out about sibling relationships, concepts of parenthood, and questions of ancestry and genealogy when they are part of a plot in novellas, novels, or short stories? In this course we shall trace the history of “family” as a literary topic and investigate the various forms of family literary imagination has presented to us throughout three centuries. Topics of discussion will include: When did the “mother” take on the central role of education? When did the “father” take on the roles of protector or antagonist? When did literature decide to portray ancestors as ghosts? How does literature portray sibling rivalry and family crimes? The course will feature literary works and texts from anthropology, psychoanalysis, history, and law. Authors include: Goethe, Schiller, Hoffmann, Keller, Stifter, Kleist, the Brothers Grimm, the Brothers Mann, Kafka, Bernhard, Freud, and others.

GERST 4110 Literature of the Fantastic (LA-AS)

Spring. 4 credits. Readings and discussion in German. Open to all students with an adequate command of German.
Prerequisite: any German course at 3000 level or equivalent or permission of instructor. P. McBride.

The understanding of art and literature formulated by the German Romantics at the end of the eighteenth century presupposes the existence of a supernatural reality that unfolds parallel to ordinary experience and is disclosed through art. At stake is a mode of experience that neither the empirical sciences nor the traditional discourses of religion and philosophy can account for and that manifests itself in dreams, in the liberation of untapped, non-rational forces, and in the fantastic elements that populate Romantic folk and fairy tales. This course focuses on literary depictions of this realm throughout the 19th and in the early 20th century as a reality that can either heighten and fulfill or, alternatively, threaten and disrupt ordinary human existence. Drawing on texts by Ludwig Tieck, E. T. A. Hoffmann, Heinrich von Kleist, Adalbert Stifter, Arthur Schnitzler, and Franz

Kafka, among others, we will examine how the themes of the fantastic and the supernatural are codified in response to social, political, and cultural developments. In probing Tzvetan Todorov's influential thesis about the rise and exhaustion of the fantastic tale in the course of the 19th century, we will analyze the modes of writing and representation associated with this genre, as well as realignments it produced in the relations between literature and other cognitive discourses, particularly science and philosophy.

[GERST 4180 New German Literature: After the Wall (LA-AS)]

Spring. 4 credits. *Satisfies Option 1.*
Prerequisite: Any 3000-level course taught in German, or equivalent, or permission of instructor. Required readings and discussion in German. Next offered 2011–2012. L. Adelson.]

[GERST 4190 Vienna 1900 and the Challenge of Modernity]

Spring. 4 credits. *Satisfies Option 1.* Next offered 2010–2011. Taught in German. P. McBride.]

[GERST 4420 Changing Worlds: Migration, Minorities, and German Literature (LA-AS)]

4 credits. *Satisfies Option 1.* Next offered 2009–2010. L. Adelson.]

[GERST 4430 Love as Fiction. German Novellas from Three Centuries]

Spring. 4 credits. *Satisfies Option 1.*
Conducted in German. Prerequisite: any course at 300 level taught in German or equivalent or permission of instructor. Readings and discussions in German. Next offered 2009–2010. A. Schwarz.]

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 3550 Political Theory and Cinema (also COML 3300, FILM 3290, GOVT 3705) (CA-AS)]

Spring. 4 credits. Next offered 2010–2011. G. Waite.]

[GERST 3600 Words and Music (also MUSIC 2245) # (LA-AS)]

Formerly GERST 342. Next offered 2009–2010. A. Groos.]

GERST 3740 Opera and Culture (also MUSIC 3222) # (LA-AS)

Spring. 4 credits. Prerequisite: Any 3-credit music course or proficiency in German or Italian. A section in German will be available for 1 extra credit. A. Groos.

This course is designed to explore interrelationships between opera and cultural practice, using examples principally from the German and Italian repertoires (e.g., Mozart, Wagner, Verdi, Puccini, Strauss). Lectures and discussions will examine operatic representations of central issues in the emergence of modern culture in the late 18th and 19th centuries: politics and national identity, issues of gender and sexuality, orientalism, representations of madness and disease. Depending on student interest, a final segment of the semester may extend our focus into 20th-century opera or other media such as film and theater.

[GERST 3770 The Art of the Historical Avant-Garde (also ARTH/VISST 3672, COML 3840, ROMS 3770) (LA-AS)

Fall. 4 credits. Next offered 2010–2011. P. McBride.]

Advanced Undergraduate and Graduate Courses

GERST 4050 Introduction to Medieval German Literature I # (LA-AS)

Fall. 4 credits. Prerequisite: reading knowledge of German. A. Groos.

After a brief introduction to basic aspects of the medieval universe, ranging from cosmology to psychology, reading will focus on introductory texts of late 12th-century courtly culture. Using the predominant genres of aristocratic self-representation, the heroic epic (*Nibelungenlied*), Arthurian romance (Hartmann's *Iwein*), and Minnesang, discussions will investigate the court as the locus of conflicting forces in the rise of the secular culture in Germany, examining such issues as the first vernacular construction of social and sexual identity, generational conflicts within the communal-dynastic order, the rise of individualism (the knightly quest), and subjectivity (the love lyric).

GERST 4060 Introduction to Medieval German Literature II # (LA-AS)

Spring. 4 credits. Prerequisite: GERST 4050 or equivalent or permission of instructor. Anchor course for the medieval period. A. Groos.

Political lyrics by Walther von der Vogelweide will introduce agendas of conflict in 13th-century German culture, ranging from crusades to civil war. Against this background, we will examine the utopian quest to win the Holy Grail and heal the Fisher King in Wolfram's *Parzival*, using Bakhtin's approach to pre-novelistic discourse. Readings from the love lyric trace representation of gender across emerging class differences, the increasing complexity of self, and instabilities of the performance text. Concluding topics may include women mystics and late medieval narratives of socio-sexual violence, anti-Semitism, and urban Angst.

GERST 4070 Teaching German as a Foreign Language

Fall. 4 credits. Intended for graduate students preparing to teach German. 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 4090 Spinoza and the New Spinozism (also COML 4090, GOVT 4769, JWST 4790) (LA-AS)

Fall. 4 credits. G. Waite.

Spinoza (1632–77) was excommunicated in his lifetime, wrote under censorship threat of death, and has remained a scandal to philosophy, psychoanalysis, ethics, political theory and practice. "Every philosopher has two philosophies, his own and Spinoza's" (Bergson), and hence "the savage anomaly" (Negri) has exerted intense, often

subterranean, influence on Marx, Nietzsche, and Freud, among others. Our seminar aims: (1) to introduce Spinoza in his own words; (2) to trace his legacy, beginning with the "Spinoza controversy" from the seventeenth century to the so-called New Spinozists (Albiac, Althusser, Balibar, Deleuze, Giaccotti, Irigaray, Karatani, Macherey, Negri), some of whom have been using Spinoza to develop non- or even anti-Kantian ways of thinking and acting. We will also take seriously Leo Strauss's reading of Spinoza. If "The new world system, the ultimate third stage of capitalism is for us the absent totality, Spinoza's God or Nature, the ultimate (indeed perhaps the only) referent, the true ground of Being in our time" (Jameson), we will need to read with particular care Spinoza's *Emendation of the Intellect*, *Ethics*, *Theologico-Political Treatise*, *Political Treatise*, and *Correspondence*, and the anthology *The New Spinoza* (ed. Montag and Stolze).

[GERST 4150 Marx, Freud, Nietzsche (also COML 4250, GOVT 4735) # (CA-AS)

Next offered 2011–2012. G. Waite.]

[GERST 4200 Faust: Close Reading (LA-AS)

Fall. 4 credits. Conducted in English. Next offered 2009–2010. G. Waite.]

[GERST 4240 The Totalitarian Order: Vision and Critique (also GOVT 4255) (CA-AS)

Fall. 4 credits. Next offered 2009–2010. P. U. Hohendahl.]

[GERST 4260 The Animal (also COML 4240, ENGL 4260) (CA-AS)

Next offered 2011–2012. P. Gilgen.]

GERST 4270 Freud and His Commentators (also HIST 4280) (HA-AS)

Fall. 4 credits. Limited to 15 students. C. Robcis.

For description, see HIST 4280.

[GERST 4280 Genius and Madness in German Literature (LA-AS)

Next offered 2009–2010. Offered as GERST 2250 in summer 2008 to introduce students to German literature in a course surveying several centuries. Summer course will not count toward the German major requirements. A. Schwarz.]

GERST 4310 Theory of Theatre and Drama (also COML 4050, THETR 4310/6310) # (LA-AS)

Fall. 4 credits. H. Yan.

For description, see THETR 4310/6310.

[GERST 4330 History of Modern Jewry (also HIST 4330) (HA-AS)

Fall. 4 credits. Limited to 15 students. Next offered 2009–2010. V. Caron.]

GERST 4410 Introduction to Germanic Linguistics (also LING 4441) (HA-AS)

Spring. 4 credits. W. Harbert.

For description, see LING 4441.

GERST 4510–4520 Independent Study

4510, fall; 4520, spring. 1–4 credits each semester. Prerequisite: permission of instructor.

GERST 4530 Honors Research

Fall. Staff.

GERST 4540 Honors Thesis

Spring. 8 credits. Prerequisite: GERST 4530. Staff.

GERST 4570 Imagining the Holocaust (also COML 4830, ENGL/JWST 4580) (LA-AS)

Fall. 4 credits. D. Schwartz. For description, see ENGL 4580.

[GERST 4960 Theorizing the Public Sphere

Next offered 2009–2010. P. U. Hohendahl.]

Graduate Courses

Note: For complete descriptions of courses numbered 6000 or above consult the appropriate instructor.

GERST 6030 Literature of Fascism and Anti-fascism

Fall. 4 credits. P. McBride.

This course will explore the multiple cultural contexts of the Third Reich by drawing on a variety of media (literature, film, architecture, and the visual arts) and disciplinary perspectives (literary criticism, political and social theory). Questions we will discuss include the nature of the style(s) or cultural project(s) of Nazi official culture; the relationship between high art and mass culture; and the articulation of gender, class, and racist dimensions in cultural production and reception. Special attention will be devoted to manifestations of opposition and resistance that surfaced in the literature, arts, and mass culture of the period; the culture of the Jewish Community of Germany and Austria; and the cultural production of the concentration and death camps. Possible readings include texts by Schmitt, Grimm, Benn, Heidegger, Jünger, Bergengruen, Klüger, Hitler, Berens-Totenohl, Benjamin, Adorno.

GERST 6131 German Philosophical Texts (also PHIL 6030)

Fall and spring. 1–4 credits, variable. A. Chignell.

For description, see PHIL 6030.

GERST 6140 The Man without Qualities and Theories of Narration (also COML 6141)

Spring. 4 credits. P. McBride.

This seminar will focus on Robert Musil's torso *The Man without Qualities*. Our discussion of the novel will unfold along two tracks. On the one hand, we will draw on Musil's essays and notebooks to situate his highly reflexive project within contemporary attempts at overcoming a realist narrative paradigm in the experiments of Symbolism, Expressionism, and, after World War I, the documentary writing of the New Objectivity. Musil's endeavor will thus provide a prism for interrogating key preoccupations that are conventionally grouped under the label of modernism: estrangement as a privileged mode of aesthetic experience; the relation of language, thought, and reason; the death of the subject; the incompleteness of narrative; the entwinement of history and storytelling; irony, essayism, and mysticism as circumscribing the ethical and political dimensions of writing. A second thread we will pursue concerns the ways in which Musil's novel resonates with a variety of influential attempts at conceptualizing narrative in our time. Possible readings will include texts by Adorno, Auerbach, Bakhtin, Bal, Benjamin, Blanchot, Bohrer, de Man, Eco, Genette, Kristeva, Lyotard, Moretti, and Todorov.

[GERST 6150 Jews in German Culture Since 1945

Next offered 2009–2010. L. Adelson.]

[GERST 6160 Spaces of Literature]
Next offered 2010-2011. A. Schwarz.]

[GERST 6180 The Science of the Experience of Consciousness: Hegel's Phenomenology of Spirit (and Beyond) (also COML 6180)]
Next offered 2010-2011. P. Gilgen.]

[GERST 6200 Faust: Close Reading (also GERST 4200)]
Fall. 4 credits. Limited to 15 students. Next offered 2009-2010. G. Waite.]

[GERST 6220 Cultural Pessimism and the Fin-de-Siècle]
Next offered 2010-2011 P. McBride.]

[GERST 6270 Baroque]
Fall. 4 credits. Anchor course. Conducted in English. Next offered 2009-2010. G. Waite.]

GERST 6290 The Enlightenment
Spring. 4 credits. Anchor course.
P. U. Hohendahl.
The seminar will focus on 18th-century German literature and philosophy from 1730 to 1790. Emphasis will be placed on the concept of Aufklärung and its meaning for the development of German thought. The discussions will stress major areas of critical inquiry, such as religion, philosophy, and literature. Readings will be taken from authors like Forster, Gellert, Gottsched, Kant, Lessing, and Wieland. The critical literature will include the writings of Adorno, Foucault, Habermas, Horkheimer, and Koselleck.

[GERST 6300 Classicism and Idealism]
Next offered 2011-2012. D. Reese.]

GERST 6310-6320 Reading Academic German I and II
6310, fall; 6320, spring. 3 credits each semester. Prerequisites: graduate standing; for GERST 6320, GERST 6310 or equivalent. Staff.
Intended primarily for beginners with little or no previous German knowledge. Emphasis in 6310 on acquiring basic German reading skills. Emphasis in 6320 on development of the specialized vocabulary of student's field of study.

[GERST 6340 German Romanticism]
Next offered 2010-2011 G. Waite.]

[GERST 6360 Kleist and Kafka: Prose Works]
Spring. 4 credits. Next offered 2010-2011. D. Reese.]

GERST 6370 19th-Century Fiction: The Realist Project
Spring. 4 credits. Anchor course.
A. Schwarz.
Examination of programmatic concepts of Poetic Realism in literature and theory. Special focus on the relationship between aesthetic theory and literary production (Hegel, Vischer, Schopenhauer, Nietzsche). Course will discuss the tension between the "prosaic" and "poetic" by investigating the status of topics such as "love," "adventure," and domesticity; suburban and garden spaces; the aesthetization of "work" and the "reality" of industrialization. Further attention will be paid to artistic developments that anticipate literary periods such as Naturalism, Expressionism, and the Avant-garde. Questions of nationalism, science, and gender issues will be discussed in comparison to European developments of Realism. The seminar will also focus on contemporary

re-elaborations of the Realist project: in relation to psychoanalysis, narrative theory, and current theories of memory, community, and spatial structures (architectonic or mnemonic). Authors include: Hegel, Vischer, Tieck, Keller, Droste-Hülshoff, Freytag, Fontane, Schmidt, Meyer, Raabe, Nietzsche, and Freud.

[GERST 6380 Readings of Recollection (also COML 6010)]
Fall. 4 credits. Next offered 2009-2010. P. Gilgen.]

[GERST 6390 Walter Benjamin: Constellations of Thought]
Spring. 4 credits. Texts in English and German. Discussions in English. Next offered 2009-2010. A. Schwarz.]

GERST 6470 German Literature from 1949 to 1989
Fall. 4 credits. Prerequisite: reading knowledge of German. L. Adelson.
This seminar/anchor course will focus on German literature during the period of the cold war between 1949 and 1989. The point of the course will be to trace major themes and styles in German-speaking literature, East and West, in light of contemporaneous events of broad cultural and political significance. While individual texts will be examined within their specific historical (temporal, geopolitical, aesthetic) contexts, the course will also be organized comparatively around critical debates concerning such topics as fictional representations of the immediate past; attempts by minority/majority voices to challenge and change the canon; writing and social change; questions concerning a national cultural identity; the politics of postmodernity and postcolonialism; and others. Readings will be selected from authors such as W. Borchert, H. Böll, G. Grass, I. Bachmann, W. Koeppen, A. Andersch, P. Handke, F. Dürrenmatt, C. Wolf, P. Weiss, H. Müller, V. Braun, C. Hein, I. Morgner, J. Becker, H. Enzensberger, A. Kluge, P. Schneider, B. Strauss, A. Duden, M. Maron, and E. Özdamar.

[GERST 6500 Culture in the Weimar Period]
Fall. 4 credits. Next offered 2009-2010.]

[GERST 6530 Opera]
Next offered 2009-2010. A. Groos.]

GERST 6560 Aesthetic Theory: The End of Art (also ARTH 4047, COML 6560, VISST 4456)

Spring. 4 credits. P. Gilgen.
This course investigates the emergence of aesthetics as its own discipline at the end of the eighteenth century, its Kantian and post-Kantian transformations, and the engagement with these positions on the part of contemporary theorists and philosophers. It is structured around in-depth readings of Kant and Hegel. Further readings may include texts by Baumgarten, Burke, Schiller, Schelling, Schlegel, Novalis, and Hölderlin as well as writings by contemporary philosophers and theorists such as Adorno, Allison, Danto, de Duve, Derrida, Lyotard, Menke, Seel, and Schaeffer.

[GERST 6580 Old High German, Old Saxon (also LING 6646)]
Spring. 4 credits. Next offered 2009-2010. W. Harbert.]

GERST 6600 Visual Ideology (also ARTH/VISST 6060, COML/THETR 6600)
Fall. 4 credits. G. Waite.

Some of the most powerful approaches to visual practices have come from outside or from the peripheries of the institution of art history and criticism. This seminar will analyze the interactions between academically sanctioned disciplines (such as iconography and connoisseurship) and innovations coming from philosophy, psychoanalysis, historiography, sociology, literary theory, mass media criticism, feminism, and Marxism. We will try especially to develop: (1) a general theory of "visual ideology" (the gender, social, racial, and class determinations on the production, consumption, and appropriation of visual artifacts under modern and postmodern conditions); and (2) contemporary theoretical practices that articulate these determinations. Examples will be drawn from the history of oil painting, architecture, city planning, photography, film, and other mass media.

[GERST 6620 Reassembling Culture: Montage and Collage in Weimar Germany]
Spring. 4 credits. Next offered 2011-2012. P. McBride.]

[GERST 6630 Nietzsche and Heidegger (also COML 6630)]
Fall. 4 credits. Next offered 2009-2010. G. Waite.]

[GERST 6680 Literature and the Uncanny]
Next offered 2009-2010. A. Schwarz.]

[GERST 6710 Postcolonial Theory and German Studies]
Next offered 2009-2010. L. Adelson.]

[GERST 6890 The Aesthetic Theory of Adorno (also COML 689[6890])]
Fall. 4 credits. Next offered 2011-2012. P. U. Hohendahl.]

GERST 6960 Rites of Contact: Emergent German Literatures and Critical Method (also COML/NES 6960)
Spring. 4 credits. L. Adelson.
New forms of German literature have been emerging for decades in the wake of transnational labor migration, and these innovations have only intensified since 1989. Departing from an anachronistic sociological model that still interprets this literature as a plea for compassionate intercultural dialogue, this course juxtaposes prose fiction about cultural contact and critical theories of difference with two primary goals in mind. 1) Students will be introduced to representative examples of contemporary German literatures of migration, an aesthetic phenomenon whose scope, significance, and sophistication have grown much faster than the critical resources used to address it. 2) Critical modes of conceptualizing cultural contact in Germany will be explored and compared, methodologically in relation to each other and analytically in tension with the literary field. A primary focus on German literature of Turkish migration will be complemented by literary and analytical readings reflecting other transnational phenomena such as postsocialism, postcolonialism, and globalization. Literary selections include works by authors such as Aras Ören, Emine Sevgi Özdamar, Zafer Senocak, Kemal Kurt, Feridun Zaimoglu, Doron Rabinovici, Barbara Honigmann, Maxim Biller, TORKAN, Sherko Fatah, Galsan Tschinag, Yoko Tawada, José Oliver, Zsuzsa Bánk, Christoph Hein, and Urs Widmer. Course participants must possess

good reading knowledge of German and English.

GERST 7530-7540 Tutorial in German Literature

7530, fall; 7540, spring. 1–4 credits each semester. Prerequisite: permission of instructor.

Dutch

DUTCH 1210-1220 Elementary Dutch

1210, fall; 1220, spring. 4 credits each semester. Prerequisite: permission of instructor. C. Hosea.

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 2030 Intermediate Composition and Conversation

Fall. 3 credits. *Satisfies Option 1.*

Prerequisite: DUTCH 1220 or permission of instructor. Offered in Dutch. C. Hosea.

Improved control of Dutch grammatical structures and vocabulary through guided conversation, discussions, compositions, reading, and film, drawing on all Dutch-speaking cultures.

DUTCH 2050 Dutch Culture and Society (CA-AS)

Fall. 3 credits. M. Briggs.

The Netherlands is known as the country of tulips, cheese, and windmills as well as being infamous for its liberal policies regarding legalized soft drugs, prostitution, and gay marriage. What is the truth behind these holiday snapshots and the superficial image of a liberal party spot? How did this tiny country with a landmass similar to the size of Maryland once rule the seas, how did it come to stand at the cradle of the State of New York, and how does it remain a major player in European affairs and world economics? During this course we will discuss various aspects of Dutch history, such as the Dutch relationship with the sea, Dutch–American relations, World War II, as well as contemporary and controversial issues such as the role of Islam and integration, the welfare state, and Dutch liberal policies as well as the Netherlandic character of Flanders in neighboring Belgium. Through these studies, we will learn how the history and geography of the Low Countries has influenced its own early and contemporary culture and psyche as well as how it influenced others parts of the world. The course will offer significant moments in Dutch History, its glorious Golden Age, politics, *kleinkunst*, film and hot-off-the-press current events and more.

DUTCH 3000 Directed Studies

Spring. 1–4 credits, variable. Prerequisite: permission of instructor. Conducted in Dutch. C. Hosea.

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 1210 Introductory Swedish

Fall. 4 credits. Intended for students without prior experience in Swedish. C. Alm.

Participants gain fundamental Swedish language proficiency and functional communication skills, as well as cultural insights into Sweden and Swedish-speaking contexts. The course covers topics such as introducing oneself and friends, family, housing, time, seasonal festivities, food, restaurant visits, shopping, clothing, travel, and visiting Sweden. Oral and written expression and skills in listening and reading are developed in an interactive immersion classroom, enriched by a Virtual Textbook, practical activities using current web tools, and additive audio-visual and textual materials. Brief podcasts introduce current Swedish issues, and participants explore Swedish language, culture, and society in guided portfolios.

SWED 1220 Continuing Swedish

Spring 4 credits. Prerequisite: SWED 1210 or equivalent Swedish language background. C. Alm.

Participants expand their proficiency in speaking, listening to, reading, and writing Swedish by working with online resources, texts, media, and cinema. The first part of the course is dedicated to topics such as leisure activities, education, government, community, seasonal festivities, and traditions. During the second half of the course, participants read and converse about level-appropriate fiction and engage with complementary materials. Particular attention is paid to functional oral and written communication, enrichment of language structures, and vocabulary (including developing an understanding of connotative meaning dimensions), and mastering authentic Swedish materials at the adequate proficiency level. The course continues to explore the culture and societal conditions of Swedish-speaking settings, while discovering the Swedish–American experience. All instruction is in Swedish.

SWED 2030 Intermediate Swedish

Fall. 3 credits. *Satisfies Option 1.*

Prerequisite: SWED 1220 or equivalent Swedish language background. C. Alm.

By studying the Swedish language alongside cultural and societal content in theme-based units, participants further enhance their skills of the forms and functions of Swedish at the intermediate to advanced level, while enriching stylistic and expressive variation in their use of Swedish and strengthening their understanding of Sweden and the Scandinavian context. Topics may include Vikings and Norse mythology, the Swedish popular music industry, Sweden and the EU, technology and entrepreneurship in Swedish-speaking contexts, contemporary multicultural Sweden, the history of the Swedish language, and Swedish design and creative expression. An interactive classroom that fully immerses participants in the Swedish language is combined with recent media, film, music, selections from factual and literary texts, activities using current web tools and virtual fieldwork. Participants are given opportunities to develop specialized interests in language and culture creatively in a team wiki project and guided portfolios.

SWED 3000 Directed Studies

Fall. 1–4 credits, variable. Prerequisite: permission of instructor. Times TBA with instructor. C. Alm.

Directed study of Swedish (or Scandinavian) topics that address particular student needs in relation to their field of studies. Topics might

include, but are not limited to, extending Swedish language skills, studying translation or linguistic aspects of the Swedish speech community, cinematic/literary themes or directors/authors, historical developments, or particular technological, entrepreneurial, or social issues. Interested students are encouraged to contact the instructor to determine a directed plan of study.

GOVERNMENT

M. Evangelista, chair; R. Bense, assoc. chair; C. Way, director of graduate studies; I. Kramnick, director of undergraduate studies; C. Anderson, S. Buck-Morss, V. Bunce, A. Carlson, D. DiSalvo, P. Enns, J. Frank, B. Hendrix, R. Herring, M. Jones-Correa, M. Katzenstein, P. Katzenstein, J. Kirshner, S. Kreps, T. J. Lowi, S. Martin, A. Mertha, S. Mettler, D. Moehler, K. Morrison, Y. Orlov, D. Patel, T. Pepinsky, K. Roberts, D. Rubenstein, E. Sanders, M. Shefter, A. M. Smith, S. G. Tarrow, N. T. Uphoff, N. van de Walle, J. Weeks, T. Zittel.

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 Cornell government courses.

To complete the major, a student must:

1. pass two of the introductory government courses (GOVT 1111, 1313, 1615, 1817);
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 3000 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 4000.XX to which students are admitted by application only; or other 4000-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 3000

level or above (2000-level courses are not considered upper-level). Students should consult with their major advisor to choose appropriate courses. All choices of related courses must be approved by the major advisor 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: 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 Minor. 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 4313 or 4323). 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 Minor. See the description under "Special Programs and Interdisciplinary Studies."

Honors. Application to the honors program is made in the early spring of the second semester of a student's 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. For more information, please visit "Guide to the Undergraduate Major in Government" on falcon.arts.cornell.edu/GOV/ugrad_brochure.html#seminars.

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 1111 Introduction to American Government and Politics (SBA-AS)

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 1313 Introduction to Comparative Government and Politics (SBA-AS)

Spring and summer. 3 credits. R. Herring. 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 1615 Introduction to Political Philosophy # (HA-AS)

Spring, winter, and summer. 3 credits. I. Kramnick. 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 1817 Introduction to International Relations (SBA-AS)

Fall and summer. 3 credits. J. Kirshner. Introduction to the basic concepts and practice of international politics. (IR)

GOVT 1827 WIM Section: Introduction to International Relations

Fall. 1 credit. Prerequisite: permission of instructor; GOVT 1817. Staff. Special, writing-intensive section of GOVT 1817, 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 2225 Controversies About Equality (also DSOC/ILROB/PAM/SOC 2220, PHIL 1905) (SBA-AS)

Spring. 4 credits. S. Morgan. For description, see SOC 2220.

GOVT 2403 China Under Revolution and Reform (also CAPS 2403) @ (SBA-AS)

Fall. 3 credits. A. Mertha. This course provides a broad overview of the evolution of Chinese politics from the early part of the 20th century to the present. It is roughly divided into three sections. The first traces the formation and the progression of modern state and party institutions following the collapse of the Qing Dynasty in 1911, through the communist rise to power and into the Mao era (1949-1976), culminating in the period of "opening up and reform"

(1978-present). The second part of the course examines China's institutional apparatus, focusing on mapping out the government, Party, and military bureaucracies; examining relations between Beijing and the localities; and on the institutionalization of these structures and processes over time. The third part of the course combines the insights of the course thus far to illuminate some of the current "hot button" issues facing the Chinese state and the world, combining politics and policy and examining the relationships between the two. No prior knowledge of China is required or expected.

GOVT 2605 Social and Political Philosophy (also PHIL 2420)

Spring. 4 credits. E. Taylor. For description, see PHIL 2420.

GOVT 2626 French Thought After May '68 (also COML/HIST 2331) (HA-AS)

Spring. 4 credits. C. Robcis. For description, see HIST 2331.

GOVT 2716 Politics of Violence in 20th-Century Europe (also HIST 2711) (HA-AS)

Spring. 4 credits. H. Case. For description, see HIST 2711.

GOVT 2747 History of Modern Middle East in 19-20th Century (also HIST/JWST/NES 2674) # @ (HA-AS)

Fall. 3 credits. Z. Fahmy. For description, see NES 2674.

[GOVT 2827 China and the World (also CAPS 2827) @ (CA-AS)

Spring. 3 credits. Next offered 2009-2010. 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 2947 Global Thinking (also PHIL 1940) @ (KCM-AS)

Fall. 4 credits. R. Miller. For description, see PHIL 1940.

[GOVT 3021 Social Movements in American Politics (also AMST 3021) (HA-AS)

Spring. 4 credits. Next offered 2010-2011. 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 3031 Imagining America (also AMST 3031, COML 3410, FRLIT 3240) (CA-AS)]

Fall. 4 credits. Next offered 2009–2010. D. Rubenstein.]

[GOVT 3043 Sex, Power, and Politics (also FGSS 3040) (SBA-AS)]

Spring. 4 credits. Next offered 2009–2010. S. Martin.]

GOVT 3063 Society and Party Politics (also SOC 3070) (SBA-AS)

Spring. 4 credits. S. Van Morgan. For description, see SOC 3070.

GOVT 3071 Introduction to Public Policy (SBA-AS)

Summer. 4 credits. Offered in Cornell in Washington Program. 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 3091 Science in the American Polity (also AMST/STS 3911) (SBA-AS)

Spring. 4 credits. J. Reppy. For description, see STS 3911.

GOVT 3111 Urban Politics (also AMST 3111) (SBA-AS)

Fall. 4 credits. M. Shefter. The major political actors, institutions, and political styles in large American cities: mayors, city councils, bureaucracies, ethnic and racial minorities, urban machine politics and the municipal reform movement. The implications of these political forces for policies pertaining to urban poverty, homelessness, and criminal justice.

GOVT 3128 America's Changing Faces (also AMST 3121)

Summer. 2 credits. Offered in Cornell in Washington Summer Program. 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 3131 The Nature, Functions, and Limits of Law (also LAW 4131) (CA-AS)

Spring. 4 credits. Prerequisite: undergraduate standing. A. Riles. 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 3141 Prisons (also AMST 3141) (SBA-AS)

Fall, winter, and summer. 4 credits. M. Katzenstein. This seminar will look at the politics of incarceration. Why is prison construction a growth industry? What is the role of public policy and of the law in this process of prison expansion? How does race and racism in American society figure in this? Are women's prisons designed to respond to the needs of a "generic-male" prisoner or are they organized around women's needs? Are there "spaces" within the prison (educational programs, libraries, chaplain's offices) that alleviate the grim realities of prison life? We will devote a section of the course to reading about and discussing different forms of political activism on behalf of prison reform. Seminar members should plan on an occasional extra class time, likely to be Wednesday or Thursday evenings, to hear guest speakers and see films. (AM)

GOVT 3150 The American Legal System: Its Nature, Functions, and Institutions

Summer. 4 credits. Offered in New York City. C. Stewart. This course offers a comprehensive introduction to the American legal system, its roots in natural and common law, the purposes/values it serves (e.g., resolution of private grievances; punishment of offenses against the polity and individuals; preservation, development, and limitation of individual and group rights; and facilitation of commerce and private agreements), and the roles of the judiciary, legislature, and private parties. The course is taught using the Socratic method employed at most U.S. law schools and introduces students to fundamental concepts and techniques used by attorneys and courts in analyzing cases, interpreting statutes, and determining disputes. As in law school, students are expected to read assigned materials before each class meeting and to participate actively in class discussions.

GOVT 3161 The American Presidency (also AMST 3161) (SBA-AS)

Fall. 4 credits. E. Sanders. This course will explore and seek explanations for the performance of the 20th- to 21st-century presidency, focusing on its institutional and political development, recruitment process (nominations and elections), relationships to social groups,

economic forces, and "political time", and foreign and domestic policy-making.

GOVT 3171 Campaigns and Elections (SBA-AS)

Fall. 4 credits. Prerequisite: GOVT 1111 or permission of instructor. P. Enns. This course examines campaigns and elections, focusing primarily on national elections in the United States. Topics typically include campaign finance, negative campaigning, the noncompetitiveness of congressional elections, presidential elections, why there are almost but not quite three parties, voter turnout, individual voting decisions, how the votes are counted (or not), and elections and the economy. We examine several theories that may explain some of these phenomena, including in particular theories of rational choice. Course requirements usually include two papers with one being based on original analysis of election survey data.

GOVT 3181 U.S. Congress (also AMST 3181) (SBA-AS)

Spring. 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 3191 Racial and Ethnic Politics (also AMST/LSP 3191) (SBA-AS)]

Spring. 4 credits. Next offered 2010–2011. M. Jones-Correa.]

GOVT 3212 Public Opinion and Representation

Spring. 4 credits. P. Enns. This course will examine the nature of public opinion and analyze when and how it influences government. Specifically, the class will study various definitions of public opinion, theories of opinion formation and change, and how public opinion influences government policy. We will also analyze public attitudes toward specific issues, such as race and welfare, and we will discuss normative questions, such as the role opinion should play in American democracy.

GOVT 3241 Inequality and American Democracy (SBA-AS)

Fall. 4 credits. S. Mettler. During the last three decades, American citizens have grown increasingly unequal in terms of income and wealth. Can democratic governance survive, in any meaningful way, amid such vast economic inequality? We shall examine this question by examining three major aspects of the American political system: political voice, governance, and public policy. We will also consider the extent to which public policies can mitigate inequality.

GOVT 3259 European Union and Social Model (also ILRIC 3320)

Fall. 4 credits. O. Jacobi. For description, see ILRIC 3320.

GOVT 3293 Comparative Politics of Latin America (also DSOC 3290, LATA 3292) @ (SBA-AS)

Spring. 4 credits. Knowledge of Spanish or Portuguese is not required. G. Flores-Macias. This course is designed as an introduction to political, economic, and social issues in 20th-century Latin America. In the first section of the course the regions is analyzed through a political lens, focusing on issues including

state formation, populism and corporatism, revolutions, the breakdown of democracy, military rule, and democratization. We then turn to issues under the heading of economic perspectives including dependency theory, import-substitution industrialization, the debt crisis, market reform, and the period of the post-Washington Consensus. The third section of the course presents a selection of the region's central social issues including class structures, civil-military relations, church-state relations, social movements, and both internal and international migration. Throughout the semester, we will make reference to specific countries to illustrate each topic.

GOVT 3303 Politics of the Global North (also ILRIC 4330)

Fall and summer. 4 credits. L. Turner.
For description, see ILRIC 4330. (CO)

GOVT 3313 Middle Eastern Politics (also NES 3850) @ (CA-AS)

Spring. 4 credits. D. Patel.
This course provides an introduction to contemporary Middle Eastern politics. The goal is to provide students with historical background and theoretical tools to answer the following core questions: (1) Why do authoritarian political systems persist in the Middle East more than they do elsewhere? (2) Why have Islamist groups become prominent opposition forces in and across some countries? (3) Why do some Middle Eastern countries suffer from high levels of political violence while others are spared? (4) What accounts for the region's current economic underdevelopment? (5) Would the adoption of Western-style political institutions improve governance and stability in the region? The course explicitly compares outcomes and explanations within the region, between the region and other world areas, and over time.

[GOVT 3323 Modern European Politics (SBA-AS)]

Fall. 4 credits. Next offered 2009-2010.
T. Zittel.
This course offers an introduction into politics and political systems in Western Europe. It starts with a brief history of the consolidation of West European democracies before and after World War II. We then discuss core theoretical concepts guiding the comparative analysis of political systems. The main part of the course will consist 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 will be treated in depth. Hotly debated issues in European politics will be presented by students in class and in a short research paper, before we conclude with an analysis of the European Union (EU) as political system. (CO)

GOVT 3344 Islamic Politics (also NES 3844) @

Fall. 4 credits. D. Patel.
This course will examine the relationship between politics and modern Islamic movements. The course investigates Islamic political theory and the evolution of contemporary Islamic movements in the context of anti-colonial struggles, modern nation-state formation, neo-liberal reform, and in relation to forms of political opposition. We will explore cases from the Middle East, Central Asia, South Asia, Southeast Asia, and West Africa in order to identify and account for variation in Islamic political mobilization.

[GOVT 3363 Postcommunist Transitions (SBA-AS)]

Spring. 4 credits. Next offered 2010-2011.
V. Bunce.
The focus of the course is on political and economic developments since the collapse of communism in the 28 states that make up Eastern Europe and Eurasia. Topics to be addressed include why democracy has developed in some countries, but not others in the region; differences in economic performance across the region; the role of the United States and the European Union in promoting democratic governance. The geographical focus will shift, depending upon the topic at hand.]

[GOVT 3383 Comparative Political Economy (SBA-AS)]

Spring. 4 credits. Next offered 2009-2010.
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 3393 Political Economy of Development @ (SBA-AS)]

Fall. 4 credits. Next offered 2010-2011.
D. Moehler.]

GOVT 3413 Modern European Society and Politics (also SOC 3410) (SBA-AS)]

Fall. 4 credits. S. Van Morgan.
This survey course provides an interdisciplinary overview of European social and political issues. Themes of the course will include, but will not be limited to, the political development of the nation-state, modes of governance, welfare state restructuring, party systems and elections, social movements, immigration and demography, culture and identity, external relations, and the special challenges posed by European political and economic integration. A series of background and contextual lectures will be complemented by presentations given by leading Europeanists.

GOVT 3427 Germany and Europe (SBA-AS)]

Fall. 4 credits. T. Zittel.
German unification in 1990 and the accelerating movement toward European integration have created new political conditions for our understanding of German and European politics. The end of the Cold War has brought forth old fears about the domination of Europe by an unpredictable German giant. Alternately, these changes have also fueled new hopes for Germany and

Europe as models of democratic pluralism in a more peaceful and prosperous world. This course analyzes the incomplete growth of a new polity in Europe that reflects two kinds of politics: the specter of the "Germanization" of Europe and the vision of a "Europeanization" of Germany. The course offers a historical analysis of German and European developments since 1945 (Part I) before developing competing realist (Part II), liberal (Part III), and institutionalist (Part IV) interpretations of German and European affairs. (CO/IR)

GOVT 3437 Politics of the European Union (SBA-AS)]

Spring. 4 credits. T. Zittel.
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 3443 Government and Politics of Southeast Asia

Spring. 4 credits. T. Pepinsky.
Contemporary politics in Southeast Asia must be understood in light of colonialism, the nationalist movements that colonial rule in effect produced, and the geopolitics of the Cold War era. Colonial rule defined the territorial boundaries and institutions of the modern state, nationalism provided a new political discourse, and the Cold War influenced the nature of political authority and legitimacy in post-colonial states. This course will consider the importance of these and other themes in relation to processes of state building and democratization in comparative perspective, with special focus on Thailand, Burma, Indonesia, and the Philippines.

GOVT 3553 Issues Behind the News

Fall. 2 credits. Prerequisites: AEM/ECON 2300 or ANTHR 1400 or GOVT 1817 or GOVT 2947/PHIL 1940, or by permission of instructor. N. van de Walle.
This course will cover international current events as they unfold during the semester. Faculty from across the university will be invited to contextualize and deepen students' understanding of elections, wars, complex humanitarian emergencies, international agreements, global health issues and other relevant international events that are in the news. The course will respond flexibly to unforeseen events. Special attention will be devoted to U.S. foreign policy issues and how U.S. foreign policies are formulated and implemented. The course will strive to expose students to different points of view on these issues.

[GOVT 3605 Ideology (CA-AS)]

Spring. 4 credits. Next offered 2009–2010.
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 3615 Liberalism and Its Critics # (KCM-AS)]

Fall. 4 credits. Next offered 2009–2010.
B. Hendrix.

The term “Liberalism” refers to a broadly allied set of political theories and practices that focus on maximizing individual liberty, generally through the protection of personal rights. This course will consider both competing views within the liberal tradition, and challenges made by those outside it. The course begins with the historical origins of liberalism in European religious wars and changing coalitions of power, and moves forward through its major theorists (including Thomas Hobbes, John Locke, and John Stuart Mill) to the present day. We will then consider a variety of objections to liberalism, ranging from the very old (lodged by Plato) to the contemporary (by for example Michael Sandel and Michel Foucault). (PH)

[GOVT 3625 Modern Political Philosophy (also PHIL 3460) (KCM-AS)]

Fall. 4 credits. R. Miller.
For description, see PHIL 3460.

[GOVT 3633 Politics and Culture (also SOC 2480) (HA-AS)]

Spring. 4 credits. M. Berezin.
For description, see SOC 2480. (CO)

[GOVT 3645 Politics of “Nations Within” (also AIS 3640) (SBA-AS)]

Spring. 4 credits. Next offered 2009–2010.
B. Hendrix.

This political theory course will consider the political status of Native Americans in the United States, as well as the status of indigenous peoples in Canada, Australia, and New Zealand. We will begin with brief overviews of native peoples in the countries considered, with special attention to the history of their interactions with the states that now rule them, and their contemporary legal status. The course will consider the ideologies used to justify conquests and displacements by European colonists, particularly as

illustrated in historical works of political theory and key court cases. The latter half of the course will consider the possible futures of these “nations within” by considering normative arguments about assimilation, cultural rights, treaty federalism, and full sovereign statehood. (PH)

[GOVT 3655 Politics and Literature (also AMST 3655) (LA-AS)]

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 (for example, 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 we will pursue in this course through the study of prominent (and diverse) works of literature. The course will examine the important contributions of literature to the study of politics, and to the formation of a more thoughtful, critical citizenship. (PT)

[GOVT 3665 American Political Thought from Madison to Malcolm X (also AMST 3665, HIST 3160) # (HA-AS)]

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 3695 Marx and After # (KCM-AS)]

Fall. 4 credits. S. Buck-Morss.

We will read the texts of Marx that set the agenda for a century of political and theoretical debate, and key essays that have built on his dialectical materialist theory in the 20th century.

[GOVT 3697 Israeli-Palestinian Conflict (also HIST/SOC 3970, JWST/NES 3697) @ (HA-AS)]

Fall. 4 credits. R. Brann.
For description, see NES 3697.

[GOVT 3705 Political Theory and Cinema (also COML 3300, FILM 3290, GERST 3550) (CA-AS)]

Spring. 4 credits. G. Waite.
For description, see GERST 3550.

[GOVT 3716 Education of Princes (also COML/NES 3716) @ # (HA-AS)]

Fall. 4 credits. S. Toorawa.
For description, see NES 3716.

[GOVT 3725 Ideology 2: Everyday Life]

Spring. 4 credits. D. Rubenstein.

For description, see falcon.arts.cornell.edu/Govt.

[GOVT 3857 American Foreign Policy (also CAPS 3857) (SBA-AS)]

Fall. 4 credits. P. Katzenstein.

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 3867 The Causes of War (SBA-AS)]

Spring. 4 credits. Next offered 2009–2010.
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 3898 International Law (HA-AS)]

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 3937 Introduction to Peace Studies (SBA-AS)]

Spring and summer. 4 credits.
M. Evangelista.

This course serves as an introduction to the study of war, peace, and peacemaking. We will study different theories of peace and war from a variety of disciplinary perspectives. The course will cover definitions of peace and war, causes of conflict, and modes of conflict prevention and resolution. The concepts will be applied to a range of historical and current conflicts. Students will prepare analyses of specific conflicts or instances of peacemaking for class presentation. (IR)

[GOVT 3944 Comparative Foreign Policy]

Spring. 4 credits. J. Weeks.

This course explores the sources of differences in foreign-policy processes and outcomes between and within states. One school of thought holds that differences in the characteristics of the countries in question

(large versus small, democratic versus authoritarian, industrialized versus developing, etc.) lead to differences in their foreign policies. Another argues that the important differences are not so much between countries as between "issue-areas," for example, military policy versus trade policy. In this course, students will evaluate the competing explanations by looking at a number of aspects of foreign policy—including diplomacy, strategy, economic policy, and alliance policy—in several areas and historical cases. We will attempt to understand why some states are more successful than others in achieving the main goals of foreign policy: security and prosperity.

GOVT 4032 Immigration and Politics Research Seminar (also AMST/LSP 4032) (CA-AS)

Spring. 4 credits. M. Jones-Correa.
Latinos are a greater presence in American society and political life than ever before. Students in this course will explore themes such as immigration, political incorporation, inter-ethnic relations through both extensive readings and the use of a unique dataset—the 2006 Latino National Survey, a survey of 8,600 Latinos across 15 states, which includes questions ranging from crime and education to transnationalism and discrimination. Students will be expected to learn and use statistical software to conduct preliminary analyses of these data, and to use these data and other resources to explore original research projects. Prior coursework in American politics is recommended; no prior exposure to statistical software required.

GOVT 4041 American Political Development in the 20th Century (also AMST 4041, AMST/GOVT 6121) (HA-AS)

Fall. 4 credits. E. Sanders.
This course examines the growth and change of the American national state from the early 20th century to the present. It is concerned with the responses of the national government to changes and pressures originating in society, economy and the international distribution of power, as well as the state's effect on society, market and world politics. We will explore pluralist, class-based, state-centered and other approaches in an effort to see which provides a better explanation for the rise (and contraction) of the national state in three main arenas: economic regulation, social welfare and rights; and national security.

GOVT 4051 The Postmodern Presidency: Election 2008 (CA-AS)

Fall. 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 4061 Politics of Slow-Moving Crisis (also AMST 4061/6161, GOVT 6161) (SBA-AS)

Fall. 4 credits. Next offered 2009–2010.
M. Jones-Correa.]

GOVT 4142 Causes and Consequences of U.S. Foreign Policy (also AMST 4142/6142, GOVT 6142) (SBA-AS)

Spring. 4 credits. E. Sanders.
How can we characterize the 20th/21st-century legacy and continuing impact of U.S. foreign policy on the world? What forces—domestic, international, institutional, electoral, economic, cultural, or personal—drive U.S. foreign policy? These are the broad questions to be addressed this semester.

[GOVT 4231 The 1960s: Conceptualizing the Future from the Past (also AMST 4231) (CA-AS)

Fall. 4 credits. Next offered 2010–2011.
J. Kirshner and T. Lowi.
The decade of the 1960s was a genuine sea change in American history. 1968 was its culmination and remains its symbol. Politically it was the end of the great Roosevelt Revolution and Democratic party hegemony, the end of consensus on rights, the end of liberalism, and the end of world bipolarity. It was also the end of American economic sovereignty. And it was the end of the arts as pure entertainment. Was it the end of everything? What was the response to "1968"? Cultural as well as political and economic phenomena must be explored. The seminar begins neatly and naturally between ends and beginnings. (AM)]

GOVT 4241 Contemporary American Politics (also AMST 4241, AMST/GOVT 6291) (HA-AS)

Spring. 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 4264 Social Movements in Latin America (also GOVT 6264) @ (SBA-AS)

Fall. 4 credits. Next offered 2010–2011.
K. Roberts.
This course analyzes different types of historical and contemporary social movements in Latin America. It begins with an overview of class-based labor and peasant movements, including their relationships with populist or leftist political parties. The class will then study revolutionary movements and the social actors that participate within them. The second half of the course will focus on various "new" social movements that have altered the region's social and political landscape over the past twenty years, including movements organized around gender issues, human rights, environmental protection, shantytown communities, and indigenous rights. Special attention will be given to the construction and transformation of collective identities, and to new patterns of social protest in response to market globalization in the region.]

GOVT 4281 Government and Public Policy: An Introduction to Analysis and Criticism (also AMST 4281/6281, GOVT 7281) (SBA-AS)

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 4313 Model European Union I

Fall. 2 credits. Staff.
For description, see GOVT web site.

GOVT 4323 Model European Union II

Spring. 2 credits. Staff.
For description, see GOVT web site.

[GOVT 4585 American Political Thought (also AMST 4585, GOVT 6585) (HA-AS)

Fall. 4 credits. Next offered 2009–2010.
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 4616 Interpreting Race and Racism: DuBois (also AMST 4616) (HA-AS)

Spring. 4 credits. Next offered 2010–2011.
A. M. Smith.
This seminar is an advanced undergraduate course based on classic and contemporary social and political theory texts. We will explore the historically specific and antagonistic construction of race, and we will focus on the complex and contradictory ways in which racializing formations are defined in terms of class, gender and sexuality. For the spring 2008 version of the course, we will focus on the works of W.E.B. Du Bois. Seminar participants should have already completed GOVT 1615 or GOVT 3191 or equivalent courses in other departments before the course begins. Class size will be limited, and seniors who have satisfied the prerequisite course work will be given priority. To apply for admission, please contact the instructor.]

[GOVT 4625 Sexuality and the Law (also AMST 4625/6625, FGSS 4610/7620, GOVT 7625) (KCM-AS)

Spring. 4 credits. Next offered 2010–2011.
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 4635 Feminist Theory/Law and Society (also AMST 4365) (CA-AS)]

Fall. 4 credits. Next offered 2009–2010.

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. 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, cultural trends, changes in the health care field, 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. In this seminar we will explore feminist theory’s interrogation of State theory. We will pay particularly close attention to the feminist theory that explores the intersection between racism and sexism in America today. (PT)

[GOVT 4665 Islamism (also NES 4553) @]

Spring. 4 credits. Prerequisite: graduate students or juniors and seniors who have taken GOVT 1615 or 3000-level course in political theory. S. Buck-Morss.

In the past five years, there have been important contributions in critical theory by writers from a Muslim perspective, dealing with issues of globalization, the society of the spectacle, post-colonialism, feminism, and commodity culture. This course is intended to introduce students to the complexities of Islamism as a modern experience of opposition that deals with issues of social justice, legitimate power, and ethical life. While we will read translations of original sources by founding theorists, Sayyid Qutb, Ayatollah Ruhallah Khomeini, and Osama bin Laden, our approach is not only textual. We are interested in the role Islamism plays in everyday life of hundreds of thousands of contemporary Muslims, analyzed by anthropologists, literary critics, media analysts (of cassettes, cinema, and internet) and others who describe its audio, visual, public, private, and networking affects.

[GOVT 4705 Contemporary Reading of the Ancients (also FREN 4700) (CA-AS)]

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 4715 Critical Reason, The Basics: Kant, Hegel, Marx, Adorno (also GERST 4710) (KCM-AS)]

Fall. 4 credits. Next offered 2010–2011.

S. Buck-Morss.

This course deals with basic concepts and methods of Critical Theory from Kant to Adorno. Lectures will consider philosophy from the perspective of the political, demonstrating how autonomy, freedom, democracy, and law are approached by the following: critical reason, dialectics, materialist epistemology, and the socio-logics of non-identity. Students will tackle difficult primary texts in this tradition, with the goal of enhancing their own critical capacities to analyze political, social and economic life. (PT)

[GOVT 4735 Marx, Freud, Nietzsche (also COML 4250, GERST 4150) # (CA-AS)]

Fall. 4 credits. G. Waite.

For description, see GERST 4150.

[GOVT 4769 Spinoza and the New Spinozism (also COML/GERST 4090, JWST 4790) (LA-AS)]

Fall. 4 credits. G. Waite

For description, see GERST 4090.

[GOVT 4809 Politics of '70s Films (SBA-AS)]

Spring. 4 credits. J. Kirshner.

The 10 years from 1967 to 1976 were an extraordinary time both in the history of American politics and in the history of American film. In the same period that the country was rocked by the Vietnam War, the feminist and civil rights movements, Watergate and economic crisis, the end of Hollywood censorship along with demographic and economic change in the industry ushered in what many call “the last golden age” of American film. In this class we study both film theory and political history to examine these remarkable films and the political context in which they were forged. The goal of the course is to take seriously both the films and their politics. (AM or PT)

[GOVT 4817 International Conflict and Laws of War (SBA-AS)]

Fall. 4 credits. S. Kreps.

The purpose of this course is to explore contemporary international law as it addresses the use of military force. It first explores *ius ad bellum*—the law relating to the recourse to force, including its historical development, the UN Charter framework for the use of force, and a number of current issues relating to the *ius ad bellum*. These will include: preemptive force, rescue of nationals, humanitarian intervention, civil conflict, and terrorism. The course then turns to an examination of *ius in bello*—the law relating to the conduct of hostilities. It evaluates the legal framework established by the Hague and Geneva Conventions and discusses a variety of contemporary issues, including the treatment of prisoners of war, the use of nuclear weapons and other weapons of mass destruction, and weapons targeting policies.

Third, the course examines courts and other tribunals that have been established to try persons for violation of international legal rules dealing with the use of force. Such tribunals include: the Nuremberg Tribunal, the International Criminal Tribunals for Yugoslavia and Rwanda, and the International Criminal Court. Finally, we will explore the future of the law relating to the use of force. (IR)

[GOVT 4827 Unifying While Integrating: China and the World (also GOVT 6827) @ (HA-AS)]

Fall. 4 credits. Next offered 2010–2011.

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 4837 The Military and New Technology (also S&TS 4831) (SBA-AS)]

Fall. 4 credits. J. Reppy.

For description, see STS 4831.

[GOVT 4862 Classics and Early America (also CLASS 4683, HIST 4861) # (HA-AS)]

Fall. 4 credits. H. Rawlings.

For description, see CLASS 4683.

[GOVT 4877 Asian Security (also CAPS 4870, GOVT 6877) @ (SBA-AS)]

Spring. 4 credits. Next offered 2009–2010.

A. Carlson.

Throughout the 1990s it has been part of the conventional wisdom of international relations scholarship that Asia was, in the words of Aaron Friedberg, “ripe for rivalry.” In this seminar we explore the accuracy of such an assessment through studying Asia’s historical and contemporary security situation. Such an examination will be oriented toward introducing students to the main security issues confronting Asia, alongside an exploration of the extent to which competing explanations drawn from different strands of IR theory and the security field can explain such issues. In addition, we will ask students to challenge the limitations of traditional security studies through considering the importance of new actors and issue areas within the region. In short, while the Seminar will have a regional focus on East Asia, it will be framed within the broader literature of the field.]

[GOVT 4917 Ethics in International Relations (KCM-AS)]

Spring. 4 credits. Next offered 2009–2010.

M. Evangelista.

This course examines current and historical issues in international relations from the perspective of international law, norms, and ethics. We develop general principles and concepts, such as “just war,” “national interest,” and “human rights,” and apply them to real-world situations. Most of the focus of the course is on particular cases that involve legal and ethical issues: violations of human rights

and genocide; war crimes; military intervention; economic sanctions; environmental degradation; economic injustice. The first part of the course examines these issues using examples from 20th century international affairs, including recent events. The second part focuses on current issues that pose ethical problems for the foreign policy of the United States: internal violence and human rights abuses in the former Yugoslavia and former Soviet Union; indigenous uprisings in Mexico and their relation to U.S. foreign economic policy; the appropriate U.S. response to situations in countries such as Haiti, Nigeria, and China.]

GOVT 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 4959 Honors Thesis: Research and Writing

Spring. 4 credits. Prerequisite: successful completion of GOVT 4949. R. Bensel.

GOVT 4998 Politics and Policy: Theory, Research, and Practice (also ALS/AMST/CAPS 5000, PAM 4060)

Fall, spring. Offered in Cornell in Washington Program.
This required course forms the core of the Cornell in Washington program for students in the public policy option. The central course objective is to provide students with the instruction and guidance necessary to analyze and evaluate their own chosen issue in public policy. Toward that end, the course has three components: (1) weekly lectures providing background on the structures and processes of national politics and policy as well as training in research methodology; (2) student externships; and (3) individual research papers or projects. All three components interrelate so as to provide students with a strategy and framework for integrating classroom based learning, field experience and individual research.

GOVT 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 6019 Methods of Political Analysis I

Fall. 4 credits. Next offered 2009-2010.
P. Enns.

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 6029 Methods of Political Analysis II

Spring. 4 credits. P. Enns.

This course will introduce students to some basic methods for conducting quantitative analyses in political science. After taking this course, students will be able to read and critique political science research that uses basic statistical analyses as well as be able to use basic statistical techniques, such as multiple regression analysis, in their own research. The course will begin with basic probability theory and proceed to statistical analysis of political data.

GOVT 6031 Field Seminar in American Politics

Fall. 4 credits. M. Jones-Correa.

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 6053 Comparative Method in International and Comparative Politics

Fall. 4 credits. C. Anderson.

An in-depth, graduate-level introduction to qualitative and comparative methods of political analysis, with special emphasis on the application of these methods in comparative and international politics. Through readings, discussions, and written assignments, students will explore strategies for concept formation, theory construction, and theory testing, using the craft and tools of comparative political analysis.

GOVT 6067 Field Seminar in International Relations

Spring. 4 credits. J. Kirshner and S. Kreps.

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 6075 Field Seminar in Political Thought

Spring. 4 credits. J. Frank and I. Kramnick.

A survey of the early modern political theory canon, emphasizing texts and writers from the 17th and 18th centuries. (PT)

[GOVT 6101 Political Identity: Race, Ethnicity, and Nationalism

Fall. 4 credits. Next offered 2010-2011.
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 6121 American Political Development in the 20th Century (also AMST 6121, AMST/GOVT 4041)

Fall. 4 credits. E. Sanders.
For description, see GOVT 4041.

GOVT 6142 Causes and Consequences of U.S. Foreign Policy (also AMST 6142, AMST/GOVT 4142)

Spring. 4 credits. E. Sanders.
For description, see GOVT 4142.

GOVT 6151 State and Economy in Comparative Perspective

Fall. 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 6171 Politics of Public Policy

Spring. 4 credits. S. Mettler.
While the predominant approach to the study of policy analysis gives little heed to politics, in fact public policies are defined through political processes, designed and implemented in the context of political institutions, and in turn shape the character of politics and public life. This course, therefore, examines approaches to the study of public policy that take politics seriously. Readings will explore a variety of approaches including rational choice, institutionalist, historical, behavioral, and social constructivist analyses. The first part of the course examines different models of the policy process that may inform policy analysis. The second part of the course investigates policymaking processes and institutions and examines stages of the policy process, including public mobilization, policy definition, agenda setting, policy design and implementation. Throughout the course, special attention is given to the American system, focusing on policymaking institutions, processes, and outcomes in that context. The course concludes with an examination of how policies, once created, may in turn restructure political processes and shape policies adopted subsequently. While the course literature tends to focus on the American context, students with interests in public policy whose area focus lies elsewhere are more than welcome.

[GOVT 6202 Political Culture (also AMST 6202)]

Fall. 4 credits. Next offered 2009–2010.
R. Bensel.

This graduate course will explore the relationship between popular belief, political action, and the institutional deployment of social power. The class will be roughly divided in three parts, opening with a discussion of the material foundations of cultural ideation in socio-economic "practice." The middle section will connect ideation to political ideology, including symbolism and group identity. The last portion of the course will consider the impact of both cultural ideation and political ideology on institutional structure and legitimation. This section will also trace how political regimes can influence, coming full circle, to the material foundations of cultural ideation.]

[GOVT 6264 Social Movements in Latin America (also GOVT 4264)]

Fall. 4 credits. Next offered 2010–2011.
K. Roberts.

For description, see GOVT 4264.]

[GOVT 6274 People, Markets, and Democracy]

Fall. 4 credits. Next offered 2010–2011.
C. Anderson.

Examines the relationship between the economy and democracy. Focuses on behavioral political economy in democratic or democratizing countries. Major topics include inequality and democratic performance.]

[GOVT 6291 Contemporary American Politics (also AMST 4241/6291, GOVT 4241)]

Spring. 4 credits. M. Shefter.

For description, see GOVT 4241. (AM)

[GOVT 6301 Institutions (also AMST 6301)]

Fall. 4 credits. Next offered 2009–2010.
R. Bensel.

This graduate course will explore the ways in which institutional rules shape the conduct and outcome of politics as collective decision-making and deliberation. The focus will be primarily on the United States Congress where the literature on institutional design and structure is both comprehensive and deep. Subordinate sections of the course will cover the general literature on theories of institutional formation and influence over politics, as well as briefly addressing law and judiciaries in order to broaden the sampling of specific cases and applications.]

[GOVT 6313 Seminar: Parties and Political Representation]

Spring. 4 credits. K. Roberts.

This seminar explores some of the classic literature and contemporary comparative research on parties, party systems, and political representation. Readings will analyze party system dynamics in advanced industrial democracies as well as new democracies in post-communist and developing regions. They will draw from a range of theoretical perspectives, including the sociological, organizational, and rational choice institutionalist traditions. Topics to be covered include cleavage structures, organizational forms, party–society linkages, electoral strategies, clientelism, electoral volatility, and party system change. Assignments will include a research paper on a related topic.

[GOVT 6353 Field Seminar in Comparative Politics]

Spring. 4 credits. S. Tarrow.

This course provides an introduction to comparative politics, introducing students to classic works as well as major recent contributions to the field. Topics to be covered include the comparative method, democratic institutions, political culture, modernization theory, ethnicity, economic development and contentious politics. The course will require extensive reading and assignments will include several review papers. (CO)

[GOVT 6393 Comparative Political Participation]

Fall. 4 credits. Next offered 2009–2010.
S. Martin and D. Moehler.

This course is concerned with understanding how and under what conditions citizens seek to influence political elites through use, expansion, circumvention or subversion of existing channels of political participation. Cases from a variety of institutional contexts over time will be used to examine how mediating institutions diminish and/or exacerbate social inequalities in the exercise of political voice. We will consider how observations from other cultural contexts challenge dominant paradigms within American political science that shape how we think about political participation.]

[GOVT 6413 Revitalizing Labor: A Comparative Perspective (also ILRIC 6320)]

Spring. 4 credits. L. Turner.

For description, see ILRIC 6320.

[GOVT 6423 Feminist Methodology (also FGSS 6170)]

Spring. 4 credits. S. Martin.

For description, see FGSS 6170.

[GOVT 6523 Political Culture]

Fall. 4 credits. Next offered 2009–2010.
D. Patel.

This research seminar surveys the study of political culture. The course is designed to assess the strengths and weaknesses of various approaches that seek to account for the influence of culture on economic and political behavior and institutions, and to account for shifts in culture over time. A wide range of methodological approaches within political science are examined, as well as approaches from anthropology, sociology, and economics. Applications include ethnicity and identity, conflict, regime type, and economic growth. The focus is on how rationalist and institutionalist approaches ignore or incorporate political culture through choice, coordination, and common knowledge.]

[GOVT 6573 Comparative Democratization]

Fall. 4 credits. Next offered 2009–2010.
D. Moehler.

This course compares recent democratization in Africa, the post-communist world, Latin America, Asia and southern Europe. We will focus on both transitional dynamics and the quality and sustainability of democracy and the relationship between nationalism and democracy, economic reform and democracy, and economic performance and democratic governance.]

[GOVT 6585 American Political Thought (also AMST 6585, AMST/GOVT 4585)]

Spring. 4 credits. Next offered 2009–2010.
J. Frank.

For description, see GOVT 4585.]

[GOVT 6603 States and Social Movements (also SOC 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 6615 Secession, Intervention, and Just-War Theory]

Spring. 4 credits. Next offered 2009–2010.
B. Hendrix.

This course examines philosophical viewpoints on secession, military intervention, legitimate reasons to go to war, and justice in prosecuting wars. Roughly the first half of the course will focus on the discussion of secession, while the second half will investigate intervention and war. Central texts include Allen Buchanan, *Secession*; David Miller, *On Nationality*; and Michael Walzer, *Just and Unjust Wars*.]

[GOVT 6625 Field Seminar in Political Theory]

Fall. 4 credits. Next offered 2010–2011.
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 6645 Democratic Theory (also AMST 6645)]

Fall. 4 credits. J. Frank.

In contemporary political contexts "democracy" is often invoked as the very ground of political legitimacy. There is very little agreement, however, on what democracy means or how it is best embodied in state institutions and law. This seminar will introduce students to select debates in contemporary democratic theory over the normative meaning of democracy and the limitations of contemporary democratic practice. Beginning with the work of Rousseau and ending with debates over "radical democracy," we will explore the following themes: How do democratic theorists and democratic actors negotiate the paradoxes of collective self-rule? What is the relationship between liberalism and democracy? Do rights suspend democracy or establish its preconditions? What are the best procedures for democratic decision-making? How does democracy deal with difference? Is democracy best understood as a form of government or a practice of resistance to domination? (PT)

[GOVT 6665 Media Theory: Film and Photograph (also VISST 6466)]

Spring. 4 credits. Next offered 2009–2010.
D. Rubenstein.]

[GOVT 6685 Normative Political Theory]

Fall. 4 credits. Next offered 2010–2011.
B. Hendrix.

This course will focus on normative approaches to political theory, beginning with the questions of what morality consists in and why (or whether) it might be binding on us. Authors read in this part of the course include Plato, Hume, and Kant. The course will then consider specific topics within normative theory, such as the question of whether individuals have obligations to obey political authority and what the moral status of property ownership and economic inequality might be. Authors read in this portion of the course include John Simmons, Michael Walzer, and G.A. Cohen.]

[GOVT 6695 Modern Social Theory I]

Fall. 4 credits. S. Buck-Morss.
Topics vary. (PT)

[GOVT 6705 Modern Social Theory II]

Spring. 4 credits. S. Buck-Morss.

In fall 2007, we will read Walter Benjamin's Arcades Project. We will approach the text as a materialist philosophy of history with a political intent, paying special attention to the work of social theorists whom he cites in the project: Karl Marx (dreamworlds), Georg Simmel (urban life), Charles Fourier (communism), St-Simonians (industrial utopia) Bakunin (revolution) and Claire Démar (feminism). Advanced seminar, not recommended for undergraduates.

[GOVT 6726 Psychoanalysis and Ideology]

Spring. 4 credits. D. Rubenstein.

For description, see falcon.arts.cornell.edu/Govt.

[GOVT 6775 Language and Politics]

Spring. 4 credits. Next offered 2009–2010.
J. Frank.

This course explores the "linguistic turn" of recent political theory alongside canonical debates over the political and epistemological consequences of different philosophies of language. Writers examined will include Locke, Rousseau, Nietzsche, Wittgenstein, Austin, Derrida, Butler, and Cavell.]

[GOVT 6807 Topics in Comparative and International Political Economy]

Spring. 4 credits. T. Pepinsky.

This seminar surveys contemporary research on politics and the global economy. We will examine political phenomena as both causes and outcomes, concentrating on substantive theoretical claims and strategies of causal inference. Topics will include trade, finance, production, migration, development, and welfare.

[GOVT 6827 Unifying While Integrating: China and the World (also GOVT 4827)]

Spring. 4 credits. Next offered 2010–2011.
A. Carlson.

For description, see GOVT 4827.]

[GOVT 6857 International Political Economy]

Fall. 4 credits. Next offered 2010–2011.
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 6887 Political Economy and National Security]

Spring. 4 credits. Next offered 2010–2011.
J. Kirshner.

This seminar considers the relationship between economics and national security. Specific topics will change from year to year, but will typically include the following: the economic foundations of power, economic coercion, the economic roots of conflict, and the ways in which structural changes in the international economy shape and limit state authority. (IR)]

[GOVT 6897 International Security Politics]

Fall. 4 credits. P. Katzenstein and J. Weeks.

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 6927 Administration of Agriculture and Rural Development (also IARD 6060)]

Spring. 4 credits. N. Uphoff and
T. W. Tucker.

For description, see IARD 6030.

[GOVT 6999 CPAs Weekly Colloquium]

Fall, spring. 1 credit. S–U grades only. Staff. 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 7035 Political Economy]

Fall. 4 credits. Next offered 2010–2011.
J. Kirshner.

This course will undertake a general survey of the classical and modern theories of political economy. The works of Smith, Keynes, Shumpeter, and Hayek, among others, will be studied and placed within the context of the history and evolution of the thought, practice, and method of the field. Issues pertaining to the politics of macroeconomics and money will be of prominent (but not exclusive) interest in the course. (PT)]

[GOVT 7063 Labor in Global Cities (also ILCRB 7060)]

Fall. 4 credits. L. Turner.

For description, see ILCRB 7060. (CO)

[GOVT 7073 Game Theory for Political Scientists]

Spring. 4 credits. K. Morrison.

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. We will study 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. The course requires no prior training in game theory or formal methods.

[GOVT 7281 Government and Public Policy (also AMST 4281/6281, GOVT 4281)]

Fall. 4 credits. T. J. Lowi.

For description, see GOVT 4281. (AM)

[GOVT 7605 Theoretical Approaches to Ideology]

Fall. 4 credits. Next offered 2010–2011.

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 7625 Sexuality and the Law (also FGSS 4610/7620, GOVT 4625)]

Spring. 4 credits. A. M. Smith.

For description, see GOVT 4625.

[GOVT 7999 Independent Study]

Fall or spring. 4 credits. *Not* open to undergraduates. Undergraduates wishing to conduct supervised study should register for GOVT 4999.

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 Near Eastern Studies."

HISTORY

J. V. Koschmann, chair; F. Logevall, director of graduate studies; R. Craib, director of undergraduate studies; E. Baptist, S. Blumin, V. Caron, H. Case, D. Chang, J. Chen, Z. Chen, S. Cochran, D. Corpis, P. Dear, O. Falk, M. C. Garcia, D. Ghosh, S. Greene, T. J. Hinrichs, K. Hirano, I. Hull, P. Hyams, S. Kaplan, D. Lacapra, F. Logevall, T. Loos, D. Magaziner, R. Moore, J. Najemy, M. B. Norton, J. Parmenter, R. Polenberg, W. Provine, H. Rawlings, E. Rebillard, C. Robcis, M. Roldan, A. Sachs, B. Strauss, E. Tagliacozzo, T. R. Travers, M. Washington, R. Weil, J. Weiss. Emeritus: D. Baugh, J. John, M. Kammen, W. LaFeber, C. Peterson, W. Pinter, J. Silbey, F. Somkin, B. Tierney

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 that count toward the Arts and Sciences historical breadth requirement do not necessarily count toward the history major.)

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 4000-level seminar. Starting fall 2008, HIST 4000, 4001, and 4002 may not be used to fulfill the 4000-level seminar 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 4000 Honors Proseminar during their junior year plus an additional 4000-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 advisor 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 4001, a seminar course in honors research. Any exceptions to this must be approved by the Honors Committee. HIST 4001 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 4001, 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 4001 and to the student's supervisor. HIST 4002 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. Three 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.

Note: History majors who wish *both* to study abroad (or in Cornell-in-Washington) and to enter the honors program should consult their advisors or the DUS as soon as possible after declaring a major. The department requires honors students to enroll in HIST 4000 before writing a thesis in their senior year, and only in exceptional cases are students allowed to enroll simultaneously in 4000 and 4001 (the first term of thesis-writing). So planning ahead is essential, especially if you intend to spend a full year abroad.

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.

Category Key: Courses in History are broken into different categories. To determine which category(s) a course falls in, please note the reference at the end of each course description. The key is as follows: AF = African History, AM = American History, AS = Asian History, CO = Comparative History, EA = Ancient European History, ER = Renaissance & Medieval History, EM = Modern European History, HS = History of Science, LA = Latin American History, NE = Near Eastern History, and HR = Honors, Reading, and Research.

First-Year Writing Seminars

[HIST 1101 First-Year Writing Seminar: The Blues and American Culture

Fall. 3 credits. Next offered 2009–2010. R. Polenberg.]

[HIST 1103 First-Year Writing Seminar: Immigrant Experiences (also AAS 1103)

Spring. 3 credits. Next offered 2010–2011. D. Chang.]

[HIST 1141 First-Year Writing Seminar: Witchcraft in the Early Modern Atlantic World

Fall. 3 credits. Next offered 2011–2012. D. Corpis.]

[HIST 1190 First-Year Writing Seminar: Gandhi and the Politics of Non-Violence (also ASIAN 1118)

Fall. 3 credits. Next offered 2009–2010. D. Ghosh.]

HIST 1230 First-Year Writing Seminar: Monstrous Births, Scheming Midwives: Childbirth in Europe 1500–1700

Spring. 3 credits. Students should register through the First-Year Writing Program. R. Weil.

When Mary Toft gave birth to rabbits in 1726, only some (but not all) doctors thought she was faking. Why was her story plausible, and how were the rabbits explained? Who controlled childbirth, and who had the power to decide whether a pregnancy was real? How did Mary Toft experience the event? Monstrous births, dishonest midwives, infanticide, and the powers of pregnant women were topics of fascination and debate in early modern Europe and America. In this course we use writings by midwives, medical treatises, letters, autobiographies, news reports, and trial records to examine practices and beliefs surrounding childbirth, and at how these in turn reflected concerns about property, sexuality, health, and religion. (EM)

[HIST 1300 First-Year Writing Seminar: History of the Writing of History]
Fall. 3 credits. Next offered 2010–2011. A. Sachs.]

[HIST 1400 First-Year Writing Seminar: Kipling's India: Literature, Culture, History]
Fall. 3 credits. Next offered 2010–2011. T. R. Travers.]

HIST 1401 First-Year Writing Seminar: From Lagos to New Orleans
Fall. 3 credits. Students should register through the First-Year Writing Program. D. Magaziner.

The course offers a comparative study of Third World urban history. It begins around 1500 AD, but focuses primarily on the production of the Third World in urban spaces during the 19th and 20th centuries. Students will theorize, analyze, and write about their spatial environments, while studying urban experience elsewhere. Subjects include pre-Columbian cities in the "New World," Indian and South American cities, and, especially, the trajectories of urban life in the African diaspora. (AF)

Introductory Courses

HIST 1510 Introduction to Western Civilization # (HA-AS)

Summer and fall. 4 credits. D. Corpis. The West and its relations with the rest of the world are central topics today, but just what is the West and what is its history? This course surveys the history of the West from remote antiquity to the 16th century. We will consider developments in technology, economy, politics, religious institutions and faiths, cultural media and social ideals. Together, these themes add up to civilization in the west. We will acquaint ourselves with these dimensions of the past while seeking to acquire the basic skills professional historians use to learn about this past. (ER) (EM)

HIST 1511 Introduction to Western Civilization Part II # (HA-AS)

Summer and spring. 4 credits. R. Weil. This course introduces students to the major social, intellectual, political, cultural, artistic, and literary events and movements that emerged in Europe since the Protestant Reformation. Readings will offer a variety of perspectives on topics such as: modernity and its meaning, revolution (industrial, social, political, cultural, artistic), imperialism, war, and the emergence of modern ideologies (capitalism, communism, liberalism, fascism). (ER) (EM)

HIST 1530 Introduction to American History (also AMST 1530) # (HA-AS)

Summer and fall. 4 credits. HIST 1530 is not a prerequisite for HIST 1531. E. Baptist. A survey of American history from the beginnings through the Civil War. Topics include cultural encounters in the age of Columbus, European colonization, the American Revolution, the early republic, westward expansion, and the origins and outcome of the Civil War. (AM)

HIST 1531 Introduction to American History, 1865–Present (also AMST 1531) (HA-AS)

Summer and spring. 4 credits. HIST 1530 is not a prerequisite for HIST 1531. R. Vanderlan.

An introductory survey of the development of the United States since the Civil War. (AM)

[HIST 1900 East Asia to 1800 (also ASIAN 1190) @ # (HA-AS)]

Spring. 4 credits. Next offered 2009–2010. T. J. Hinrichs and K. Hirano.]

HIST 1910 Introduction to Modern Asian History (also ASIAN 1191) @ (HA-AS)

Fall. 4 credits. S. Cochran and T. Loos. The history of Asia-Pacific from the 19th century to the present, focusing on relations of India and Southeast Asia with each other and with the west. (AS)

[HIST 1950 Colonial Latin America (also AIS/LATA 1950) # @ (HA-AS)]

Fall. 4 credits. Next offered 2009–2010. Staff.]

HIST 1960 Modern Latin America (also LATA 1960) @ (HA-AS)

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. (LA)

HIST 2001 Supervised Reading

Fall or spring. 2 credits. Prerequisite: junior or senior standing. Permission of instructor required. Staff. (HR)

Sophomore Seminars

[HIST 2020 The Court, Crime, and the Constitution (also AMST 2022) (HA-AS)]

Fall. 4 credits. Limited to 15 students. Next offered 2009–2010. Permission of instructor required. R. Polenberg.]

[HIST 2030 Wilderness in North American History and Culture (also AMST 2033) # (HA-AS)]

Fall. 4 credits. Limited to 15 students. Priority given to sophomores. Students must commit to a weekend-long field trip in Sept. Next offered 2010–2001. A. Sachs.]

[HIST 2050 The French Enlightenment: Methods, Ambitions, Contradictions # (HA-AS)]

Fall. 4 credits. Limited to 15 students. Next offered 2011–2012. S. Kaplan.]

[HIST 2061 Small Wars in Greece and Rome (also CLASS 2686) # (HA-AS)]

Fall. 4 credits. Limited to 15 students. Next offered 2010–2001. B. Strauss.]

[HIST 2070 The Occidental Tourist: Travel Writing and Orientalism in Southeast Asia (also ASIAN 2206/5507, HIST 5070) @ (CA-AS)]

Spring. 4 credits. Limited to 15 students. Prefer (but not required) that students have taken HIST 1910 or 3960. Letter grades only. Next offered 2009–2010. T. Loos.]

HIST 2081 Microhistory and the Margins of Early Modern European # (HA-AS)

Spring. 4 credits. Limited to 15 students. D. Corpis. This course will examine the practice of "microhistory" as a method for understanding early-modern European culture and society. Microhistory as a genre of history writing has

been most strongly developed by early-modern European historians and has largely dealt with the everyday lives of marginal but otherwise ordinary people—criminals, heretics, witches, lovers, peasants, and artisans. Students in this seminar will read exemplary contributions to the genre in an attempt to analyze the successes and shortcomings of this approach to history writing. Written assignments will ask students to theorize the relationship between everyday life and macrohistorical phenomena, to analyze specific microhistories, and to write their own microhistories based on primary sources such as memoirs and court cases. (EM)

[HIST 2090 Seminar in Early American History (also AMST/FGSS 2090) # (HA-AS)]

Fall. 4 credits. Limited to 20 students. Next offered 2010–2011. M. B. Norton.]

[HIST 2100 The Government of God # (HA-AS)]

Spring. 4 credits. Limited to 15 students. Next offered 2009–2010. O. Falk.]

[HIST 2110 Black Religious Traditions: Sacred and Secular (also AMST/RELST 2110) (HA-AS)]

Spring. 4 credits. Limited to 15 students. Letter grades only. Next offered 2009–2010. M. Washington.]

[HIST 2120 African-American Women in the 20th Century (also AMST/FGSS 2120) (HA-AS)]

Spring. 4 credits. Limited to 15 students. Next offered 2010–2011. M. Washington.]

[HIST 2141 Crusade, Heresy, and Inquisition in the Medieval Mediterranean (also RELST 2150) # (HA-AS)]

Spring. 4 credits. Limited to 15 students. Next offered 2009–2010. P. Hyams.]

HIST 2161 Iran and the World @ (HA-AS)

Fall. 4 credits. J. Weiss. An introduction to the history, culture, and current international relations of Iran. Course will treat Iranian history from the earliest times to the present and selected aspects of Iranian culture. Iran's relations with other countries, including its war with Iraq and its confrontation with international actors over its nuclear development will also be covered. Course exercises will include exchanges with Iranians and Iranian-Americans. (NE)

HIST 2170 Subversion as Foreign Policy (HA-AS)

Fall. 4 credits. T. Loos and R. Craib. To what extent does the ideal of the U.S. as a vanguard for democracy and freedom in the world match up with other aspects—military, economic, and humanitarian—of U.S. foreign policy? We might ask the same question about the degree to which discourses and practices correspond with respect to countries like the former Soviet Union, China, and France. This seminar examines the ways in which foreign policy has been deployed over the course of the 20th century. We will address particular case studies in Indonesia, Vietnam, Guatemala, Chile, and others. Prominent themes will include forms of subversion, from military muscle to economic coercion, and how and why they have changed over time.

[HIST 2180 Seminar on Genocide (HA-AS)]

Fall. 4 credits. Limited to 15 students. Next offered 2009–2010. I. Hull.]

[HIST 2190 Women and Gender in South Asia: State and Society from Pre-Colonial to Post-Colonial (also ASIAN 2219, FGSS 2190) @ (HA-AS)]

Fall. 4 credits. Limited to 15 students. Next offered 2009–2010. D. Ghosh.]

[HIST 2200 Travel in American History and Culture (also AMST 2200) (HA-AS)]

Spring. 4 credits. Limited to 15 students. Next offered 2010–2011. A. Sachs.]

[HIST 2210 Pop Culture in China (also ASIAN 2210) @ (HA-AS)]

Spring. 4 credits. T. J. Hinrichs.

Exploration of the popular culture, society, and religion of Late Imperial China through reading of *The Journey to the West* (also known as *Xiyouji*, *Hsi you chi*, or *Monkey*) in translation and of scholarly works. Study of historical contexts in which this work was produced, performed, and read. Consideration of the emergence of a realm of “popular culture” in comparative perspective. (AS)

[HIST 2211 Seminar: The Blues and American Culture (also AMST 2211) (HA-AS)]

Fall. 4 credits. Limited to 15 students. Permission of instructor required. Next offered 2009–2010. R. Polenberg.]

[HIST 2230 International Law (HA-AS)]

Spring. 4 credits. Limited to 15 students. I. Hull.

The customs and laws of war provided the first arena in which international law was systematically codified. This seminar therefore focuses on the laws of war as a means to introduce students to how international law develops, widens, and changes over time. We begin in the 17th century with the Thirty Year's War and then examine specific problems or events that illustrate the difficulties of regulating deadly conflict: forging international agreement, providing sanctions, establishing courts, responding to changes in technology or to new political challenges raised by colonial campaigns, guerilla warfare, or terrorism. Students will study examples drawn from the 19th-century codifications (Geneva and Hague Conventions), World Wars I and II, and from the postwar period. (EM)

[HIST 2240 Art and Politics in 20th-Century Latin History (also LATA 2240) @ (HA-AS)]

Spring. 4 credits. Limited to 15 students. Next offered 2009–2010. M. Roldan.]

[HIST 2250 The U.S.–Mexico Border: History, Culture, Representation (also AMST/LSP 2250) (CA-AS)]

Fall. 4 credits. M. C. Garcia.

A writing-intensive, interdisciplinary sophomore seminar on the U.S.–Mexico border. The study of borders, and specifically of the U.S.–Mexico border, requires us to cross the disciplinary and methodological borders of academe itself. The proliferation of provocative writings on the border in recent years bears this assumption out: in no other field of study has the literature been so remarkably interdisciplinary; so methodologically eclectic; nor so theoretically provocative. This seminar intends to tap that

literature to help students analyze and understand the histories, cultures, and representations of the border that are so important to contemporary self-fashioning and policy-making in the United States and Mexico. Readings include works of fiction, literary and cultural theory, history, science studies, and postcolonial criticism. Students can expect to write several papers of varying lengths that will develop their skills in historical research and textual criticism. (AM)

[HIST 2261 Society and Religion in China (also ASIAN 2226) @ # (HA-AS)]

Fall. 4 credits. Limited to 15 students. Next offered 2009–2010. T. J. Hinrichs.]

[HIST 2271 Family Life in Renaissance Italy (also ITAL 2270) # (HA-AS)]

Spring. 4 credits. Limited to 15 students. J. Najemy.

The seminar explores the structures and sentiments of family life in Renaissance Italy, from the 14th to the 16th century, through a combination of translated primary sources and some secondary readings. Chief among the primary sources are the 15th-century dialogues, *On the Family*, written by the humanist Leon Battista Alberti, supplemented by diaries and memoirs, letters, sermons, and prescriptive writings by fathers, humanists, and churchmen. Among the topics to be investigated will be the variety of family structures, marriage, sexual relations, wives and husbands, parents and children, family memory, and commemoration in art and religious life, domestic architecture, and families in politics. (ER)

[HIST 2280 Indian Ocean World (also ASIAN 2228) @ # (HA-AS)]

Spring. 4 credits. Limited to 15 students. Next offered 2010–2011. E. Tagliacozzo.]

[HIST 2290 Jefferson and Lincoln: American Ideas about Freedom (also AMST 2290) (HA-AS)]

Spring. 4 credits. Limited to 15 students. Priority given to underclassmen. Next offered 2009–2010. E. Baptist.]

[HIST 2300 Seminar in History and Memory @ (HA-AS)]

Fall. 4 credits. Limited to 15 students. Next offered 2010–2011. J. V. Koschmann.]

[HIST 2321 Introduction to Military History # (HA-AS)]

Fall. 4 credits. B. Strauss.

An introduction to basic themes of military history (e.g., battle, strategy, tactics, war, and society), as well as classic works (e.g., Sun Tze, Thucydides, Clausewitz, Jomini). Recent theories in scholarship will also be emphasized. (EA)

[HIST 2331 French Thought after May '68 (also COML 2331/GOVT 2626) (HA-AS)]

Spring. 4 credits. C. Robcis.

The expression “May '68” is often used as a synonym for what has come to be known as “French Theory,” encompassing the works of authors such as Derrida, Barthes, Foucault, Deleuze, Althusser, and Lacan, and generating new conceptual models to rethink power relations, gender, language, and subjectivity more generally. Less well-known perhaps, is the reaction on the part of many French intellectuals against this current of “French Theory” and its philosophical, social, and political implications. In this seminar, we will begin by reading some of the foundational

texts that emerged out of the events of May '68, before turning to authors such as Lefort, Clastres, Gauchet, Furet, and Rosanvallon, who have all written about the limitations of the *pensée* '68. (EM)

[HIST 2340 Seminar: Gender in Early Modern Europe (also FGSS 2340) # (CA-AS)]

Fall. 4 credits. Limited to 15 students. Designed for underclassmen but open to all students. Permission of instructor required. Next offered 2010–2011. R. Weil.]

[HIST 2350 Antisemitism and the Crisis of Modernity (also JWST 2350) (HA-AS)]

Fall. 4 credits. Limited to 15 students. Next offered 2009–2010. V. Caron.]

[HIST 2360 Native Peoples of the Northeast (also AMST 2360) # (HA-AS)]

Spring. 4 credits. Limited to 15 students. Next offered 2009–2010. J. Parmenter.]

[HIST 2390 Seminar in Iroquois History (also AIS/AMST 2390) # (HA-AS)]

Fall. 4 credits. Limited to 15 students. Next offered 2009–2010. J. Parmenter.]

[HIST 2410 Riot and Revolution in 19th-Century Africa: The Birth of the Modern (also ASRC 2303) @ # (HA-AS)]

Spring. 4 credits. Limited to 15 students. S. Greene.

The beginning of the 19th century witnessed the rapid and often times forceful expansion of Islam in West Africa, the end of the Atlantic slave trade, the transformation of the Zulu from a small, inconsequential people to the largest and most powerful ethnic group in South Africa, and the wildfire spread of Swahili as a lingua franca in east and central Africa. This course explores these revolutionary changes and the upheavals that accompanied them as Africa remade itself to face the modern era. Lectures, readings, and discussions will focus on the causes and consequences of these events and their significance for understanding contemporary Africa. (AF)

[HIST 2411 Enslaved! Then and Now # (HA-AS)]

Fall. 4 credits. S. Greene.

In this course, we will read and analyze select texts (both oral and written) that were composed between the late 18th century and 2005 by individuals who were enslaved or who boasted of enslaving others. Emphasis is placed on African and African American texts but in comparison with narratives by Europeans, Asians, and Latin Americans. For whom were these texts produced and for what purpose? How much in these texts is history, how much is fiction, and how do we determine the difference? What can these texts tell us about the individual authors and the political, economic, and cultural contexts in which they were written? These and other related questions will structure this seminar. (AF)

[HIST 2420 Religion and Politics in American History: From J. Winthrop to R. Reed (also AMST/RELST 2420) (HA-AS)]

Fall. 4 credits. Limited to 15 students. Permission of instructor required. R. L. Moore.

This course is intended to provide historical background for understanding contemporary

debates about church/state controversy in American politics. (AM)

HIST 2430 History of Things (HA-AS)

Fall. 4 credits. Limited to 15 students.
E. Tagliacozzo.

This course will examine 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 will all be considered. (CO)

[HIST 2431 Families in China since the 17th Century (also ASIAN 2238) @ (HA-AS)

Spring. 4 credits. Limited to 15 students.
Next offered 2010-2011. S. Cochran.]

HIST 2440 The United States in Vietnam (HA-AS)

Spring. 4 credits. Limited to 15 students.
F. Logevall.

The long U.S. involvement in Vietnam has been the subject of endless controversy and scholarly analysis in recent decades, and the debate shows little sign of ending anytime soon. This seminar will look closely the origins and course of the war, and at its impact on American politics and society. Though our focus will be on the U.S. side of the story, some attention will be paid also to Vietnamese perspectives. Course materials will include recent monographs as well fictional accounts, primary sources, and occasional films. (AS)

[HIST 2450 Drugs: People, Policies, Politics (also LATA 2450) @ (HA-AS)

Spring. 4 credits. Limited to 15 students.
Recommended: previous course in Latin American history. Next offered 2009-2010.
M. Roldan.]

[HIST 2470 The Age of Charlemagne (HA-AS)

Spring. 4 credits. Limited to 15 students.
Next offered 2010-2011. P. Hyams.]

[HIST 2480 Ghosts and Legacies: The Construction of Public Memory (HA-AS)

Fall. 4 credits. Limited to 15 students. Next offered 2009-2010. J. Weiss.]

[HIST 2491 French Social Thought from Rousseau to Foucault (HA-AS)

Spring. 4 credits. Limited to 15 students.
Next offered 2009-2010. C. Robcis.]

Lecture Courses

HIST 2500 Technology in Society (also ECE/ENGR 2500, STS 2501) (HA-AS)

Fall. 3 credits. R. Kline.
For description, see ENGR 2500. (HS)

HIST 2510 Race and Popular Culture (also AMST 2501) (HA-AS)

Fall. 4 credits. M. Washington.
This course examines the intersection of race and popular culture in America, historically and thematically, focusing primarily on the black-white experience. Genres of minstrelsy, radio, film, 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." However

some appropriation of the "other" might involve genuine regard/appreciation of diverse cultural forms. This course explores the intersection of racial imagery, racial stereotypes, cultural borrowing, and the cultural diffusion in 19th- and 20th-century America. (AM)

HIST 2520 Modern East-Central Europe (HA-AS)

Fall. 4 credits. H. Case.

This course covers the key events, political ideologies, social and cultural trends, and definitions of East-Central Europe from 1848 to the present. Themes will include experiences of empire, war, and revolution, the rise of nationalism, liberalism, fascism, and communism, totalitarian regimes, dissident movements, the post-communist transition, the experiences and roles of women in the region's history, the fate of minorities and multi-national states, European integration, and the future of the region. (EM)

HIST 2530 Introduction to Islamic Civilization (also NES/RELST 2655) @ # (HA-AS)

Fall. 3 credits. D. Powers.
For description, see NES 2655. (NE)

HIST 2540 African Encounters with Colonialism (also ASRC 2304) @ (HA-AS)

Spring. 4 credits. D. Magaziner.

This course covers African history from roughly the 1840s to the present. It moves thematically from the Indian Ocean trade and economic relationships with Europe associated with the decline of the slave trade to the rise of "formal" imperialism, the construction and maintenance of the imperial states, decolonization, and the variety of post-colonialisms in different parts of the continent. Along the way it considers religion, popular culture, and different ways in which the West has attempted to understand Africa. (AF)

HIST 2550 The Past and Present of Pre-Colonial Africa (also ASRC 2306) @ (HA-AS)

Spring. 4 credits. S. Greene.

How has Africa's pre-colonial past influenced current events in Africa and elsewhere? To answer this question, this course explore the pre 19th-century histories of four different cultural areas in Africa (e.g., Ancient Egypt, the West African coast). Using both ancient and more recent oral traditions, travelers' accounts and visual images, we link these histories to current debates about the role of history in contemporary politics, the significance of race, class, and gender in times past and present, and the role of Africa in world affairs. (AF)

[HIST 2560 War and Peace in Greece and Rome (also CLASS 2680) # (HA-AS)

Spring. 4 credits. Next offered 2009-2010.
B. Strauss.]

[HIST 2571 China Encounters the World (also ASIAN 2257, CAPS 2570) @ (HA-AS)

Spring. 4 credits. Next offered 2009-2010.
J. Chen.]

HIST 2580 Periclean Athens (also CLASS 2682) # (HA-AS)

Fall. 4 credits. H. Rawlings.
For description, see CLASS 2682. (EA)

HIST 2590 The Crusades # @ (HA-AS)

Spring. 4 credits. P. Hyams.

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. (ER)

[HIST 2600 Latinos in the United States: Colonial to 1898 (also AMST 2599, LSP 2600) # (HA-AS)

Fall. 4 credits. Next offered 2009-2010.
M. C. Garcia.]

[HIST 2610 Latinos in the United States: 1898 to the Present (also AMST/LSP 2610) # (HA-AS)

Spring. 4 credits. Next offered 2009-2010.
M. C. Garcia.]

[HIST 2620 The Middle Ages: Introduction and Sampler # (CA-AS)

Summer and fall. 4 credits. Next offered 2009-2010. P. Hyams.]

[HIST 2640 Introduction to Asian American History (also AAS 2130, AMST 2640) (HA-AS)

Spring. 4 credits. Next offered 2009-2010.
D. Chang.]

[HIST 2650 Ancient Greece from Homer to Alexander the Great (also CLASS 2675) # (HA-AS)

Fall. 4 credits. Open to freshmen. Next offered 2009-2010. B. Strauss.]

HIST 2660 Introduction to Native American History (also AIS/AMST 2660) (HA-AS)

Spring. 4 credits. J. Parmenter.
With the abandonment of earlier perspectives grounded in romantic and evolutionary stereotypes, Native American history represents today 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 of the history of North America's indigenous peoples by taking an issues-oriented approach. We will cover material ranging from the debate over the Native American population at the time of first European contact to contemporary social and political struggles over casino gambling and land claims. The course stresses the ongoing complexity and change in Native American societies and will emphasize the theme of Native peoples' creative adaptations to historical change. (AM)

HIST 2670 History of Rome I (also CLASS 2681) # (HA-AS)

Fall. 4 credits. E. Rebillard.
For description, see CLASS 2681.

HIST 2671 History of Rome II (also CLASS 2682) # (HA-AS)

Spring. 4 credits. HIST 2670 is not a prerequisite for HIST 2671. E. Rebillard.
For description, see CLASS 2682.

HIST 2672 History of Modern Egypt (also NES 2670)

Spring. 3 credits. Z. Fahmy.
For description, see NES 2670. (NE)

HIST 2674 History of the Modern Middle East in the 20th Century (also GOVT 2747, JWST/NES 2674) @ (HA-AS)

Fall. 4 credits. Z. Fahmy.
For description, see NES 2674. (NE)

[HIST 2691 Holy War, Crusade, and Jihad in Judaism, Christianity, and Islam (also COML 2310, JWST/NES/RELST 2651) @ # (HA-AS)]

Fall. 3 credits. Next offered 2009–2010.
R. Brann.]

HIST 2711 Politics of Violence in 20th-Century Europe (also GOVT 2716) (HA-AS)

Spring. 4 credits. H. Case.
A survey of Europe's 20th-century history with special emphasis on uses of violence, including warfare, terrorism, genocide, uprisings, state-initiated domestic violence, rape, and other forms of violence. Discussions of First and Second World Wars and the political and ethnic clashes of the post-WWII period will be supplemented by less familiar instances of violence in the European context, including domestic violence. Lectures, readings, and written assignments will explore the factors determining who organizes, oversees, and commits violence, how it is interpreted, what reactions it provokes, and how states have sought to curtail or facilitate it. (EM)

[HIST 2730 Women in American Society, Past and Present (also AMST/FGSS 2730) # (HA-AS)]

Spring. 4 credits. Next offered 2009–2010.
M. B. Norton.]

HIST 2740 Foodways: A Social History of Food and Eating # (HA-AS)

Fall. 4 credits. S. Kaplan.
An interdisciplinary examination of the validity of the adage "man is what he eats." Among the topics: food and nutrition, food and social structure, the politics of food control, food and modernization, taste making, and food in religion and literature. (EM)

[HIST 2750 History of Modern South Asia (also ASIAN 2275) @ # (HA-AS)]

Fall. 4 credits. Next offered 2009–2010.
D. Ghosh.]

[HIST 2770 Getting Medieval I: The Early Middle Ages # (HA-AS)]

Fall. 4 credits. This course fulfills the prerequisite for HIST 2771. Next offered 2009–2010. O. Falk.]

HIST 2771 Getting Medieval II: The Age of Cathedral, Cartel, and Crossbow # (HA-AS)

Fall. 4 credits. Prerequisite: HIST 2620/HIST 2770 or permission of instructor.
O. Falk.

This course surveys European history in the period ca. 1000 to 1500 AD, when Western Europe was transformed. From inauspicious beginnings as Eastern Christendom and Islam's ragged cousin, it was able to bootstrap itself into the position of a dominant world civilization. We will look at developments in government, economy, technology, religious institutions and faith, cultural media, and social ideals. What enabled the "European miracle" of the later Middle Ages? How was it

implemented and manifested? What were the costs of progress, and who bore them? Who reaped the benefits? (ER)

HIST 2791 International Humanitarianism @ (HA-AS)

Spring. 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 2810 Science in Western Civilization: Medieval and Early Modern Europe up to Isaac Newton (also STS 2811) # (HA-AS)

Fall. 4 credits. HIST 2810 is not a prerequisite for HIST 2820. P. Dear.
This course aims to make comprehensible both to science majors and to students of the humanities the historical structure and development of modern science and to show sciences as 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 of 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. HIST 2810 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. (HS)

HIST 2820 Science in Western Civilization: Newton to Darwin; Darwin to Einstein (also STS 2821) # (HA-AS)

Spring. 4 credits. HIST 2810 is not a prerequisite for HIST 2820. P. Dear.
This course aims to make comprehensible both to science majors and to students of the humanities the historical structure and development of modern science and to show sciences as cultural phenomena. Changing perceptions of nature and human knowledge from Greek Antiquity to the 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. This course covers the 18th, 19th, and early 20th centuries. (HS)

HIST 2830 English History From Anglo-Saxon Times to 1485 # (HA-AS)

Spring. 4 credits. P. Hyams.
A survey of the government, social organization, and cultural and religious experience of the English people. Particular stress is laid on land settlement, the unification of the realm, the emergence of state institutions such as Parliament, and changes in economic organization (manors, towns, and commerce). The approach will be comparative within a context of contemporary European developments. The course offers students who wish to work on their writing

skills an opportunity to do so, especially in the second paper. (ER)

[HIST 2850 From Medievalism to Modernity: The History of Jews in Early Modern Europe, 1492 to 1789 (also JWST 2850) # (HA-AS)]

Fall. 4 credits. Next offered 2010–2011.
V. Caron.]

[HIST 2861 History of Zionism and the Birth of Israel (also JWST 2670, NES 2690) @ (HA-AS)]

Spring. 4 credits. Next offered 2009–2010.
V. Caron.]

HIST 2870 Evolution (also BIOEE 2070, STS 2871) (PBS)

Fall. 3 credits. W. Provine.
For description, see BIOEE 2070. (HS)

HIST 2890 The U.S.–Vietnam War (also ASIAN 2298) @ (HA-AS)

Fall. 3 credits. F. Logevall.
For description, see ASIAN 2298. (AS)

HIST 2891 Script and Culture in East Asia (also ASIAN 2209) @ # (LA-AS)

Fall. 3 credits. B. Rusk.
For description, see ASIAN 2209. (AS)

[HIST 2910 Modern European Jewish History, 1789 to 1948 (also JWST 2910) (HA-AS)]

Fall. 4 credits. Next offered 2010–2011.
V. Caron.]

HIST 2920 Inventing an Information Society (also ECE/ENGRG 2980, STS 2988) (HA-AS)

Spring. 3 credits. R. Kline.
For description, see ENGRG 2980.

[HIST 2940 History of China in Modern Times (also ASIAN 2294) @ (HA-AS)]

Fall. 4 credits. Next offered 2009–2010.
S. Cochran.]

HIST 2960 East Asian Martial Arts (also ASIAN 2290) @ (HA-AS)

Fall. 4 credits. T. J. Hinrichs.
Exploration of the social, political, and cultural contexts of martial arts practice, and historical dynamics behind their transmission, transformation, and spread. Examination of the emergence of martial artists as popular figures, and martial arts as distinct sets of practices in China and Japan. Study of the modern re-invention of these practices, and of their transmission to other parts of the world. Investigation of a local martial arts school, and of the question, "What is East Asian about East Asian martial arts in Ithaca?" (AS)

[HIST 2971 Politics, Culture, and Society in Early Modern Europe, 1450–1789 # (HA-AS)]

Fall. 4 credits. Next offered 2010–2011.
D. Corpis.]

HIST 3002 Supervised Research

Fall and spring. 3 or 4 credits. Prerequisite: junior or senior standing. Permission of instructor required. Staff. (HR)

HIST 3030 African-American Women in Slavery and Freedom (also AMST 3030, FGSS 3070) # (HA-AS)

Spring. 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. (AM)

HIST 3050 Britain, 1660 to 1815 # (HA-AS)

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. (EM)

[HIST 3060 Modern Mexico: From Independence to the Zapatistas (also LATA 3060) @ (HA-AS)]

Spring. 4 credits. Next offered 2009–2010. R. Craib.]

[HIST 3070 British History, 1760–1870 # (HA-AS)]

Fall. 4 credits. Next offered 2009–2010. T. R. Travers.]

[HIST 3080 History of Post-War Germany (1945 to Present) (HA-AS)]

Fall. 4 credits. Next offered 2009–2010. I. Hull.]

[HIST 3090 History and Geographical Imagination @ # (HA-AS)]

Fall. 4 credits. Next offered 2010–2011. R. Craib.]

[HIST 3101 British History, 1870–Present (HA-AS)]

Spring. 4 credits. Next offered 2009–2010. T. R. Travers.]

[HIST 3120 Forging Nations: Experiments in Latin American Nation-Building and Reform (also LATA 3211) @ (CA-AS)]

Fall. 4 credits. Next offered 2010–2011. M. Roldan.]

[HIST 3130 U.S. Foreign Relations, 1750–1912 (also AMST 3130) # (HA-AS)]

Fall. 4 credits. Next offered 2010–2011. F. Logevall.]

[HIST 3140 History of American Foreign Policy, 1912 to the Present (also AMST/CAPS 3140) (HA-AS)]

Spring. 4 credits. Next offered 2010–2011. F. Logevall.]

[HIST 3150 Environmental History: The United States and Beyond (also AMST 3510) # (HA-AS)]

Spring. 4 credits. Next offered 2009–2010. A. Sachs.]

HIST 3160 American Political Thought: From Madison to Malcolm X (also AMST/GOVT 3665) # (HA-AS)]

Fall. 4 credits. I. Krannick.
For description, see GOVT 3665.

HIST 3170 British–French North America (also AMST 3170) # (HA-AS)]

Fall. 4 credits. J. Parmenter.
Following exploratory voyages during the 16th century, both England and France established permanent colonies in North America during the first decade of the 17th century. For the next 240 years, these two European powers each strove to displace the other as master of northeastern North America. This course compares the political, economic, and social patterns in the development of British and French colonial America in order to better understand the divergent traditions,

approaches, and experiences that have resulted in multiple nations inhabiting the North American continent. Emphasis will be placed on critical comparative analysis of documentary sources. (AM)

[HIST 3180 American Constitutional Development (also AMST 3180) (HA-AS)]

Fall. 4 credits. Not open to freshmen. Next offered 2010–2011. R. Polenberg.]

[HIST 3191 Martial Arts and Society and Religion (also ASIAN 3391) @ (HA-AS)]

Fall. 4 credits. Next offered 2009–2010. T. J. Hinrichs.]

[HIST 3200 The Viking Age # (HA-AS)]

Spring. 4 credits. Next offered 2010–2011. O. Falk.]

[HIST 3210 Colonial North America to 1763 (also AMST 3210) # (HA-AS)]

Fall. 4 credits. Next offered 2009–2010. M. B. Norton.]

HIST 3240 Varieties of American Dissent, 1880–1900 (also AMST 3240) (HA-AS)]

Spring. 4 credits. N. Salvatore.
For description, see AMST 3240.

[HIST 3250 Age of the American Revolution, 1754 to 1815 (also AMST 3250) # (HA-AS)]

Spring. 4 credits. Next offered 2010–2011. M. B. Norton.]

[HIST 3260 History of the Modern British Empire (HA-AS)]

Fall. 4 credits. Next offered 2010–2011. T. R. Travers.]

[HIST 3270 The Old South (also AMST 3270) # (HA-AS)]

Spring. 4 credits. Next offered 2009–2010. E. Baptist.]

[HIST 3280 Construction of Modern Japan (also ASIAN 3328) @ # (HA-AS)]

Spring. 4 credits. Next offered 2010–2011. J. V. Koschmann.]

HIST 3290 Physical Sciences in the Modern Age (also STS 3301) (HA-AS)]

Fall. 4 credits. S. Seth.
For description, see STS 3301.

[HIST 3300 Japan from War to Prosperity (also ASIAN 3335) @ (HA-AS)]

Spring. 4 credits. Next offered 2009–2010. J. V. Koschmann.]

[HIST 3310 Causes of the American Civil War, 1815 to 1860 (also AMST 3310) # (HA-AS)]

Fall. 4 credits. Next offered 2010–2011. E. Baptist.]

HIST 3331 Crosscurrents: Challenge and Change in Contemporary Latin America (also LATA 3300) (HA-AS)]

Fall. 4 credits. M. Roldan.
This course will selectively focus on major issues facing Latin American societies from the early 20th century to the present. We will examine the varied political, social, cultural, and economic responses that emerged to challenges such as: modernization and modernity; mass politics and populism, state repression and authoritarian rule; market reforms and globalization; the narcotics economy and drug wars; urbanization and human displacement; human rights violations and new social and political movements. Assignments will revolve around films, web

sites, readings, and lectures. Students will be expected to select and begin preparing a final research project—a portion of which involves collaborative work with other members of the class—from a list of suggested topics that will culminate in an in-class presentation and final research paper 10–12 pages in length at the end of the semester. (LA)

HIST 3340 19th-Century European Culture and Intellectual History (HA-AS)]

Fall. 4 credits. C. Robcis.
This course provides an introduction to some of the major landmarks in European cultural and intellectual history, from the aftermath of the French Revolution to turn-of-the-century. We will pay special attention to the relationship between texts and their various contexts. Among other themes, we will cover the emergence of new social sciences such as sociology and anthropology; literary currents such as Romanticism, Naturalism, and Aestheticism; Continental philosophy from Hegel to Nietzsche; political models ranging from liberalism, nationalism, feminism, to socialism; and artistic schools such as Realism, Impressionism, and Symbolism. (EM)

HIST 3341 20th-Century European Culture and Intellectual History (HA-AS)]

Spring. 4 credits. C. Robcis.
This course provides an introduction to some of the major landmarks in European cultural and intellectual history, from the turn-of-the-century to about the 1980s. We will pay special attention to the relationship between texts and their various contexts. Among other themes, we will cover the invention and development of psychoanalysis from Freud to Lacan; the formation of new nationalisms and fascisms; artistic manifestoes from Surrealism, Dada, Cubism, primitivism, and négritude; phenomenology, existentialism, the Frankfurt School, and structuralism; May '68 and its aftermath, with feminism, third-worldism, and anti-totalitarian thought. (EM)

HIST 3391 Seminar on American Relations with China (also ASIAN 3305, CAPS 3000) (HA-AS)]

Fall. 4 credits. Offered in the Cornell in Washington Program. R. Bush.
For description, see CAPS 3000. (AM) (AS)

HIST 3400 Recent American History, 1925 to 1965 (also AMST 3400) (HA-AS)]

Fall. 4 credits. Not open to freshman. R. Vanderlan.
Topics include the Sacco-Vanzetti case; radicalism and reform in the New Deal; Franklin Roosevelt and World War II; the Holocaust and the atomic age; the Cold War and civil liberties; individualism and conformity in the 1950s; John F. Kennedy and the New Frontier.

HIST 3410 Recent American History, 1965 to the Present (also AMST 3410) (HA-AS)]

Spring. 4 credits. R. Vanderlan.
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 3420 History of Modern South Asia, 1700 to 1947: From the Mughals to Midnight (also ASIAN 3342) @ # (HA-AS)

Fall. 4 credits. Next offered 2009–2010. D. Ghosh.]

[HIST 3430 American Civil War and Reconstruction, 1860 to 1877 (also AMST 3430) # (HA-AS)

Spring. 4 credits. Next offered 2009–2010. E. Baptist.]

[HIST 3440 South Asia and the Early Modern World (also ASIAN 3391) @ # (HA-AS)

Spring. 4 credits. Next offered 2009–2010. D. Ghosh.]

[HIST 3450 Cultural and Intellectual Life of 19th-Century Americans (also AMST 3450) # (HA-AS)

Fall. 4 credits. Next offered 2009–2010. A. Sachs.]

[HIST 3460 The Modernization of the American Mind (also AMST 3460) (HA-AS)

Fall. 4 credits. R. L. Moore.

American thought and culture from 1890 to the present. Emphasizes the intellectual impact of major political and economic events and the adaptation of social ideas and values to new conditions. (AM)

[HIST 3470 Asian American Women's History (also AAS/AMST/FGSS 3470) (CA-AS)

Spring. 4 credits. Next offered 2009–2010. D. Chang.]

[HIST 3481 Modern France: 1870 to the Present (HA-AS)

Spring. 4 credits. Next offered 2009–2010. C. Robcis.]

[HIST 3490 Renaissance England, 1485 to 1660 # (HA-AS)

Fall. 4 credits. ext offered 2009–2010. R. Weil.]

[HIST 3500 The Italian Renaissance (also ITAL 3500) # (HA-AS)

Spring. 4 credits. J. Najemy.

An exploration of intellectual, cultural, religious, and political developments in Italy from the political thought of Dante and Marsilius in the age of the communes, through the several stages of Humanism from Petrarch to Alberti to Pico, down to the crisis of Italian liberty in the generation of Machiavelli, Guicciardini, and Castiglione. The course seeks to problematize the notion of a "Renaissance" in the period's ambivalent attitudes toward history, politics, learning, culture, gender, language, and the role of intellectuals in politics and society. Emphasis is placed on the close reading of primary sources and on issues of interpretation. (ER)

[HIST 3510 Machiavelli # (HA-AS)

Fall. 4 credits. Next offered 2009–2010. J. Najemy.]

[HIST 3520 20th-Century East Asian-American Relations (also CAPS 3520) @ (HA-AS)

Spring. 4 credits. Next offered 2009–2010. J. Chen.]

[HIST 3560 The Era of the French Revolution and Napoleon # (HA-AS)

Fall. 4 credits. Next offered 2009–2010. S. Kaplan.]

[HIST 3570 Constructing State and Civil Society: Germany 1648–1870 # (HA-AS)

Fall. 4 credits. I. Hull.

Using Germany from the Thirty Years war to Unification (1648–1870), this course examines the transition from traditional to modern forms of society and government. It explores how the many German states stabilized after the catastrophe of the religious wars, and how that stabilization was criticized and undermined by the philosophy of Enlightenment in the 18th century, and by nationalism in the 19th. The traditional society of orders gave way to modern civil society, and the many states to a single nation state, forged in war. The course traces the political theories (from conservatism to liberalism, nationalism, and socialism) that accompanied these social and governmental developments. In addition to historical works, students will read original sources in political theory, including Kant, Fichte, Hegel, and Marx. (EM)

[HIST 3580 Survey of German History, 1890 to the Present (HA-AS)

Spring. 4 credits. For freshmen, permission of instructor required. I. Hull.

This course examines the causes and consequences of the "catastrophic nationalism" of the German nation state from its unification by war in 1870 under Bismarck, through the First World War and Germany's defeat, to the unloved Weimar Republic and its legendary political violence, culminating in the Third Reich's unprecedented logic of total destruction and annihilation. What social and political forces caused the German state(s) to unleash two world wars and several genocides? What role did the military play? Why were opponents unable to stop these developments? And why did these forces, once unleashed, not shrink from the total destruction of the German nation itself? In addition to reading a novel, historical works, and original documents, we view classic films from the Weimar period and the Third Reich, which reflect the troubled politics of mass destruction. (EM)

[HIST 3611 Bakumatsu-Ishin: Conflicts and Transformations in Early Modern Japan, 1700–1890 (also ASIAN 3361) @ (HA-AS)

Fall. 4 credits. Next offered 2009–2010. K. Hirano.]

[HIST 3619 Near Eastern Christianities, 50–650 C.E. (also NES/JWST 3619) @ # (HA-AS)

Spring. 4 credits. K. Haines-Eitzen.

For description, see NES 3619. (NE)

[HIST 3630 Archaeology, Ethics, and Nationalism (also ARKEO/CLASS 3730) # (CA-AS)

Spring. 3 credits. K. Bowes.

For description, see CLASS 3730.

[HIST 3631 History of Battle (also CLASS 3662) (HA-AS)

Spring. 4 credits. Next offered 2010–2011.

B. Strauss and E. Baptist.]

[HIST 3640 The Culture of the Renaissance II (also COML/FREN/RELST 3620, ENGL 3250, MUSIC 3242) # (CA-AS)

Fall. 4 credits. For freshmen, permission of instructor required. K. P. Long and W. Kennedy.

For description, see COML 3620

[HIST 3644 Sages and Saints/Ancient World (also CLASS/RELST 3644) # (HA-AS)

Spring. 4 credits. Next offered 2009–2010. E. Rebillard.]

[HIST 3650 West Africa and the West: 1450–1850 (also ASRC 3302) # @ (HA-AS)

Fall. 4 credits. S. Greene.

1450 marks the time when peoples, ideas, material goods, and beliefs began to move on a regular basis across the Atlantic, first between Africa and Europe, and then later between Africa, North and South America, and the Caribbean. This course examines these movements and explores how West Africans managed their relations with the West over a 400-year period. (AF)

[HIST 3651 Law, Society, and Culture in the Middle East, 1200–1500 (also HIST 6651, NES 3551/6551, RELST 3651) @ # (CA-AS)

Spring. 4 credits. D. Powers.

For description, see NES 3551.

[HIST 3658 History of Iran (also NES 3658)

Spring. 4 credits. I. Gocheleishvili.

For description, see NES 3658.

[HIST 3661 History of Southern Africa (also ASRC 3661) @ (HA-AS)

Fall. 4 credits. D. Magaziner.

This course traces the history of Southern Africa (South Africa and surrounding countries) from the early second millennium to the present day. Beginning with the geography and early history of farming and trade in the region, it moves quickly to explore the impact of the European colonialism in the 17th and 18th century, the often violent conflicts and conquest of the 19th century, and especially industrialization and social change at the turn of the 20th. The second half of the course focuses intently on the rise of segregation and apartheid during the 20th century and the slow process of decolonization after World War II. The final week looks at the present-day challenges facing the region, including AIDS, violence and continued poverty, within the context of global economies. (EM)

[HIST 3671 Survey of German History, 1648–1870 # (HA-AS)

Fall. 4 credits. For freshman, permission of instructor required. Next offered 2009–2010. I. Hull.]

[HIST 3680 Marriage and Sexuality in Medieval Europe (also FGSS/RELST 3680) # (HA-AS)

Fall. 4 credits. Recommended: some prior knowledge of medieval European history. Next offered 2009–2010. P. Hyams.]

[HIST 3690 The History of Florence in the Time of the Republic, 1250 to 1530 # (HA-AS)

Spring. 4 credits. J. Najemy.

This course explores the political, social, economic, and cultural history of Florence during the centuries when it was an autonomous republic, one of the birthplaces of constitutional government and modern political thought, a major economic power throughout Western Europe and the Mediterranean, and a center of intellectual and artistic innovation that did much to shape the culture and historical memory of the modern West. The course examines the society, institutions, conflicts, and ideas that animated

this experience, the origins and consequences of the rise to power in this republican context of the Medici family, and the attempts by Florentine writers—poets, chroniclers, humanists, and historians—to understand and represent their complex society. (ER)

[HIST 3700 History of the Holocaust (also JWST 3700) (HA-AS)]

Spring. 4 credits. Next offered 2010–2011. V. Caron.]

[HIST 3710 World War II in Europe (HA-AS)]

Summer and fall. 4 credits. Next offered 2009–2010. J. Weiss.]

HIST 3730 Law, Crime, and Society in Early Modern Europe # (HA-AS)

Spring. 4 credits. D. Corpis.

This course will survey the development of law, legal institutions, definitions of crime, and practices of criminality from the 16th to the 18th centuries. We often associate this period with extreme measures of law enforcement and repression, whether the persecution of converted Jews by the Inquisition or the witch burnings that raged through various parts of Europe in the 16th and 17th centuries. Yet much of our common knowledge of law and crime in early modern European history consists of exaggerations, myths, and misunderstandings. This course offers a corrective by exploring the historical contexts and meanings of law and crime in European society. Some of the themes covered in this course include the relationship between common law and Roman law, jurisdiction building and jurisdictional competition, the imposition of gender and sexual norms, heresy and witchcraft prosecutions, the sociology and anthropology of “criminal” subcultures, and the political process of “criminilization.” (EM)

[HIST 3750 The African American Workers, 1865 to 1910: The Rural and Urban Experience (also ILCRB 3850) # (HA-AS)]

Fall. 3 credits. Junior or senior standing or permission of instructor. Next offered 2010–2011. N. Salvatore.]

[HIST 3760 The African-American Workers, 1910 to the Present: Race, Work, and the City (also ILCRB 3860)]

Fall. 3 credits. Next offered 2009–2010. N. Salvatore.]

[HIST 3780 Topics in U.S. Women's History (also AMST 3708)]

Fall. 4 credits. Prerequisite: FGSS/HIST 2730 or 3030, or permission of instructor. Next offered 2009–2010. M. B. Norton.]

[HIST 3790 The First World War: Causes, Conduct, Consequences (HA-AS)]

Spring. 4 credits. For freshmen, permission of instructor required. Next offered 2010–2011. I. Hull.]

HIST 3840 Europe and Early Cold War (HA-AS)]

Fall. 4 credits. J. Weiss.

A political and social history of Europe between the fall of fascism and the political crises of 1968. Emphasis on the comparative study of the elaboration of democratic institutions and ideologies. Topics include the origins and course of the Cold War in Western and Eastern Europe, Gaullism and Christian Democracy, the emergence of welfare states, liberal-democratic and Communist culture, the end of colonial empires in the West,

oppositions movements in Eastern Europe, and the general upheaval of 1968. (EM)

[HIST 3880 History of Vietnam (also ASIAN 3385/6685, HIST 6880) @ # (HA-AS)]

Fall. 3 credits. Next offered 2009–2010. K. Taylor.]

[HIST 3950 Premodern Southeast Asia (also ASIAN 3397, HIST 6950) @ # (HA-AS)]

Fall. 4 credits. Open to undergraduates, both majors and non-majors in history, and to graduate students, although with separate requirements. Next offered 2009–2010. E. Tagliacozzo.]

HIST 3960 Southeast Asian History from the 18th Century (also ASIAN 3396/6696, HIST 6960) @ (HA-AS)]

Spring. 4 credits. Graduate students must enroll in HIST 6960. T. Loos.

Surveys the modern history of Southeast Asia with special attentions to colonialism, the Chinese diaspora, and 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. (AS)

HIST 3970 History of the Israeli-Palestinian Conflict (also GOVT/JWST/NES 3697, SOC 3970) @ (HA-AS)]

Fall. 4 credits. R. Brann.

For description, see NES 3697. (NE)

Honors Courses

HIST 4000 Honors Proseminar

Fall and spring. 4 credits. Limited to 15 students. For prospective honors candidates in history. Permission of member of Honors Committee required. Fall, E. Baptist; spring, T. Loos.

An exploration of major contemporary approaches to historical inquiry, analysis, and presentation. Ways of thinking about history along with research methods and organization of the results will be considered by reading and discussing a variety of historical works. (HR)

HIST 4001 Honors Guidance

Fall. 4 credits. Prerequisite: HIST 4000. Permission of instructor required. J. Parmenter. (HR)

HIST 4002 Honors Research

Spring. 4 credits. Prerequisite: HIST 4000. Permission of instructor required. J. Parmenter. (HR)

Undergraduate Seminars

HIST 4030 History of the U.S. Senate in the 20th Century (also GOVT 4218) (HA-AS)]

Fall and spring. 4 credits. Offered in Cornell in Washington Program. B. Koed.

This course will offer students an opportunity to view the process of shaping national debates from the perspective of the United States Senate. The modern Senate will serve as the point of reference for an inquiry into the development of the institution’s powers under the Constitution during the past 200 years. Class readings, lectures and discussions will

focus on the themes of continuity and change, the role of individual senators, and the institutional evolution of the Senate. In addition to general class reading and written examinations, each student will write a short paper and participate in an oral presentation. (AM)

[HIST 4050 U.S.–Cuba Relations (also AMST/LATA/LSP 4050/6050, HIST 6050) (HA-AS)]

Spring. 4 credits. Next offered 2009–2010. M. C. García.]

HIST 4060 Fighting Words: The First Amendment from World War I to the “War on Terror” (HA-AS)]

Fall. 4 credits. R. Vanderlan.

The first amendment to the US constitution guarantees the “civil liberties” of Americans. This course considers how these rights assumed their modern form over the last one hundred years, paying particular attention to the development of modern free speech protections. We will focus on the relationship between politics, ideas, and the court system. Topics to be considered include the Palmer raids during WWI, the American Civil Liberties Union, McCarthyism, student protest, pornography, flag-burning, and the Patriot Act. (AM)

[HIST 4061 The New Cold War History (also HIST 6061) @ (HA-AS)]

Spring. 4 credits. Limited to 15 students. Next offered 2009–2010. J. Chen.]

HIST 4070 History / Memory of Asia-Pacific War (also ASIAN 4426) @ (HA-AS)]

Spring. 4 credits. J. V. Koschmann.

This seminar will examine what is at stake when the fighting between Japan and its former enemies in the Pacific during World War II is remembered, memorialized, and (re) constructed as historical narrative by Japanese, Americans and others. By exploring the legacies of such events and processes as live testing of biological and chemical warfare agents, sexual slavery, mistreatment of POWs, incendiary bombing, and the atomic bombings of Hiroshima and Nagasaki, the seminar will offer an opportunity to reflect in a more general way on the politics of historical representation and memory. (AS)

[HIST 4080 Feudalism and Chivalry: Secular Culture in Medieval France, 1000 to 1300 # (HA-AS)]

Fall. 4 credits. Recommended: HIST 2620. Next offered 2010–2011. P. Hyams.]

HIST 4091 Contesting Identities in Modern Egypt (also NES 4605) @ (HA-AS)]

Fall. 4 credits. Z. Fahmy.

For description, see NES 4605. (NE)

[HIST 4100 Archipelago: Worlds of Indonesia (also ASIAN 4409/6617, HIST 6100) @ (HA-AS)]

Spring. 4 credits. Open to undergraduates and graduate students, though with separate requirements. Limited to 15 students. Next offered 2009–2010. E. Tagliacozzo.]

[HIST 4111 Undergraduate Seminar: History of the American South (also AMST 4302) (HA-AS)]

Fall. 4 credits. Next offered 2010–2011. E. Baptist.]

HIST 4120 The Scientific Revolution in Early-Modern Europe (also STS 4211) (HA-AS)

Spring. 4 credits. P. Dear.

Modern science is often seen as having been originally developed in Europe in the 16th and 17th centuries. Copernicus, who set the Earth in motion around the sun in the early 16th century, and Newton, who made the universe an infinite expanse filled with gravitational attractive forces, at the end of the 17th, frame this crucial period of European expansion. The new universe was invented at the same time as the discovery and exploitation of the New World and the establishment of new trading relationships with the East. This course, a weekly 4000-level seminar, examines the new ideas and approaches to nature promoted by European philosophers and mathematicians as part of this outward-looking enterprise aimed at the practical command of the world. We will read works by such people as Copernicus, Kepler, Bacon, Galileo, Descartes, Newton, and others, as well as important secondary literature, in order to understand how European thought attempted to integrate nature, God, and the state into new ways of making usable knowledge of the world. (HS)

HIST 4150 Seminar in the History of Biology (also BIOEE 4670, BSOC/STS 4471) (PBS)

Summer or fall. 4 credits. Limited to 18 students. W. Provine.

For description, see BIOEE 4670. (HS)

[HIST 4160 Undergraduate Seminar on Gender and Sexuality in Southeast Asia (also ASIAN 4416/6618, FGSS 4160, HIST 6160) @ (CA-AS)

Fall. 4 credits. Letter grades only. Next offered 2009–2010. T. Loos.]

[HIST 4170 History of Jews in Modern France (also FREN 4130, JWST 4170) (HA-AS)

Spring. 4 credits. Permission of instructor required. Next offered 2009–2010. V. Caron.]

[HIST 4200 Asian American Communities (also AAS 4240, AMST 4200) (HA-AS)

Spring. 4 credits. Limited to 15 students. Next offered 2009–2010. D. Chang.]

[HIST 4221 British in India, 1750–1830 @ # (HA-AS)

Spring. 4 credits. Next offered 2010–2011. T. R. Travers.]

HIST 4231 Gender and Technology (also BSOC/FGSS/STS 4231) (HA-AS)

Spring. 4 credits. S. Pritchard.

For description, see STS 4231.

HIST 4240 Art and Politics in 20th-Century Latin America (also LATA 4240) @ (CA-AS)

Fall. 4 credits. Limited to 15 students. Permission of instructor required. HIST 1960, HIST 3331, or other Latin American course suggested. M. Roldan.

This seminar will examine how the intersection of art and politics shaped culture, ideology, and identity in Latin America from the Mexican Revolution to the dictatorships of the late 20th century. Topics may include muralism and the Mexican Revolution; the artist as muse and activist (Frida Kahlo); working class and immigrant culture in Argentina and the tango; samba as social and political protest in Brazil; gender and politics

in exiled women's literature; the appropriation of public spaces as artistic forum and mean of communication under authoritarian regimes. (LA)

HIST 4251 Ethics, Race, Religion, and Health Policy (HA-AS)

Fall. 4 credits. Offered in Cornell in Washington Program. A. Kraut.

[HIST 4260 The West and Beyond: Frontiers and Borders in American History and Culture (also AMST 4260) (HA-AS)

Spring. 4 credits. Limited to 15 students. Priority given to junior and senior majors in History and American Studies. Next offered 2009–2010. A. Sachs.]

[HIST 4261 Commodification in Historical Perspective: Sex, Rugs, Salt, and Coal (also AMST 4261) @ # (HA-AS)

Spring. 4 credits. Priority given to juniors and seniors majoring in history and American studies. Next offered 2009–2010. A. Sachs.]

HIST 4270 Reading the Africa Diaspora (HA-AS)

Spring. 4 credits. D. Magaziner.

This course is an upper level seminar in the history, historiography, and culture of the African diaspora. Students will read studies of the genesis, development, and current state of the diaspora, and engage in debates over race and difference, religion and economics, culture and politics. At the end of the semester students will produce a historiographical analytical essay on an area of their choosing, working closely with the instructor. (AF)

HIST 4280 Freud and His Commentators (also GERST 4270) (HA-AS)

Fall. 4 credits. C. Robcis.

This seminar offers an introduction to Freud's writings, organized more or less chronologically. From Freud's early "case studies" to his more anthropological works and theories on the group, we will attempt to understand the specificity of the psychoanalytic method, as we engage with the historical context in which psychoanalysis emerged. We will also read a number of Freud's critics (Jacques Lacan, Judith Butler, Douglas Crimp, Leo Bersani, Joan Copjec, David Eng, Jacqueline Rose, Tim Dean) in order to help us situate psychoanalysis in a contemporary political frame. (EM)

[HIST 4300 America in the Camera's Eye (also AMST 4302)

Fall. 4 credits. Limited to 15 students. Permission of instructor required. Next offered 2009–2010. R. L. Moore.]

HIST 4310 Farmworkers (also CRP 3850/5850, HIST 6310, ILRCB 4020, LSP 4310/6310) (HA-AS)

Spring. 4 credits. R. Craib.

For description, see LSP 4310. (LA)

HIST 4311 Topics in American Studies: American Politics and Dissent, 1945–2000 (also AMST 4310)

Fall. 4 credits. N. Salvatore.

For description, see AMST 4310.

[HIST 4320 Topics in Ancient Greek History (also CLASS 4320, HIST 6330)

Spring. 4 credits. Next offered 2009–2010. B. Strauss.]

[HIST 4330 History of Modern German Jewry: From Enlightenment to the Post-1945 Era (also JWST 4330) (HA-AS)

Spring. 4 credits. Limited to 15 students. Next offered 2009–2010. V. Caron.]

HIST 4360 Conflict Resolution in Medieval Europe # (KCM-AS)

Spring. 4 credits. P. Hyams.

This seminar concentrates on a time (late 9th–13th centuries) when much of Europe lacked formal systems of justice, and so handled questions of social control quite largely by extra-legal means. Its subject is in one sense political history upside-down, as viewed by individuals rather than their rulers. We examine ways in which anthropology and some recent approaches to law can assist: the readings will be partly anthropology, partly translated medieval accounts of actual conflicts, with samples of recent interpretation. The topics covered should be of interest to law students and majors in anthropology and other modern social sciences. (ER)

[HIST 4390 Reconstruction and the New South (also AMST 4039) # (HA-AS)

Spring. 4 credits. Limited to 15 students.

Limited to juniors and seniors. Next offered 2009–2010. M. Washington.]

[HIST 4411 Fourth-Century and Early History of Greece (also CLASS 4410) # (HA-AS)

Fall. 4 credits. Next offered 2009–2010. B. Strauss.]

[HIST 4421 To Be Enslaved Then and Now (also ASRC 4305) # (HA-AS)

Spring. 4 credits. Next offered 2009–2010. S. Greene.]

[HIST 4440 American Men (also AMST/FGSS 4450) (HA-AS)

Fall. 4 credits. Limited to 15 students. Next offered 2010–2011. E. Baptist.]

HIST 4451 New York Women (also FGSS 4220, STS 4221) (HA-AS)

Fall. 4 credits. Limited to 15 students. M. Rossiter.

For description, see STS 4221. (AM)

HIST 4460 Strategy in World War II (HA-AS)

Spring. 4 credits. Permission of instructor required. J. Weiss.

Strategic decision-making in World War II. The course will be organized into a "task force" addressing crucial problems faced by the European–American Allies in World War II: the invasion of northwest Europe, strategic bombing tactics, the rescue of European Jews, and coordination with the Soviet Union. Individual presentations/papers followed by meetings to draft group reports. (EM)

[HIST 4470 Crusaders and Chroniclers @ # (HA-AS)

Fall. 4 credits. Limited to 15 students. Next offered 2009–2010. P. Hyams.]

[HIST 4501 Representing Atrocity: Questions of Historical Knowledge, Memory and Otherness in the Study of the Nanking Massacre Discourse (also ASIAN 4451)

Spring. 4 credits. Next offered 2009–2010. K. Hirano.]

HIST 4520 History of the New Europe (HA-AS)

Fall. 4 credits. Limited to 15 students. H. Case.

This course will focus 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 will be 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. (EM)

[HIST 4560 Topics in Medieval Historiography (also HIST 6560) # (HA-AS)]

Spring. 4 credits. Permission of instructor required. Next offered 2009-2010. O. Falk.]

[HIST 4570 Seminar in European Fascism (HA-AS)]

Fall. 4 credits. Permission of instructor required. Next offered 2009-2010. I. Hull.]

[HIST 4581 Intelligibility in Science (also STS 4581) (HA-AS)]

Spring. 4 credits. Next offered 2010-2011. P. Dear.]

HIST 4601 Toward a Prehistory of Terrorism (HA-AS)

Fall. 4 credits. O. Falk.

This course puts contemporary terrorism in a long-term historical context. We will read modern theoreticians of terror and counter-terrorism, as well as accounts by practitioners and witnesses. We will 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? (ER)

HIST 4621 The Enlightenment # (HA-AS)

Fall. 4 credits. S. Kaplan.

An inquiry into the historical origins of European (especially French) political, social, and economic thought, beginning in the 1680s, at the zenith of Louis XIV's absolutism, and culminating in the French Revolution a century later. Emphasis is on the relation of criticism and theory to actual social, economic, religious, and political conditions. An effort is made to assess the impact of enlightened thought on the 18th-century world and to weigh its implications for modern political discourse. Readings in translation from such authors as Bayle, Montesquieu, Voltaire, Rousseau, Diderot, and others as well as from modern scholarly and polemical literature. (EM)

[HIST 4630 War and Society in Eastern Europe (HA-AS)]

Spring. 4 credits. Next offered 2009-2010. H. Case.]

HIST 4642 Women in the Modern Middle East (also FGSS 4640, NES 4642)

Spring. 4 credits. Z. Fahmy.

For description, see NES 4642. (NE)

[HIST 4650 Special Topics: Historical Documents on Modern China (also CHIN 4426/6625, HIST 6650)]

Fall. 4 credits. Prerequisite: equivalent of three years Mandarin instruction. Permission of instructor required. Next offered 2009-2010. Z. Chen.]

[HIST 4660 Iroquois History (also AIS/AMST 4660) # (HA-AS)]

Fall. 4 credits. Next offered 2010-2011. J. Parmenter.]

HIST 4680 Love and Sex in the Italian Renaissance (also ITAL 4680) # (HA-AS)]

Fall. 4 credits. J. Najemy.

An exploration of the representation of love, sex, and eros in Italian Renaissance literature, and the attempts by secular governments and the Church to manage, discipline, and punish sexual transgression. Primary texts include Boccaccio's *Decameron*, 15th-century novelle, plays by Machiavelli (*Mandragola*, *Clizia*) and Bibbiena (*Calandria*), and Aretino. Secondary readings include studies of sexual crime, love across social boundaries, prostitution, homosexuality, and lesbianism. (ER)

[HIST 4691 The Old English Laws and Their Politico-Cultural Context (also ENGL 4190, HIST 6691) # (CA-AS)]

Fall. 4 credits. Next offered 2009-2010. P. Hyams and T. Hill.]

HIST 4740 Topics in Modern European Intellectual and Cultural History: The Human and the Animal (also COML 4741, JWST 4740)

Fall. 4 credits. Limited to 15 students. D. LaCapra.

The problem of the relation between the human and the animal has been a recurrent concern over time in the so-called Western tradition, both in theology and in philosophy among other areas. A crucial issue is the quest for a decisive criterion dividing the human from the animal, the functions it serves in fantasy and reality, and the ways it has been challenged or contested. Another issue is the anthropocentric replication of stereotypes of the animal along with the binary opposition between human and animal even in seemingly critical approaches and in forms of both humanism and posthumanism. The role of a market economy, the nature of factory farming and of experimentation on animals, and the possibilities and limits of human-rights and animal-rights discourses will also be topics for discussion. More generally, the seminar will investigate the animal/human relation in thought and practice in various fields, including philosophy, theology, history, literature, and popular culture. Readings include Peter Singer, Eric Schlosser, Deborah Blum, J. M. Coetzee, Franz Kafka, H. G. Wells, Leslie Marmon Silko, Jean-Paul Sartre, Boria Sax, and Jacques Derrida.

HIST 4741 Topics in Modern European Intellectual History: Trauma in Literature, History, and Film

Spring. 4 credits. D. LaCapra.

The course will focus on the complex relations among trauma, literature, film, and history, including the role of witnessing and testimony as well as gallows humor. It will treat a series of works (historical, theoretical, fictional, filmic, and generically hybrid) in which this problem arises in an acute form. Assignments include Leni Riefenstahl, Mel Brooks, J. M. Coetzee, W. G. Sebald, Benjamin Wilkomirski, Annette Wieviorka, N. Abraham and M. Torok, and F. Davoine and J.-M. Gaudilli. (EM)

[HIST 4760 History and Story in the Norse Sagas (also ENGL 4120, HIST 6760) (HA-AS)]

Spring. 4 credits. Next offered 2010-2011. O. Falk and T. Hill.]

HIST 4811 Confluence: Environmental History and Science and Technology Studies (also SHUM 4811)

Fall. 4 credits. Limited to 15 students. S. Pritchard.

For description, see SHUM 4811.

HIST 4813 Environments and Waterscapes (also SHUM 4813)

Fall. 4 credits. Limited to 15 students. A. Sachs.

For description, see SHUM 4813.

HIST 4814 Liminality in Maritime Archaeology (also NES 4914, SHUM 4814)

Fall. 4 credits. Limited to 15 students. C. Monroe.

For description, see SHUM 4814.

HIST 4815 Histories of Maritime Asia (also SHUM 4815)

Fall. 4 credits. Limited to 15 students. J. Gaynor.

For description, see SHUM 4815.

HIST 4816 Crossing Oceans of Time (also NES/SHUM 4816)

Fall. 4 credits. Limited to 15 students. M. Aymes.

For description, see SHUM 4816.

HIST 4821 Religious and Secular in American Culture (also AMST 4821) (HA-AS)]

Fall. 4 credits. Permission of instructor required. R. L. Moore.

This course probes American intellectual and cultural history by discounting a sharp division between what is secular and what is religious. In the United States the categories secular and religious have always interacted, allowing non-Americans to see Americans as at once the most religious of all people and the most conscious of worldly, practical matters. The readings and the writing assignments are aimed at rethinking classic debates, for example the role of religion in politics, the conflict between science and religion, and the alleged difference between religious and humanistic morality. The effort is not to convince students that Americans are unique in blending secular and religious but that key aspects of American history (the early separation of church and state, the importance of immigration and of non-European populations, the elaborate attempt to define American democracy as a moral system) have kept religion, and not just white Protestant evangelicalism, at the center of American culture. (AM)

HIST 4831 Christianization/Roman World (also CLASS/RELST 4625) # (HA-AS)]

Fall. 4 credits. E. Rebillard.

For description, see CLASS 4625.

HIST 4850 Immigration: History, Theory, and Practice (also AMST/LSP 4850) (HA-AS)]

Fall. 4 credits. Permission of instructor required. M. C. Garcia.

This seminar focuses on immigration to the United States since 1965. We will examine the various groups that have migrated to the United States; the immigration and refugee policy that has facilitated their entry; contemporary debates about immigration control; the transnational ties of immigrants to their homelands; guest workers programs; and the special needs of today's immigrant populations. Course requirements include participation in a service-learning project within the Ithaca/Tompkins County area that

will be arranged in conjunction with the professor. Weekly sessions will feature presentations by different Cornell faculty and representatives from local social agencies and community organizations. (AM)

HIST 4861 Classics and Early America (also CLASS 4683, GOVT 4862) # (HA-AS)

Fall. 4 credits. H. Rawlings.
For description, see CLASS 4683. (EA)

[HIST 4870 Seminar on Thailand (also ASIAN 6601, HIST 6870) @ (HA-AS)]

Spring. 4 credits. Next offered 2010–2011.
T. Loos and T. Chaloeitjarana.]

HIST 4900 New World Encounters, 1500 to 1800 (also AIS/AMST 4900) (HA-AS)

Fall. 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. (AM)

[HIST 4910 Approaches to Medieval Violence (also HIST 6920) # (HA-AS)]

Fall. 4 credits. Limited to 15 students.
Permission of instructor required. Next offered 2010–2011. O. Falk.

[HIST 4921 India: Nation and Narration, History, and Literature (also ASIAN 4494) @ (CA-AS)]

Spring. 4 credits. Next offered 2011–2012.
D. Ghosh and A. Banerjee.]

HIST 4930 Problems in Modern Chinese History (also ASIAN 4493/6693, HIST 6930 @ (HA-AS))

Fall. 4 credits. Prerequisite: HIST 2940 or permission of instructor. S. Cochran.
Conflicting interpretations of Chinese history during the late imperial period and the first half of the 20th century. (AS)

[HIST 4950 Gender, Power, and Authority in England, 1600 to 1800 # (CA-AS)]

Spring. 4 credits. Next offered 2009–2010.
R. Weil.]

HIST 4961 History of Medicine and Healing in China (also ASIAN 4469, BSOC/STS 4961, HIST 6961) @ # (HA-AS)

Spring. 4 credits. T. J. Hinrichs.
An exploration of processes of change in medicine in China. Focuses on key transitions, such as the emergence of canonical medicine, of Daoist approaches to healing and longevity, of “Scholar Physicians,” and of Traditional Chinese Medicine in modern China. Inquires into the emergence of new healing practices in relation to both popular and specialist views of the body and disease, “cultivating

vitality” practices, modes of transmission of medical knowledge, and healer–patient relations. Course readings include primary texts in translation as well as secondary materials. (AS)

[HIST 4970 Jim Crow and Exclusion-Era America (also AAS 4970, AMST 4970/6970, HIST 6970) (HA-AS)]

Spring. 4 credits. Limited to 15 students.
Next offered 2009–2010. D. Chang.]

[HIST 4990 Problems in Modern Chinese History (also ASIAN 4499/6694, HIST 6940) @ (HA-AS)]

Spring. 4 credits. Prerequisite: HIST 2940 or permission of instructor. Next offered 2009–2010. S. Cochran.]

HIST 4997 Undergraduate Research Seminar (also AMST 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. (AM)

Graduate Seminars

[HIST 5070 Graduate Seminar: The Occidental Tourist (also ASIAN 2206/5507, HIST 2070)]

Fall. 4 credits. Next offered 2009–2010.
T. Loos.]

HIST 6010 European History Colloquium

Fall and spring. 2 credits each semester.
Limited to graduate students. H. Case and D. Corpis.

A research colloquium designed for European history graduate students. The colloquium will offer a forum for students to present papers and to discuss the work of visiting scholars. (EM)

HIST 6020 East Asian Colloquium (also ASIAN 5599)

Fall and spring. 4 credits. Staff.
A forum for graduate students to present their work and discuss the work of others. (AS)

HIST 6030 The Americas Colloquium

Fall and spring. 4 credits. Fall, E. Baptist; spring, J. Parmenter.

A research colloquium designed for graduate students in U.S. and Latin American history. The colloquium will offer a forum for students to present papers and to discuss their work and that of occasional visiting scholars. (AM)

HIST 6040 Colloquium in American History

Spring. 4 credits. Requirement for first- and second-year graduate students in U.S. history. E. Baptist.

Examination of major approaches, periods, issues, and modes of interpreting American history. Readings include recent “classics” of American scholarship from diverse subfields and genres. (AM)

[HIST 6050 U.S.–Cuba Relations (also AMST/LATA/LSP 4050/6050, HIST 4050)]

Spring. 4 credits. Next offered 2009–2010.
M. C. García.]

[HIST 6051 Themes and Issues in Modern European History]

Spring. 4 credits. Next offered 2009–2010.
H. Case.]

[HIST 6061 The New Cold War History (also HIST 4061)]

Spring. 4 credits. Limited to 15 students.
Next offered 2009–2010. J. Chen.]

[HIST 6100 Archipelago: Worlds of Indonesia (also ASIAN 4409/6617, HIST 4100)]

Spring. 4 credits. Limited to 15 students.
Open to undergraduates and graduate students, although with separate requirements. Next offered 2009–2010.
E. Tagliacozzo.]

[HIST 6101 Afro-American Historiography (also AMST 6101)]

Fall. 4 credits. Letter grades only. Next offered 2009–2010. M. Washington.]

HIST 6102 Writing African-American History

Fall. 4 credits. M. Washington.

This course is a research and writing seminar for graduate students who are writing a M.A. thesis, a dissertation, or expect to be engaged in such a project in the near future. The students must come into the course with a well-conceived writing project, the project must be on some aspect of the Black experience. During the course, students will conduct research, report to the group, and meet with the professor individually, on a regular basis. An article- (or chapter-) length paper based on primary research will be handed in at the end of the semester. (AM)

HIST 6110 Slavery in North America

Spring. 4 credits. M. Washington.

This reading seminar for graduate students examines North American slavery from the colonial era to 1865. The course explores the institution of slavery through secondary scholarship, within contexts of social, political, intellectual, economic, and territorial transformations. Our perspectives will be comparative, ideological, interpretive, critical, and methodological. The course will integrate recent scholarly trends with older schools of thought. (AM)

[HIST 6140 Readings in Cultural Materialism: Theory and Practice]

Spring. 4 credits. Next offered 2010–2011.
K. Hirano.]

[HIST 6150 The Past in the Present/The Present in the Past: Histories of Tokugawa Japan (also ASIAN 6615)]

Fall. 4 credits. Next offered 2009–2010.
K. Hirano.]

[HIST 6160 Gender and Sexuality in Southeast Asia (also ASIAN 4416/6618, FGSS/HIST 4160)]

Fall. 4 credits. Limited to 15 students.
Intended for graduate students. Letter grades only. Next offered 2009–2010.
T. Loos.]

HIST 6180 Readings in 20th-Century U.S. Political, Intellectual, and Diplomatic History

Fall. 4 credits. Prerequisite: graduate standing. F. Logevall.

The emphasis of this graduate seminar will be on reading and discussion of key works representing a variety of approaches. (AM)

[HIST 6200 Intelligibility in Science (also STS 6201)]

Spring. 4 credits. Graduate seminar. Next offered 2009–2010. P. Dear.]

[HIST 6230 Nation, Empire, and Identity in 17th-Century Historiography]

Fall. 4 credits. Next offered 2010-2011.
R. Weil.]

[HIST 6231 The Intellectual History of Early Modern Empire]

Fall. 4 credits. R. Weil.

Empire affected the colonizers as well as the colonized. We will look at how European thinkers from the Renaissance through the early 19th century responded to the questions and challenges raised by encounter and conquest in the New World, Africa, Ireland, and Asia: justifications of territorial sovereignty, concepts of race and cultural difference, theories about luxury, trade, international law, the state of nature, imperial decadence, and imperial constitutions. Readings include primary sources (F. de Vitoria, William Petty, Locke, Abbé Raynal, Diderot, Burke, Gibbon, Mill, Tocqueville, and travel and anti-slavery literature), as well as current scholarship and debate concerning empire to liberalism, enlightenment, racial theory, and natural law. (EM)

[HIST 6240 Culture, Commodities, and Capitalism in Europe, 1500-1800]

Spring. 4 credits. D. Corpis.

The period from 1500 to 1800 is often associated with Europe's transition from a pre-capitalist to a capitalist economy. Colonialism, commercial expansion, changes in the mode of production, and the expansion of markets, credit, and monetary instruments are often used as measures for this transition. This course seeks to locate the cultural conditions, which made this transformation meaningful and understandable to contemporary Europeans, as well as the cultural, intellectual, and philosophical implications and consequences of the rise of a capitalist economy. Topics we will consider include the Protestant work ethic, the gendering of the division of labor, concepts of charity, the cultural significance of money, gift exchange, material culture and the symbolic meaning of commodities, the accumulation of cultural and social capital, the moral economy, and forms of cultural resistance to capitalism. Although this course focuses upon historical research touching upon Europe, it aims to locate Europe within a larger global context. (EM)

[HIST 6260 Graduate Seminar in the History of American Women]

Fall. 4 credits. Next offered 2009-2010.
M. B. Norton.]

[HIST 6270 Graduate Seminar in Early American History]

Spring. 4 credits. Prerequisite: graduate standing. Permission of instructor required. Next offered 2009-2010. J. Parmenter.]

[HIST 6280 Graduate Seminar: 19th-Century U.S. History]

Fall. 4 credits. Next offered 2009-2010.
E. Baptist.]

[HIST 6300 Topics in Ancient History (also CLASS 7682)]

Fall. 4 credits. Next offered 2009-2010.
E. Rebillard.]

[HIST 6310 Farmworkers (also CRP 3850/5850, HIST 4310, ILRCB 4020, LSP 4310/6310)]

Spring. 4 credits. R. Craib.
For description, see LSP 431. (LA)

[HIST 6330 Topics in Ancient Greek History (also CLASS 4360/7684, HIST 4320)]

Spring. 4 credits. Next offered 2009-2010.
B. Strauss.]

[HIST 6360 Ancient Warfare (also CLASS 7686)]

Spring. 4 credits. Prerequisites: at least one course in ancient history and a reading knowledge of Greek and Latin. Permission of instructor required. Next offered 2010-2011. B. Strauss.]

[HIST 6390 Mao and the Chinese Revolution]

Spring. 4 credits. Next offered 2010-2011.
J. Chen.]

[HIST 6410 Science, Technology, Gender: Historical Issues (also FGSS 6400, STS 6401)]

Spring. 4 credits. S. Seth.
For description, see STS 6401.

[HIST 6420 The Politics of History-Writing: Historiography and Post-Colonial Criticism of South Asia]

Spring. 4 credits. Next offered 2009-2010.
D. Ghosh.]

[HIST 6481 Seminar in Latin American History]

Fall. 4 credits. Next offered 2009-2010.
M. Roldan.]

[HIST 6540 Topics in East-Central European History]

Fall. 4 credits. Next offered 2010-2011.
H. Case.]

[HIST 6550 Early Modern Atlantic World (also AMST 6550)]

Spring. 4 credits. Next offered 2010-2011.
M. B. Norton.]

[HIST 6560 Topics in Medieval Historiography (also HIST 4560)]

Spring. 4 credits. Permission of instructor required. Next offered 2009-2010. O. Falk.]

[HIST 6610 Graduate Seminar in 20th-Century German History]

Fall. 4 credits. Permission of instructor required. I. Hull.

[HIST 6641 Medieval Poverty]

Fall. 4 credits. Next offered 2010-2011.
P. Hyams.]

[HIST 6650 Historical Documents on Modern China (also CHIN 4426, HIST 4650)]

Fall. 4 credits. Prerequisite: equivalent of three years Mandarin instruction. Permission of instructor required. Next offered 2009-2010. Z. Chen.]

[HIST 6651 Law, Society, and Culture in the Middle East, 1200-1500 (also HIST/NES 3651/6651, RELST 3651)]

Spring. 4 credits. D. Powers.
For description, see NES 3651. (NE)

[HIST 6671 Spartacus (also CLASS 7667)]

Spring. 4 credits. Next offered 2010-2011.
B. Strauss.]

[HIST 6691 The Old English Laws and Their Politico-Cultural Context (also ENGL 4190, HIST 4691)]

Fall. 4 credits. Next offered 2009-2010.
P. Hyams and T. Hill.]

[HIST 6720 Seminar in European Intellectual History (also COML 6720)]

Fall. 4 credits. D. LaCapra.

[HIST 6730 Topics in Modern European Intellectual History (also COML 6730, JWST 6740)]

Spring. 4 credits. 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. (EM)

[HIST 6750 Genocidal Regimes]

Fall. 4 credits. J. Weiss.

[HIST 6760 History and Story in the Norse Sagas (also ENGL 4120, HIST 4760)]

Spring. 4 credits. Next offered 2010-2011.
O. Falk and T. Hill.]

[HIST 6800 Historical Approaches to Science (also STS 6801)]

Fall. 4 credits. P. Dear.

Examines philosophical, sociological, and methodological dimensions of recent historiography of science. (HS)

[HIST 6810 Intellectual History of Empire (also ASIAN 6681)]

Spring. 4 credits. Next offered 2010-2011.
J. V. Koschmann and N. Sakoi.]

[HIST 6830 Seminar in American Labor History (also ILRCB 7081)]

Fall. 3 credits. Prerequisite: graduate standing. Next offered 2009-2010.
N. Salvatore.]

[HIST 6861 Readings in Japanese Historiography (also ASIAN 6686)]

Spring. 4 credits. Next offered 2009-2010.
K. Hirano.]

[HIST 6870 Seminar on Thailand (also ASIAN 6601, HIST 4870)]

Spring. 4 credits. Next offered 2010-2011.
T. Loos and T. Chaloeontiarana.]

[HIST 6880 History of Vietnam (also ASIAN 3385/6685, HIST 3880)]

Fall. 3 credits. Next offered 2009-2010.
K. Taylor.]

[HIST 6920 Approaches to Medieval Violence (also HIST 4910)]

Fall. 4 credits. Next offered 2010-2011.
O. Falk.]

[HIST 6930 Problems in Modern Chinese History (also ASIAN 4493/6693, HIST 4930)]

Fall. 4 credits. S. Cochran.
For description, see HIST 4930. (AS)

[HIST 6940 Problems in Modern Chinese History (also ASIAN 4499/6694, HIST 4990)]

Fall. 4 credits. Prerequisite: HIST 2940 or permission of instructor. Next offered 2009-2010. S. Cochran.]

[HIST 6950 Premodern Southeast Asia (also ASIAN 3397, HIST 3950)]

Fall. 4 credits. Next offered 2009-2010.
E. Tagliacozzo.]

HIST 6960 Southeast Asian History from the 18th Century (also ASIAN 3960/6696, HIST 3960)

Spring. 4 credits. T. Loos.
For description, see HIST 3960. (AS)

HIST 6961 History of Medicine and Healing in China (also ASIAN 4469, BSOC/HIST/STS 4961)

Spring. 4 credits. T. J. Hinrichs.
For description, see HIST 4961.

[HIST 6970 Jim Crow and Exclusion-Era America (also AAS/HIST 4970, AMST 4970/6970)

Fall. 4 credits. Limited to 15 students. Next offered 2009–2010. D. Chang.]

[HIST 6980 Seminar in Japanese Thought (also ASIAN 6698)

Spring. 4 credits. Prerequisite: reading knowledge of Japanese. Next offered 2010–2011. J. V. Koschmann.]

HIST 7090 Introduction to the Graduate Study of History

Fall. 4 credits. Requirement for first-year graduate students. B. Strauss and P. Hyams. This course is designed to introduce entering graduate students to crucial issues and problems in historical methodology that cut across various areas of specialization. (HR)

HIST 7110 Introduction to Science and Technology Studies (also S&TS 7111)

Fall. 4 credits. T. Pinch.
For description, see STS 7111. (HS)

HIST 7633 Gender and Late Antiquity (also CLASS/NES/RELST 7633, FGSS 7630)

Fall. 4 credits. K. Bowes and K. Haines-Eitzen.
For description, see CLASS 7633.

HIST 8004–8007 Supervised Reading

4 credits each semester. Prerequisite: graduate standing. Permission of instructor required. Staff. (HR)

HISTORY OF ART

S. Samuels, chair; A. Alexandridis, J. E. Bernstock, M. I. Dadi, M. Fernandez, C. Finley, S. Hassan, C. Lazzaro, K. McGowan, L. L. Meixner, A. Pan, A. Ramage, J. Rickard, C. Robinson

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 1000 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 3000 level or above. The core requirements are: proseminar; another seminar at the 4000 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 advisors, 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 ARTH 4997 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 ARTH 4998 and 4999 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 advisor.

Course Numbering System

1000-level courses are first-year writing seminars.

2000-level courses are introductions to the major subdivisions of Western art and art outside the West.

3000-level courses are intermediary courses addressing more specialized topics or epochs.

4000-level courses are seminars primarily for advanced undergraduates and graduate students.

5000-level courses are seminars primarily for professional level.

6000-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

ARTH 2100 Survey of European Art: Renaissance to Modern # (CA-AS)

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.

ARTH 2200 Introduction to Art History: The Classical World (also CLASS 2700) # (HA-AS)

Fall. 3 credits. A. Alexandridis. The course is an overview of the art and archaeology of the Greek and Roman world, covering the sculpture, vase painting, and architecture of the ancient Greeks from the Geometric period through the Hellenistic, and the art of the Romans from the early Republic to the time of Constantine the Great.

ARTH 2221 Archaeology of Private Life (also ARKEO/CLASS 2743) # (CA-AS)

Spring. 4 credits. A. Alexandridis.
For description, see CLASS 2743.

[ARTH 2350 Introduction to Art History: Islamic Art and Culture @ # (HA-AS)

Fall. 4 credits. Next offered 2010–2011. C. Robinson.

Spanning the years between the advent of Islam as one of the world's great religions in the early 7th century A.D. and the end of the 14th century A.D. Assignments will include two in-class and two take-home exams plus two shorter writing assignments.]

[ARTH 2355 Introduction to Art History: Medieval Art and Culture # (CA-AS)

Spring. 4 credits. Next offered 2010–2011. 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.]

ARTH 2400 Introduction to Art History: Renaissance and Baroque Art (also VISST 2645) # (HA-AS)

Fall. 4 credits. Each student must enroll in a sec. C. Lazzaro.

A survey of major works of European artists from 1400 to 1700, including all arts, with an emphasis on painting and on analysis of the artworks. As a frame for interpreting these works, we will emphasize the social, religious, and political contexts in which artists worked and the role of patrons in the creative process. The course will also serve as an introduction to the art historical approaches through which we interpret these works today.

ARTH 2600 Introduction to Art History: The Modern Era (CA-AS)

Spring. 4 credits. Not open to students who have taken ARTH 2601. 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.

ARTH 2672 Art, Politics, and Social Imagination: Art of the Avant-Gardes

Summer. 4 credits. J. Stojanovic.
The course focuses on development of modern art in the first third of the 20th century. It introduces the main themes of art in the period and summarizes the political context in which art developed: the First World War, the Russian Revolution, and the subsequent consolidation of the European dictatorships. A series of case studies that illuminate the important idea of "expression" in art, related questions of Orientalism and the "primitive," aspects of Cubism, are examined along with the development of abstract art, and the radical avant-garde movements—Dada, Soviet Constructivism, Surrealism.

[ARTH 3100 History of Photography (LA-AS)]

Spring and summer. 4 credits. Next offered 2010-2011. 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.]

ARTH 3149 Artistic Identity Through Time: From Anonymous to Magnanimous (HA-AS)

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.

ARTH 3171 Architectural History of Washington, D.C. # (HA-AS)

Fall or spring. 4 credits. Prerequisite: students in Cornell in Washington program; nonarchitects. Staff.
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 urbanscape of the nation's capital. The vocabulary of architectural analysis and criticism is taught. Field trips required.

[ARTH 3202 Arts of the Roman Empire (also CLASS 3740) # (HA-AS)]

Fall. 4 credits. Prerequisite: permission of instructor. Next offered 2009-2010. A. Alexandridis.
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.]

[ARTH 3224 Hellenistic Culture: The Age of Alexander—Globalization in the Ancient World? (also CLASS 3744)]

Fall. 4 credits. Next offered 2010-2011. A. Alexandridis.

The class will deal with the period from the advent of Alexander the Great (336-323 BC) until the end of the last Hellenistic kingdom, the Egypt of Cleopatra VII. (51-30 BC.)

[ARTH 3230 Iconography of Greek Myth (also CLASS 3727) # (HA-AS)]

Spring. 4 credits. Next offered 2010-2011. A. Alexandridis.

This class will give an overview of the most important Greek myths and mythological figures as depicted in Greek and Roman times.]

ARTH 3250 Introduction to Dendrochronology (also ARKEO 3090, CLASS 3750) # (HA-AS)]

Fall. 4 credits. S. Manning.
For description, see CLASS 3750.

ARTH 3300 Romanesque and Early Gothic Art and Architecture: Europe and the Mediterranean, 900 to 1150 AD # (LA-AS)]

Spring. 4 credits. Prerequisite: ARTH 2350 or ARTH 2355; freshmen enrollment with the permission of instructor only. C. Robinson.

Survey lectures and discussion of the visual cultures (architecture, luxury objects, book illumination and illustration) of the Medieval visual world, including northern and Mediterranean Europe (Ottonian, Romanesque, Early Gothic) and the Islamic World (Al-Andalus, Fatimid Egypt, Jerusalem), from 900-1150 AD. We will pay particular attention to the ways and places in which East and West meet and, following a brief introductory period at the beginning of each half of the semester, also will be engaging the material from a thematic and critical perspective.

[ARTH 3301 Gothic and the Medieval World # (LA-AS)]

4 credits. Next offered 2009-2010. C. Robinson.

This course is a survey of the visual culture(s) of the Medieval Mediterranean world from 1140-1250 AD]

[ARTH 3440 Leonardo, Michelangelo, and Raphael (also VISST 3443) # (HA-AS)]

Spring. 4 credits. Next offered 2009-2010. C. Lazzaro.

Examines each of these artists as a thinker as well as an artist, through his own writings together with his works of painting, sculpture, and architecture.]

ARTH 3443 Art and Society in Early Renaissance Italy # (HA-AS)]

Spring. 4 credits. C. Lazzaro.
This course examines the art of the 15th century in its social and cultural context. The new Renaissance style, exemplified by Donatello, Masaccio, Brunelleschi, Botticelli and Alberti, developed in the Florentine Republic, inspired by humanist values and the culture of classical antiquity. A new urban, educated class, increasingly concerned with material goods, commissioned images celebrating individuals, family, and the rituals of birth, marriage, and death, along with contemporary devotional practices. As Florence became a progressively more of a courtly society, its influence spread to the princely states of Urbino, Ferrara, Rimini, and Mantua, where chivalry and gilded splendor

made way for the classical as the expression of authority. The course concludes with Venice, with its distinctive artistic traditions forged from the meeting of many cultures.

ARTH 3510 Introduction to African Art (also ASRC 3501) @ (LA-AS)]

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.

ARTH 3520 African American Cinema @ (LA-AS)]

Spring. 4 credits. S. Hassan.
This course offers an overview of African cinema and filmmaking. It surveys historically the evolution of African cinema from its early days to the present. Through screening of selected African films, different trends within African cinema will be explored, such as "Return to the Sources" and the rediscovery of the pre-colonial past; the "Social Realist" narrative and critique of post-independence Africa; reconstructing the story of colonialism from the perspective of the colonized; and the entertainment genre. Techniques, style, and aesthetics of African cinema will also be discussed. The course offers a unique opportunity of looking at African culture and society, and at issues of social change, gender, class, tradition, and modernization through African eyes.

ARTH 3550 Modern and Contemporary Latin American Art (also LATA 3680, LSP 3551) (HA-AS)]

Fall. 4 credits. M. Fernandez.
This course is designed as a thematic survey of Latin American art from the early 20th century to the present. Attention is given to issues such as: the effect of colonialism on Latin America's visual arts, the creation of national artistic styles, the relation of Latin American art and artists to European and American culture centers, the interaction of high art and popular culture, the role of art criticism on popular perceptions of Latin American Art, and the contributions of Latin American women to various aspects of artistic practice. Special classes will examine border arts and Latin American artists' exploration of electronic technologies.

ARTH 3600 Introduction to Art History: Contemporary Art: 1960 to Present (CA-AS)]

Spring. 4 credits. Prerequisite: ARTH 2600 or equivalent. I. Dadi.

This course 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 late 1950s that newer modes of artistic practice became established. The course will explore the rise of Fluxus, Minimalism, Conceptualism, Land Art, Video and Performance, Postmodernism, and

Postcolonialism. These practices are situated in relation to intellectual and social movements since the 1960s, including counterculture, feminism, race, ecology, institutional critique, and globalization. This course focuses primarily on European and American art, but also incorporates selected global developments.

[ARTH 3605 U.S. Art from FDR to Reagan (also AMST 3605) (LA-AS)]

Fall. 4 credits. Each student must enroll in a sec. Next offered 2009–2010.
J. E. Bernstock.

Considers the contextual features of American art from the 1930s through the late 1980s. Examines a few of the developments on which the course focuses are: Abstract Expressionism, Pop Art, Earth Art, and Feminist Art.]

[ARTH 3607 Orientalism and Representation @ (HA-AS)]

Fall. 4 credits. Next offered 2009–2010.
I. Dadi.

Explores how the Orient has been represented in Western art, architecture, literature, and media since the 19th century.]

ARTH 3611 Art of South Asia, 1500-present (also ASIAN 3382) @ # (KCM-AS)]

Spring. 4 credits. I. Dadi.

South Asian art since the early modern era, including Vijaynagar architecture, Mughal art, British colonial art, posters, and modern painting.

[ARTH 3650 History and Theory of Digital Art (also INFO 3660, VISST 3650) (CA-AS)]

Fall. 4 credits. Next offered 2010–2011.
M. Fernandez.

Students will examine the role of mechanical, electronic, and digital technologies in the arts of the late 20th and 21st centuries with emphasis on Europe and North America.]

ARTH 3740 Painting 19th-Century America (also AMST/VISST 3740) # (CA-AS)]

Fall. 4 credits. Recommended: ARTH 2400.
L. L. Meixner.

Art and everyday life in 19th- and early 20th-century America with an emphasis on Anglo-European traditions. Considers democratic cultures and identities through topical units: the Peale family and America's first public museum; P. T. Barnum's dime museum, traveling circus, and working-class audiences; daguerreotypes and the rising middle class; genre painting and regional types such as the Yankee peddler, Missouri riverboatman, and the frontiersman; Hudson River School and the "tourist sublime"; artist-explorers, Darwin, and Latin America as a spectacle; class and gender construction in the Gilded Age; the Ashcan School, New York City, and urban spectators; immigrants and early documentary photography. Alongside paintings we consider political cartoons, fashion plates, advertisements, and popular illustrations.

ARTH 3760 Impressionism in Society (also VISST 3662) # (CA-AS)]

Spring. 4 credits. Not open to freshmen.
Recommended: ARTH 2400. L. L. Meixner.

Discusses French Impressionist art as the product of 19th-century public life. By relating Impressionism to state culture, we trace subversive themes such as criminality, café-

concert and brothel societies, clandestine prostitution, and class-regulated leisure. Students consider Parisian spectacle and commodity culture, the rise of the department store and gallery system, and the importance of print culture and photography to the movement. Images include paintings, playbills, posters, and advertisements. Organizing thematic units are theories of vision and power, urban surveillance, the flâneur and flâneuse, voyeurism, and early cinematic spectatorship. Artists include Manet, Monet, Atget, Cassatt, Degas, Tissot, Toulouse-Lautrec, and Van Gogh.

[ARTH 3800 Introduction to the Arts of China (also ARKEO 3800) @ # (LA-AS)]

Fall. 4 credits. Next offered 2009–2010.
A. Pan.

This course offers a survey of the art and culture of China, from the Neolithic period to the 20th century. Students work directly with objects in the Herbert F. Johnson Museum of Art.]

ARTH 3820 Introduction to the Arts of Japan (also ASIAN 3381) @ # (LA-AS)]

Fall. 4 credits. A. Pan.

As an island nation east of the Asian continent, Japan developed a unique culture that reflects both continental and indigenous characteristics. This course examines pre- and post-contact with continental culture and the process of artistic acculturation and assimilation in successive periods of Japanese art history.

ARTH 3850 The Arts of Southeast Asia (also VISST 3696) @ # (CA-AS)]

Fall. 4 credits. K. McGowan.

The arts of Southeast Asia will be studied in their social context, since art plays a role in most of the salient occasions in life in traditional societies. Special emphasis will be devoted to developments in Indonesia, Thailand, and Cambodia. Among topics covered will be the shadow puppet theater of Java, textiles, architecture, sculpture, and Bali's performance tradition.

ARTH 3855 The House and the World: Architecture of Asia (also ASIAN 3394, VISST 3655) @ # (HA-AS)]

Spring. 4 credits. K. McGowan.

In many Asian societies, houses are regarded as having a vitality of their own. This course will examine the role of the house as a living organism in Asia. Houses also function 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 serving to blend with the vitality of the house. The indigenous architectural traditions of India, Vietnam, Thailand, Indonesia, and the Philippines will be examined. By studying the inhabited spaces of others, divining their technologies of construction and their applied symbolologies, students will be provided with powerful tools for examining the visual skills and sensibilities of other cultures.

Seminars

Courses at the 4000 to 6000 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. Students may repeat courses that cover a different topic each semester.

ARTH 4100 Proseminar (also VISST 4200, ARTH 6100) (HA-AS)]

Spring. 4 credits. Limited enrollment.
Prerequisite: history of art majors. Grads should enroll in ARTH 6100. 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 to 6:30 p.m.

ARTH 4107 The Museum and the Object (also VISST 4607) (CA-AS)]

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.

ARTH 4150 Intro to Critical Theory (also ARTH 6170) (CA-AS)]

Fall. 4 credits. M. Fernandez.

This seminar will introduce students to theoretical texts relevant to multiple areas in the history of art and visual culture. Readings will include classic texts in post-structural theory and more recent writings in new areas of theory and artistic practice including: digital art, cyberfeminism, globalization, architecture in/as visual space, biotechnology and artificial life as well as issues in cognitive science and human computer interaction centering on space and embodiment. Occasionally, the seminar will focus on a single topic of convergence for these diverse areas.

ARTH 4232 Images of Women in Antiquity (also ARTH 6232) # (CA-AS)

Spring. 4 credits. A. Alexandridis.

Gender Studies for the ancient Greek and Roman world have focused on either a social history of women or on difference. This seminar will combine both approaches with specific emphasis on images (visual and textual) of women and the methods of their interpretation. We will discuss representations of women from all social classes, the public and private life of women, concepts of the female body as well as female figures (heroines and monsters) in myth.

ARTH 4236 Sexuality in Greek and Roman Art (also ARTH 6236, CLASS 4733) # (CA-AS)

Fall. 4 credits. A. Alexandridis.

The question whether sexuality is a given or instead constructed has been and continues to be intensely discussed since Michel Foucault published his *Histoire de la sexualité*. As the three published volumes of this work are centered on the ancient 'classical' world, it is particularly appropriate to study Greek and Roman Art with and against Foucault's vision. We will investigate concepts of the male and the female body in visual representations as well as literary and scientific texts; the idea of hetero- and homosexuality; phenomena that are considered to be transgressive such as cross-dressing, hermaphroditism, or bestiality. Particular emphasis will be on the rendering of sexual acts in texts and images. This mixture of familiarity and otherness will help to question deep-rooted assumptions on sexuality and the body.

ARTH 4311 The Multicultural Alhambra (also NES 4511, VISST 4621)

Spring. 4 credits. C. Robinson.

An interdisciplinary seminar structured around the mythic palace built by the Nasrid dynasty in Granada, Spain. We will use primary sources in various genres, critical writings in the field of post-colonial theory, and secondary literature spanning the 19th, 20th and now 21st centuries, including Elena Diez Jorjega's *Para una lectura multicultural de la Alhambra de Granada* (Granada 2000). We will consider the building through the variety of lenses offered by Washington Irving, Ibn al-Khatib, Pedro el Cruel, Isabel la Católica, Charles V, and others, in order to deconstruct the mythology of its uniqueness and view it as a monument representative of the continuous performance of cultural translations offered by late medieval Iberia.

[ARTH 4315 Visualizing the Sacred in Late Medieval Iberia: Images and Image Devotion in a Multi-Confessional Landscape (also ARTH 6315, NES 4523/6523)

Fall. 4 credits. Comfortable reading knowledge in Spanish required. Next offered 2009-2010. C. Robinson.

Examines the role of images, including "sacred" or "miraculous" ones, in the Christian, Jewish and Muslim Iberian devotional imaginaire during the final centuries of the Middle Ages. Conceived as part of the preparations for an exhibition to be held in the Johnson Museum in 2010 entitled "Constructions of Devotion."

ARTH 4331 Topics in Islamic Art: The Almoravids, the Almohards, and the "Sunni Revival" (also ARTH 6331, NES 4731/6731) @ # (HA-AS)

Fall. 4 credits. C. Robinson.

This seminar, using a wide variety of primary and secondary sources, will examine the visual and literary culture of the two "fundamentalist" North African dynasties that al-Andalus (Islamic Spain) during a large part of the 12th and 13th centuries, considering particularly whether the concept coined by art historian Yasser Tabbaa of "an art of sunni revival" is applicable in this case. We will also examine interactions between these two dynasties and the Christian kingdoms with which they shared the Iberian peninsula, and will consider the Iberian situation in comparison with that which obtained between the Crusaders in the Eastern Mediterranean and the Muslim dynasties against whom they fought for control of the Holy Land.

ARTH 4395 Looking for Love: Visual and Literary Cultures of Love in the Medieval Mediterranean 1100-1400 AD

Spring. 4 credits. C. Robinson. Prerequisite: Permission of instructor required.

A comparative and interdisciplinary seminar whose focus is the visual world created by the pan-Mediterranean (Iberian Peninsula, Maghreb, France, Italy, Turkey, Egypt, and Persia) culture of 'Courtly Love' beginning during the 11th century A.D., and continuing as a principle factor in medieval cultural production for the remainder of the period. Particular attention will be paid to the ways in which the visual dimensions of this culture nuance, compliment, contradict, or at times even exist independently of, its oral and written spheres. Reading knowledge of any Romance or Semitic language and/or Persian, in addition to English, is highly advantageous.

[ARTH 4440 Constructing the Self in the 16th Century (also ARTH 6440) # (HA-AS)

Spring. 4 credits. Next offered 2009-2010. C. Lazzaro.

Examines the construction of the self through gender, class, and group identity in early modern Europe, especially Italy.]

ARTH 4450 Representations of Women in the Italian Renaissance (also ARTH 6450, FGSS 4510) # (HA-AS)

Spring. 4 credits. C. Lazzaro.

This seminar investigates representations of women in portraits of upper class women, images of ideal beauty, and of courtesans and poets. It examines the conventions of representing women, whether the Virgin Mary and the saints, or heroines such as Judith and Lucretia, and the gender roles that they reinforce. The seminar also studies women artists and women patrons, considering both what they painted and commissioned, compared with their male counterparts, and how they functioned as independent women within the constraints of their society. Readings discuss all these issues from a variety of points of view. The aim of most of these readings, and especially of class discussion, is to see the complexities, ambiguities, and contradictions of this society.

ARTH 4451 Prints and Visual Culture in Early Modern Europe (also VISST 4451) # (HA-AS)

Fall. 4 credits. Meets at the Johnson Museum. C. Lazzaro.

This seminar introduces students to prints and to the major printmakers of the period, including Marcantonio Raimondi, Dürer, 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.

ARTH 4508 Exhibiting Cultures: Museums, Monuments, Representation and Display (also AMST 4508/6508, ARTH 6508, ASRC 4504/6508) (CA-AS)

Fall. 4 credits. Grad students should enroll in 6508. C. Finley.

This seminar explores the ways in which our contemporary understanding of art, history, and culture is constructed and informed by public display in museums, galleries, and the broader cultural landscape. Using a series of case studies, we consider issues of representation and display and the wider social context in which art and culture are presented. Topics include the 'blockbuster' exhibition, cultural heritage museums, the effect of globalization on the museum industry, recent developments in the monument making and the UNESCO Slave Routes Project. Our specific focus will be on African, African-American and African diaspora art and visual culture.

ARTH 4525 Rastafari, Race, and Resistance (also ASRC 4526, VISST 4625)

Fall. 4 credits. 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.

ARTH 4600 Studies in Modern Art (LA-AS)

Spring. 4 credits. Permission of instructor required.

Topic for Spring 2009: Art and the Counterculture (1964-74). Avant-garde art in America (1964-74) will be studied as a reaction to the policies of LBJ and Nixon, in particular, to our involvement in Vietnam. Art will be explored in the context of widespread questioning: of institutional authority, of gender and racial stereotypes, and of the modernist canon.

ARTH 4690 Comparative Modernities (also ARTH 6690, VISST 4641) @ (CA-AS)

Fall. 4 credits. I. Dadi.

Since the late 19th century, the effects of capitalism across the globe have been profoundly transformative and have intensified with the demise of the older colonial empires, the rise of nationalism and independent states, and the onset of neoliberal globalization. These transformations are manifested in the domains of high art, mass culture and popular culture, yet remain inadequately studied. This seminar theorizes and explores non-Western modernist and postmodernist art practice in a comparative framework. Taught as a seminar, it assumes active participation by advanced undergraduate and graduate students who have a prior knowledge of Euro-American modernism and art history, and who wish to better understand the great artistic and visual transformations in the 20th century in a global context.

ARTH 4761 Art and Social Histories (also AMST 4306, VISST 4761) (CA-AS)

Fall and spring. 4 credits. Permission of instructor required. Auditing not permitted. Not open to freshmen. L. Mexiner.

Fall 2008: Caricatures, Political Cartoons, and Laughter Caricatures and political cartoons in everyday life. Focuses on modern images and their historical origins—*portrait charge*, lowlife genre painting, physiognomic theory, and carnival. Considers Leonardo, Bruegel, and Tiepolo as they influenced the moderns: Daumier, Hogarth, Nast, American Socialist and WPA printmakers, and Dr. Seuss. Special attention to Goya's *Los Disastres de la Guerra* and *Los Caprichos*. Themes include street theatre and caricature; prints and mass audiences; children's book illustrations as political texts; social protest and satire; Chaplin and filmic caricature; cartoons and censorship. Students may relate these to present-day comics and controversies. Theorizes lithography as subversive, the grotesque as utopic, caricature as history; laughter as public performance. Will read Baudelaire on caricature, Bakhtin on laughter, and Umberto Eco on ugliness.

Topic for Spring 2009: The Long 19th Century. Discusses the newest scholarship on the long 19th century—1789–1914—combining the methods of art history and visual culture. Using the body as an organizing principle, we will take a comparative approach to art production in England, Europe, and the U.S. Topics are framed by the French Revolution and World War I to include: the body as a political state, social fragment, cultural appropriation, gender construct, carnival, spectacle, archive, pathology, and anarchy. We will look across media to include painting, print culture, and popular entertainments.

ARTH 4813 Arts of the Song Dynasty

Spring. 4 credits. Prerequisite: Permission of instructor required. An-yi Pan.

Topic for Spring 2009: Tea Ceremony and its diaspora. This seminar focuses on the cultural phenomena of tea cultures in East Asia, namely China, Korea, and Japan. Social, economic, and aesthetic concerns pertaining to tea cultures will be addressed in our weekly discussion.

ARTH 4815 Buddhist Arts of China (also ARTH 6815) @ # (CA-AS)

Fall. 4 credits. A. Pan.

Buddhism has been integral to Chinese culture and development since the early Christian era (Eastern Han Dynasty). It stood on a par with Confucianism and Daoism, offering alternatives for shaping Chinese culture throughout the centuries. Chinese Buddhist art likewise provides insights into different stages of religious, philosophical, cultural, and social transformation in China. "Buddhist Arts in China" offers a broad, cross-disciplinary understanding of how a profound foreign influence on one of the oldest civilizations on Earth transformed Buddhism and Buddhist art along the way.

[ARTH 4816 Modern Chinese Art @ (HA-AS)]

Fall. 4 credits. Next offered 2009–2010. A. Pan.

Issues covered include: Chinese debates on western influence and pluralistic approaches and arguments on "Chinese identity."

ARTH 4938 Leon Battista Alberti: Architect as Orator # (LA-AS)

Fall. 4 credits. P. Morin.

Alberti's work reverberates with the voices of other texts and edifices. This class investigates the work of Alberti in relation to these literary and architectural precedents. The seminar combines weekly lectures on selected themes with student individual research projects. Themes include the construction of architectural identity, the quest for fame, aesthetic theory and its origins in classical rhetoric. The objective of the course is to familiarize the student with all of Alberti's primary works on the arts, both painting and architecture as well as some of his more important literary texts. As a means of unpacking Renaissance aesthetic theory, students are introduced to Classical communications theory through the texts of Aristotle and Cicero.

ARTH 4939 The Architectural Treatise in the Renaissance: Tradition and Innovation

Spring. 4 credits. P. Morin.

One of the most inventive periods in Western architecture will be examined through architectural treatises. Vitruvius' *Ten Books of Architecture*, the only architectural treatise to have survived antiquity, was the foundation from which architectural theory was built in the Renaissance. Alberti's *De re aedificatoria* (1452), inaugurated a period of intense architectural treatise writing. This seminar examines Renaissance treatises, which include Filarete's *Libro architetonico* (1460), Francesco Colonna's *Hypnerotomachia Poliphili* (1499), Philibert De L'Orme's *Le Premier tome de l'Architecture* (1567), Sebastiano Serlio's *Architettura* (1584), and Palladio's *Quattro Libri dell'Architettura* (1570). We will examine the myths and evolution of the architectural order, issues of authority, origins, imitation, invention and communication. Through our engagement with architectural texts we will study the impact of sciences, new technologies, politics, domesticity, and morality.

ARTH 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.

ARTH 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.

ARTH 4997 Honors Research

Fall or spring. 2 credits. Staff.

The prospective honors student does rigorous independent readings supervised by a selected thesis advisor. By the end of the semester, an annotated bibliography and detailed outline of the thesis should be completed.

ARTH 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.

ARTH 4999 Honors Work II

Fall or spring. 4 credits. Prerequisite: ARTH 4998.

The student under faculty direction prepares a senior thesis.

[ARTH 5440 Nature, Cultural Landscape, and Gardens in Early Modern Europe

4 credits. Next offered 2009–2010.

C. Lazzaro.

Examines cultural understandings of nature in early modern Europe, especially Italy.]

ARTH 5505 Contemporary African Diaspora Art (also ASRC 6500, VISST 5060)

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. We will focus on Artists working after 1960, but also will study the roots of the 20th century and in earlier periods.

ARTH 5850 Dancing the Stone: Body, Memory, and Architecture (also ASIAN 5581, THETR 5800, VISST 5280)

Spring. 4 credits. Prerequisite: permission of instructor. K. McGowan.

This course examines the role of temples and their sculptural programs in South and Southeast Asia as a creative stimuli for performative reenactments. Choreographic encounters between imagination and memory are mapped as they occur at various points historically and politically in Java, Bali, Cambodia, and India. Because architectural choreography implies the human body's inhabitation and experience of place, the nature of ritualized behavior and its relationship to performance and politics is explored spatially, both in organizing experience and defining or redefining identity

on colonial, national, and diasporic margins. Students have the unique opportunity to balance the demands of learning a Javanese traditional dance and/or its musical accompaniment, taught by visiting artists while exploring performance traditions in historical perspective.

ARTH 5855 Threads of Consequence: Textiles in South and Southeast Asia

4 credits. Next offered 2009–2010.

K. McGowan.

Explores how patterned cloths serve as symbolic medium, functioning on multiple levels of understanding and communication.]

ARTH 5991-5992 Supervised Reading

5991, fall; 5992, spring. 4 credits; may be repeated for credit. Prerequisite: graduate standing.

ARTH 5993-5994 Supervised Study

5993, fall; 5994, spring. 4 credit; may be repeated for credit. Prerequisite: graduate standing.

ARTH 6060 Visual Ideology (also GERST 6600)

For description, see GERST 6600.

ARTH 6100 Proseminar (also ARTH 4100, VISST 4200)

Spring. 4 credits. Limited enrollment. Undergraduates should enroll in ARTH 4100. I. Dadi.

For description, see ARTH 4100.

ARTH 6170 Intro to Critical Theory (also ARTH 4150)

Fall. 4 credits. M. Fernandez.

For description, see ARTH 4150.

ARTH 6252 Research Methods in Archaeology (also CLASS 7742)

Spring. 4 credits. Next offered 2009–2010.

S. Manning.

For description, see CLASS 7742.]

ARTH 6315 Visualizing the Sacred Iberia (also ARTH 4315)

Fall. 4 credits. Next offered 2009–2010.

C. Robinson.

For description, see ARTH 4315.]

ARTH 6440 Constructing the Self in the 16th Century (also ARTH 4440)

Spring. 4 credits. Next offered 2009–2010.

C. Lazzaro.

For description, see ARTH 4440.]

ARTH 6450 Representations of Women in the Italian Renaissance (also ARTH 4450, FGSS 4510)

Spring. 4 credits. C. Lazzaro.

For description, see ARTH 4450.

ARTH 6508 Exhibiting Cultures: Museums, Monuments, Representation and Display (also AMST 4508/6508, ARTH 4508, ASRC 4504/6508)

Spring. 4 credits. Undergraduates should enroll in ARTH 4508. C. Finley.

For description, see ARTH 4508.

ARTH 6690 Comparative Modernities (also ARTH 4690, VISST 4641)

Fall. 4 credits. I. Dadi.

For description, see ARTH 4690.

HUMAN BIOLOGY PROGRAM

J. Haas, nutritional sciences, director (220 Savage Hall, 255–2665); A. Clark (molecular biology and genetics); P. Cassano (nutritional sciences); 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 (BIOG 1101–1103 plus 1102–1104 or 1105–1106 or BIOG 1107–1108 offered during the eight-week Cornell Summer Session); one year of general chemistry (CHEM 2070–2080 or 2150–2160); one course of college mathematics (MATH 1110 or 1105 or equivalent); one course in genetics (BIOG 2800, 2810, or 2820); one course in biochemistry (BIOG 3300, 3310, 3320, or 333 or NS 3200). 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 advisor 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 advisor 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 advisors in his or her department who is listed as faculty in human biology to be their principal advisor, or he or she may have an advisor in the department of the major and seek the advice of a human biology faculty advisor in matters pertaining to satisfaction of the requirements. In certain cases a faculty advisor may represent both the major and the curriculum of study in human biology.

Courses

Human Anatomy and Physiology

ANSC 4100 Nutritional Physiology and Metabolism

Fall. 3 credits.

BIOAP 2140 Biological Basis of Sex Differences (also BSOC 2141, FGSS 2140)

Spring. 3 credits.

BIOAP 3110 Introductory Animal Physiology, Lectures (also VETPH 3460)

Fall. 3 credits.

BIOAP 3190 Animal Physiology Experimentation

Fall. 4 credits.

BIOAP 4270 Fundamentals of Endocrinology

Fall. 3 credits.

BIOAP 4580 Mammalian Physiology
Spring. 3 credits.

BIOBM 4340 Applications of Molecular Biology to Medicine, Agriculture, and Industry
Fall. 3 credits.

BIOBM 4390 Molecular Basis of Human Disease (also BIOGD 4390)
Fall. 3 credits.

BIOEE 2740 The Vertebrates: Structure, Function, and Evolution
Spring. 4 credits.

BIOGD 4870 Human Genomics
Fall. 3 credits.

BIOMI 4170 Medical Parasitology (also VETMI 4310)
Fall. 2 credits.

NS 1150 Nutrition, Health, and Society
Fall. 3 credits.

NS 1220 Nutrition and the Life Cycle
Spring. 3 credits.

NS 3150 Obesity and the Regulation of Body Weight (also PSYCH 3150)
Spring. 3 credits.

NS 3220 Maternal and Child Nutrition
Spring. 3 credits.

NS 3310 Physiological and Biochemical Bases of Human Nutrition
Spring. 4 credits.

NS 3410 Human Anatomy and Physiology
Spring. 4 credits.

NS 3610 Biology of Normal and Abnormal Behavior (also PSYCH 3610)
Fall. 3 credits.

NS 4210 Nutrition and Exercise
Spring. 3 credits.

NS 4310 Mineral Nutrition and Chronic Disease
Fall. 3 credits.

NS 4410 Nutrition and Disease
Fall. 4 credits.

NS 4750 Mechanisms Underlying Mammalian Developmental Defects (also BIOAP 4750)
Spring. 3 credits.

NS 6140 Topics in Maternal and Child Nutrition
Fall. 3 credits.

PSYCH 3220 Hormones and Behavior (also BIONB 3220)
Fall. 3 or 4 credits.

PSYCH 4250 Cognitive Neuroscience
Fall. 4 credits.

Human Behavior

ANTHR 3305 Anthropology of Parenting
Spring. 3 credits.

ANTHR 3390 Primate Behavior and Ecology
Spring. 4 credits.

ANTHR 4930 Topics in Biological Anthropology
Spring. 4 credits.

BIONB 3270 Evolutionary Perspectives on Human Behavior
Fall. 3 credits.

BIONB 3310 Human Sociobiology
Spring. 3 credits.

BIONB 3920 Drugs and the Brain
Fall. 4 credits.

BIONB 4210 Effects of Aging on Sensory and Perceptual Systems (also PSYCH 4310/6310)
Fall. 3 or 4 credits.

BIONB 4270 Animal Social Behavior
Fall. 4 credits.

BIONB 4280 Clinical Neurobiology
Fall. 3 credits.

BIONB 4310 Genes and Behavior
Spring. 3 credits.

BIONB 4960 Bioacoustic Signals in Animals and Man
Fall. 3 credits.

BIOPL 2470 Ethnobiology
Fall. 3 credits.

BIOPL 3480 The Healing Forest
Spring. 2 credits.

BIOPL 4420 Current Topics in Ethnobiology
Fall. 3 credits.

DEA 3250 Human Factors: Ergonomics—Anthropometrics
Fall. 3 credits.

DEA 3500 Human Factors: The Ambient Environment
Spring. 3 credits.

HD 2200 The Human Brain and Mind: Biological Issues in Human Development (also COGST 2200)
Fall. 3 credits.

HD 3200 Human Developmental Neuropsychology
Spring. 3 credits.

HD 3440 Infant Behavior and Development
Fall. 3 credits.

HD 4330 Developmental Cognitive Neurosciences (also COGST 4330)
Spring. 3 credits.

NS 2450 Social Science Perspectives on Food and Nutrition
Fall. 3 credits.

NS 3470 Human Growth and Development: Biological and Behavioral Interactions (also BSOC/HD 3470)
Spring. 3 credits.

NS 3610 Biopsychology of Normal and Abnormal Behavior (also PSYCH 3610)
Fall. 3 credits.

PAM 3800 Human Sexuality
Spring. 4 credits.

PSYCH 2230 Introduction to Biopsychology
Fall. 3 credits.

PSYCH 3260 Evolution of Human Behavior
Spring. 4 credits.

PSYCH 3320 Biopsychology of Learning and Memory (also BIONB 3280)
Spring. 3 credits.

PSYCH 4250 Cognitive Neuroscience (also BIONB 4230)
Fall. 4 credits.

PSYCH 4270 Evolution of Language (also COGST 4270)
Fall. 3 credits.

PSYCH 4400 The Brain and Sleep
Fall. 4 credits.

Human Evolution and Ecology

ANTHR 1300 Human Evolution: Genes, Behavior, and the Fossil Record
Fall. 3 credits.

ANTHR 2200 Early People: The Archaeological and Fossil Record (also ARKEO 2200)
Spring. 3 credits.

ANTHR 3375 Evolutionary Theory and Human Behavior
Spring. 4 credits.

ANTHR 3390 Primate Behavior and Ecology
Spring. 4 credits.

ANTHR 4390 Topics in Biological Anthropology
Spring. 4 credits.

BIOEE 2070 Evolution
Fall or summer. 3 credits.

BIOEE 2610 Ecology and the Environment
Fall or summer. 4 credits.

BIOEE 2780 Evolutionary Biology
Fall or spring. 3 or 4 credits.

BIOEE 3710 Human Paleontology
Fall. 4 credits.

BIOEE 4640 Macroevolution
Spring. 4 credits.

BIOEE 4690 Food, Agriculture, and Society
Spring. 3 credits.

BIOEE 6710 Paleoanthropology of South Asia (also ANTHR 6671, ASIAN 6731)
Fall. 3 credits.

BIOEE 6730 Human Evolution: Concepts, History, and Theory (also ANTHR 6373)
Spring. 3 credits.

BIOGD 4810 Population Genetics
Fall. 4 credits.

BIOGD 4820 Human Genetics and Society
Fall. 4 credits.

BIOGD 4840 Molecular Evolution
Spring. 3 credits.

BIOGD 4870 Human Genomics
Fall. 3 credits.

DSOC 2010 Population Dynamics (also SOC 2202)
Spring. 3 credits.

DSOC 2200 Sociology of Health of Ethnic Minorities
Fall. 3 credits.

DSOC 4100 Health and Survival Inequalities (also SOC 4100)
Fall. 4 credits.

NS 2060 Introduction to Global Health
Spring, 3 credits.

NS 2750 Human Biology and Evolution (also ANTHR 2750)
Fall, 3 credits.

NS 3060 Nutritional Problems of Developing Nations
Spring, 3 credits.

NS 4500 Public Health Nutrition
Spring, 3 credits.

NS 4570 Economics of Hunger and Malnutrition (also ECON 4740)
Spring, 3 credits.

NS 6520 Foundations of Epidemiology
Spring, 3 credits.

PSYCH 3260 Evolution of Human Behavior
Spring, 4 credits.

PSYCH 4720 Evolution of Language (also COGST 4270)
Fall, 3 credits.

VETMI 4310 Medical Parasitology (also BIOMI 4170)
Fall, 2 credits.

VTPMD 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 3510 Independent Study
Fall or spring, 1-4 credits. Prerequisite: permission of program director.

IM 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 MINOR

363 Uris Hall
www.inequality.cornell.edu
254-8674

The study of inequality lies at the heart of current debates about segregation, 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 minor 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 minor thus allows students to combine these resources into an integrated program of study. The institutional home for the inequality minor is the Center for the Study of Inequality (located at 363 Uris Hall and at www.inequality.cornell.edu).

The inequality minor 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 minor can therefore provide students with a valuable and unique foundation for further study.

The inequality minor is an interdisciplinary program that should be completed in conjunction with a major. The minor is open to students enrolled in any of the seven Cornell undergraduate colleges. When the requirements of the minor are met, a certification is recorded on a student's academic record.

Minor Requirements

The inequality minor exposes students to a breadth of approaches, methods, and topic areas 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 4410)
- Inequality, Diversity, and Justice (CRP/SOC 2930, GOVT 2935, PHIL 1930)
- Social Inequality (SOC 2208 and DSOC 2090)
- Comparative Social Inequalities (DSOC 3700 and SOC 3710)
- Organizations and Social Inequality (ILROB 6260)
- Racial and Ethnic Differentiation (PAM/SOC 3370)

2. Controversies About Inequality

(DSOC/ILROB/PAM/SOC 2220, GOVT 2225, PHIL 1950)

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 minors 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 Minor

The web site for the Center for the Study of Inequality, www.inequality.cornell.edu, provides current information on the Inequality Minor. For students considering the minor, it may be useful to schedule a meeting with the assistant to the director (inequality@cornell.edu).

Sample Programs

The inequality minor 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 minor.

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* (DSOC/ILROB/PAM/SOC 2220, GOVT 2225, PHIL 1950)
3. *Possible Electives (choose any four):*
International Development (DSOC 2050, SOC 2060)

Economic Development (ECON 3710)
 Labor Markets and Income Distribution in Developing Countries (ILRIC 4350)
 Contemporary Controversies in the Global Economy (AEM 2000)
 Environmental Aspects of International Urban Planning (CRP 4530/6830)
 Gender and Globalization (CRP 3950, FGSS 3600)
 Education, Inequality, and Development (DSOC 3050)
 Sex and Gender in Cross-Cultural Perspective (ANTHR 3421/6421, FGSS 3210/6310)
 Rural Areas in Metropolitan Society (DSOC 3360)
 Gender and International Development (CRP/FGSS 6140)
 Politics of Transnationalism (GOVT 6817)

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* (DSOC/ILROB/PAM/SOC 2220, GOVT 2225, PHIL 1950)
3. *Possible Electives (choose any four):*
 Organizations and Social Inequality (ILROB 6260)
 Economic Security (ECON 4510)
 Employment Discrimination and the Law (ILRCB 6840)
 Human Resource Economics and Public Policy (ILRHR 3600)
 Diversity and Employee Relations (ILRHR 4630)
 Social Welfare as a Social Institution (PAM 3830)
 Economics of the Public Sector (PAM 2040)
 Introduction to Policy Analysis (PAM 2300)
 Introduction to Public Policy (GOVT 3071)
 Urban Politics (GOVT 3111)
 Evolving Families: Challenges to Family Policy (PAM 3360)
 Low-Income Families: Qualitative and Policy Perspectives (PAM 3350)
 Risk and Opportunity Factors in Childhood and Adolescence (HD 3530)
 Social Policy (PAM 4730)
 Social Policy and Social Welfare (CRP 4480/5480)
 Policy Analysis: Welfare Theory, Agriculture, and Trade (AEM 6300, ECON 4300)

Economic Analysis of the Welfare State (ECON 4600, ILRLE 6420)
 Families and Social Policy (HD 4560)
 Health and Social Behavior (HD 4570, SOC 4570)
 Public Policy and the African-American Urban Community (ASRC 4605)
 Beliefs, Attitudes, and Ideologies (PSYCH 4890/6890)
 Research on Education Reform and Human Resource Policy (ILRHR 6601)

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* (CRP/GOVT/SOC 2930, PHIL 1930)
2. *Controversies About Inequality* (DSOC/ILROB/PAM/SOC 2220, GOVT 2225, PHIL 1950)
3. *Possible Electives:*

A. Ethics Courses (choose two)

Values in Law, Economics, and Industrial Relations (ILRCB 6070)

Contemporary Moral Issues (PHIL 1450)

Global Thinking (GOVT 2947)

Modern Political Philosophy (PHIL 3460)

Feminism and Philosophy (FGSS/PHIL 2490)

Marx: An Overview of His Thought (ANTHR 3468/6468)

B. Social Science Classes (choose two)

Select courses in consultation with advisor (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* (DSOC/ILROB/PAM/SOC 2220, GOVT 2225, PHIL 1950)
3. *Possible Electives (choose any four):*
 Economic Development (ECON 3710)
 Issues in African Development (CRP 4770/6770)
 Labor Markets and Income Distribution in Developing Countries (ILRIC 4350)

Health and Survival Inequalities (DSOC/FGSS/SOC 4100)
 Applied Economic Development (ECON 3720)
 Low-Income Families: Qualitative and Policy Perspectives (PAM 3350)
 Gender and International Development (FGSS/CRP 6140)
 Politics of Transnationalism (GOVT 6817)
 Economics of Hunger and Malnutrition (ECON 4740, NS 4570)

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* (DSOC/ILROB/PAM 2220, GOVT 2225, PHIL 1950)
3. *Possible Electives (choose any four):*
 Utopia in Theory and Practice (SOC 1150)
 Social Movements (SOC 2800)
 Social Movements in American Politics (AMST 3020, GOVT 3021)
 States and Social Movements (GOVT 6603, SOC 6600)
 Politics of Transnationalism (GOVT 6817)
 Comparative Labor Movements in Latin America (ILRIC 4310)
 Union Organizing (ILRCB 4000)
 Theories of Industrial Relations Systems (ILRCB 6060)
 Revitalizing the Labor Movement: A Comparative Perspective (GOVT 6413, ILRIC 6320)
 Prisons (GOVT 3141)

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* (DSOC/ILROB/PAM/SOC 2220, GOVT 2225, PHIL 1950)
3. *Possible Electives (choose any four):*
 Social and Political Context of American Education (EDUC 2710, SOC 2710/5710)
 Education, Inequality, and Development (DSOC 3050)

Schooling, Racial Inequality, and Public Policy in America (SOC 3570)

Research on Education Reform and Human Resource Policy (ILRHR 6601)

Education, Technology, and Productivity (ILRHR 6950)

Educational Innovations in Africa and the Diaspora (ASRC/EDUC 4590)

Education and Development in Africa (ASRC 6600)

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* (DSOC/ILROB/PAM/SOC 2220, GOVT 2225, PHIL 1950)
3. *Possible Electives (choose any four):*

A. General Courses

Introduction to American Studies: New Approaches to Understanding American Diversity, the 20th Century (AAS/AMST 1110)

Racial and Ethnic Politics (AMST/GOVT 3191, LSP 3190)

Health and Survival Inequalities DSOC/FGSS/SOC 4100)

Sociology of Health and Ethnic Minorities (DSOC/LSP 2200)

Prisons (GOVT 3141)

Racial and Ethnic Differentiation (PAM/SOC 3370)

Diversity and Employee Relations (ILRHR 4630)

Ethnicity and Identity Politics: An Anthropological Perspective (AAS 4790, ANTHR 4749)

Political Identity: Race, Ethnicity, and Nationalism (GOVT 6101)

B. Immigration and Ethnicity

Strangers and Citizens: Immigration and Labor in U.S. History (ILRCB 3020)

Immigration and the American Labor Force (ILRHR 4690)

C. Case Studies

African-American Social and Political Thought (ASRC 2601)

African-American Women: 20th Century (AMST/FGSS/HIST 2120)

African-American Social History, 1865 to 1910: The Rural and Urban Experience (HIST 3750, ILRCB 3850)

African-American Social History, 1910 to The Present: Race, Work, and the City (HIST 3760, ILRCB 3860)

African-American Women in Slavery and Freedom (AMST/HIST 3030, FGSS 3070)

Public Policy and the African-American Urban Community (ASRC 4605)

Politics and Social Change in Southern Africa (ASRC 4603)

Afro-American Historiography (AMST/HIST 6101)

Latinos in the United States (DSOC/SOC 2650, LSP 2010)

Latinos in the United States: Colonial Period to 1898 (AMST 2599, HIST/LSP 2600)

Latinos in the United States: 1898 to the Present (AMST/HIST/LSP 2610)

Introduction to Asian American Studies (AAS 1100)

Introduction to Asian American History (AAS 2130, AMST/HIST 2640)

Asians in the Americas: A Comparative Perspective (AAS 3030, ANTHR 3703)

Introduction to American Indian Studies (AIS 1100)

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* (DSOC/ILROB/PAM/SOC 2220, GOVT 2225, PHIL 1950)
3. *Possible Electives:*

Work and Family in Comparative Perspective (SOC 2203)

Families and the Life Course (HD/SOC 2500)

Economics of Family Policy (PAM 6050)

Politics and Culture (GOVT 3633, SOC 2480)

INFORMATION SCIENCE

C. Cardie, director; J. Abowd, W. Y. Arms, G. Bailey, K. Bala, L. Blume, R. Caruana, R. Constable, D. Easley, S. Edelman, E. Friedman, G. Gay, J. Gehrke, T. Gillespie, P. Ginsparg, C. Gomes, J. Halpern, J. Hancock, A. Hedge, D. Huttenlocher, T. Joachims, J. Kleinberg, C. Lagoze, L. Lee, A. Leiponen, B. Lust, M. Macy, P. Martin, T. Pinch, R. Prentice, M. Rooth, B. Selman, P. Sengers, D. Shmoys, M. Spivey, D. Strang, E. Tardos, E. Wagner, S. Wicker, D. Williamson, C. Yuan.

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 12 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 (12 courses)

1. Introductory (two courses):
 - INFO 1301 Introduction to Programming Web Applications
 - INFO 1302 Introduction to Designing Web Applications
 - Note: INFO 1301 and 1302 count together as one course.
2. Math and Statistics (four courses):
 - MATH 1110 Calculus I
 - either MATH 2310 Linear Algebra with Applications or MATH 2210 Linear Algebra and Differential Equations
 - INFO 2950 Mathematical Methods for Information Science

One of the following:

- MATH 1710 Statistical Theory and Application in the Real World
- HADM 2201 Hospitality Quantitative Analysis
- AEM 2100 Introductory Statistics
- PAM 2100 Introduction to Statistics
- ENGRD 2700 Basic Engineering Probability and Statistics
- BTRY 3010 Statistical Methods I
- SOC 3010 Evaluating Statistical Evidence
- CEE 3040 Uncertainty Analysis in Engineering
- ILRST 3120 Applied Regression Methods
- ECON 3190 Introduction to Statistics and Probability
- PSYCH 3500 Statistics and Research Design

3. Human-Centered Systems (two courses):

- INFO 2140 Cognitive Psychology
- INFO 2450 Psychology of Social Computing

4. Information Systems (two courses):

- CS 2110 Object-Oriented Programming and Data Structures
- INFO 2300 Intermediate Design and Programming for the Web

5. Social Systems (two courses):

- either ECON 3010 Microeconomics or ECON 3130 Intermediate Microeconomic Theory

one of the following: INFO 2921 Inventing an Information Society, INFO 3200 New Media and Society, INFO 3551 Computers: From the 17th Century to the Dotcom Boom, INFO 3561 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.

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, CS, STS).

Human-Centered Systems

- PSYCH 3420 Human Perception: Applications to Computer Graphics, Art, and Visual Display*
- INFO 3450 Human-Computer Interaction Design
- PSYCH 3470 Psychology of Visual Communications
- INFO 3650 Technology in Collaboration

PSYCH 3800 Social Cognition*

PSYCH 4130 Information Processing: Conscious and Unconscious

PSYCH 4160 Modeling Perception and Cognition

INFO 4400 Advanced Human-Computer Interaction Design

INFO 4450 Seminar in Computer-Mediated Communication

INFO 4500 Language and Technology

DEA 4700 Applied Ergonomic Methods

* Students who take PSYCH 3420 may also count its prerequisite, PSYCH 2050, toward the Human-Centered Systems primary or secondary track requirements. Similarly, students who take PSYCH 3800 may also count PSYCH 2800 toward the Human-Centered Systems primary or secondary track requirements. At most, one of PSYCH 2050 or PSYCH 2800 can be counted toward the primary or secondary track requirements.

Information Systems

INFO 3300 Data-Driven Web Applications

INFO 3720 Explorations in Artificial Intelligence

CS 4190 Computer Networks

LING 4424 Computational Linguistics

INFO 4300 Information Retrieval

INFO 4310 Web Information Systems

CS 4320 Introduction to Database Systems

CS 4620 Introduction to Computer Graphics

CS 4700 Foundations of Artificial Intelligence

LING 4474 Introduction to Natural Language Processing

ORIE 4740 Statistical Data Mining

CS 4780 Machine Learning

ORIE 4800 Information Technology

CS 5150 Software Engineering

CS 5430 System Security

INFO 5300 Architecture of Large-Scale Information Systems

CS 5780 Empirical Methods in Machine Learning and Data Mining

Social Systems

INFO 2040 Networks

SOC 3040 Social Networks and Social Processes

INFO 3200 New Media and Society

AEM 3220 Technology, Information, and Business Strategy*

INFO 3490 Media Technologies

INFO 3551 Computers: From the 17th Century to the Dotcom Boom

INFO 3561 Computing Cultures

INFO 3660 History and Theory of Digital Art

ECON 3680 Game Theory*

INFO 3871 The Automatic Lifestyle: Consumer Culture and Technology

STS 4111 Knowledge, Technology, and Property

ECON 4190 Economic Decisions under Uncertainty

INFO 4290 Copyright in a Digital Age

INFO 4350 Seminar on Applications of Information Science

ORIE 4350 Introduction to Game Theory*

INFO 4144 Responsive Environments

INFO 4470 Social and Economic Data

INFO 4850 Computational Methods for Complex Networks

HADM 5574 Strategic Information Systems*

ECON 4760/4770 Decision Theory I and II

HADM 4489 The Law of the Internet and E-Commerce

INFO 5150 Culture, Law, and Politics of the Internet

*Only one of ORIE 4350 and ECON 3680 may be taken for IS credit. Only one of AEM 3220 and HADM 5574 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 2.5 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, students must apply by the end of their seventh semester and meet the GPA requirement:

- a cumulative GPA greater than or equal to 3.5

OR

- a cumulative GPA greater than or equal to 3.0 in addition to contributions to the Information Science Program through research or other means, as detailed in their application.

Students intending to pursue honors must complete the following course work in addition to their IS major courses:

- Three additional credit hours of IS course work at or above the 5000 level; (graded courses only; no seminars or 2-credit project courses)
- Six credit hours of INFO 4900 Independent Study and Research with one or more IS faculty members, spread over at least two semesters and with grades of A- or better; it is expected that the INFO 4900 research will result in a project report.

Latin designations (appended to the degree) are based on 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

The Minor

A minor 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 minor 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 minor can be found in the CIS section of *Courses of Study*. Students are also referred to www.infosci.cornell.edu/ugrad/ for the most up-to-date description of the minor and its requirements.

Courses

For complete course descriptions, see the Information Science listings under Computing and Information Science (CIS).

INFO 1301 Introduction to Programming Web Applications

Fall, weeks 1–7. 2 credits. Students must enroll in both INFO 1301 and 1302. For description, see INFO 1301 in CIS section.

INFO 1302 Introduction to Designing Web Applications

Fall, weeks 8–14. 2 credits. Students must enroll in both INFO 1301 and 1302. Prerequisite: successful completion of INFO 1301. For description, see INFO 1302 in CIS section.

INFO 2040 Networks (also CS 2800, ECON 2040, SOC 2120) (SBA-AS)

Spring, 4 credits. For description, see ECON 2040.

INFO 2140 Cognitive Psychology (also COGST 2140/6140, PSYCH 2140) (KCM-AS)

Fall, 4 credits. Limited to 175 students. Prerequisite: sophomore standing. Graduate students, see INFO/PSYCH 6140. For description, see PSYCH 2140.

INFO 2300 Intermediate Design and Programming for the Web (also CS 2300)

Spring, 3 credits. Prerequisite: INFO 1301 and 1302 strongly recommended. For description, see INFO 2300 in CIS section.

INFO 2310 Topics in Web Programming and Design

Fall, weeks 1–10. 1 credit. Prerequisite: INFO 2300. For description, see INFO 2310 in CIS section.

INFO 2450 Psychology of Social Computing (also COMM 2450)

Fall, summer, 3 credits. For description, see COMM 2450.

INFO 2921 Inventing an Information Society (also AMST/ECE/ENGRG 2980, HIST 2920, STS 2921) (HA-AS)

Spring, 3 credits. For description, see ENGRG 2980.

INFO 2950 Mathematical Methods for Information Science

Fall, 4 credits. Corequisite: MATH 2310 or equivalent. For description, see INFO 2950 in CIS section.

INFO 3200 New Media and Society (also COMM 3200)

Spring, 3 credits. For description, see COMM 3200.

INFO 3300 Data-Driven Web Applications (also CS 3300)

Spring, 3 credits. Prerequisite: CS/ENGRD 2110. For description, see INFO 3300 in CIS section.

INFO 3450 Human-Computer Interaction Design (also COMM 3450)

Spring, 3 credits. For description, see COMM 3450.

INFO 3490 Media Technologies (also COMM 3490, STS 3491) (HA-AS)

Spring, 3 credits. Offered odd-numbered years. For description, see COMM 3490.

INFO 3551 Computers: From the 17th Century to the Dotcom Boom (also COMM 3550, STS 3551) (HA-AS)

Fall, 4 credits. For description, see STS 3551.

INFO 3561 Computing Cultures (also COMM/VISST 3560, STS 3561) (CA-AS)

Spring, 4 credits. No technical knowledge of computer use presumed or required. INFO 3551 and 3561 may be taken separately or in any order. For description, see STS 3561.

INFO 3650 Technology in Collaboration (also COMM 3650)

Spring, 3 credits. Prerequisite: COMM/INFO 2450. For description, see COMM 3650.

[INFO 3660 History and Theory of Digital Art (also ARTH/VISST 3650) (CA-AS)]

Fall, 4 credits. Next offered 2009–2010. For description, see ARTH 3650.]

[INFO 3720 Explorations in Artificial Intelligence (also CS 3700)]

Spring, 3 credits. Prerequisites: MATH 1110 or equivalent, an information science approved statistics course, and CS 2110 or permission of instructor. Next offered 2009–2010. For description, see INFO 3720 in CIS section.]

[INFO 3871 The Automatic Lifestyle: Consumer Culture and Technology (also STS 3871) (CA-AS)]

Spring, 3 credits. Prerequisites: CS/INFORMATION SCIENCE 2110 or equivalent. Next offered 2009–2010. For description, see COMM 4290.]

INFO 4300 Information Retrieval (also CS 4300)

Fall, 3 credits. Prerequisite: CS/ENGRD 2110 or equivalent. For description, see INFO 4330 in CIS section.

INFO 4302 Web Information Systems (also CS 4302)

Spring, 3 credits. Prerequisites: CS 2110 and some familiarity with web site technology. For description, see INFO 4302 in CIS section.

INFO 4350 Seminar on Applications of Information Science (also INFO 6350)

Spring, 3 credits. Prerequisites: background in computing, data structures, and programming at level of CS 2110 or equivalent, and experience in using information systems. For description, see INFO 4350 in CIS section.

INFO 4400 Advanced Human-Computer Interaction Design (also COMM 4400)

Fall, 3 credits. Prerequisite: COMM/INFO 2450. For description, see COMM 4400.

[INFO 4144 Responsive Environments (also ARTH 4144) (CA-AS)]

Spring, 4 credits. Next offered 2009–2010. For description, see ARTH 4144.]

[INFO 4450 Seminar in Computer-Mediated Communication (also COMM 4450)]

Fall, 3 credits. Prerequisites: COMM/INFO 2450. Next offered 2009–2010. For description, see COMM 4450.]

INFO 4470 Social and Economic Data (also ILRLE 4470)

Spring, 4 credits. Prerequisites: one semester of calculus, IS statistics requirement, at least one upper-level social science course, or permission of instructor. For description, see INFO 4470 in CIS section.

[INFO 4500 Language and Technology (also COMM 4500)]

Spring, 3 credits. Prerequisite: COMM/INFO 2450 or permission of instructor. Next offered 2009–2010. For description, see COMM 4500.]

[INFO 4850 Computational Methods for Complex Networks]

Spring, 3 credits. Prerequisites (2): CS 2850, ECON/INFO 2040, SOC 2090, or equivalent knowledge; CS 2110 or INFO 2300 or equivalent knowledge of basic programming. For description, see INFO 4850 in CIS section.]

INFO 4900 Independent Reading and Research

Fall, spring, 1–4 credits. Independent reading and research for undergraduates.

INFO 5150 Culture, Law, and Politics of the Internet

Fall, 4 credits. For description, see INFO 5150 in CIS section.

INFO 5300 The Architecture of Large-Scale Information Systems (also CS 5300)

Spring, 4 credits. Prerequisite: CS/INFO 3300 or CS 4320. For description, see INFO 5300 in CIS section.

[INFO 6002 Critical Technical Practices]

INFO 6140 Cognitive Psychology (also COGST 6140, PSYCH 2140/6140)

Fall, 4 credits. For description, see PSYCH 6140.

[INFO 6144 Responsive Environments (also ARTH 4144/6144)]

Spring, 4 credits. Next offered 2009–2010. For description, see ARTH 4144.]

INFO 6300 Advanced Language Technologies (also CS 6740)

Fall or spring. In 2008–2009, offered in fall, 3 credits. Prerequisites: permission of instructor. Neither CS/INFO 4300 nor CS 4740 are prerequisites. For description, see CS 6740 in CIS section.

INFO 6350 Seminar on Applications of Information Science (also INFO 4350)

Spring. 3 credits. Prerequisites: background in computing, data structures, and programming at level of CS 2110 or equivalent, and experience using information systems. Undergraduates and master's students should register for INFO 4350; Ph.D. students should register for INFO 6350.

For description, see INFO 6350 in CIS section.

INFO 6400 Human-Computer Interaction Design (also COMM 6400)

Fall. 3 credits. Prerequisite: graduate standing or permission of instructor.

For description, see COMM 6400.

[INFO 6450 Seminar in Computer-Mediated Communication (also COMM 6450)]

Spring. 3 credits. Prerequisite: graduate standing or permission of instructor. Next offered 2009–2010.

For description, see COMM 6450.]

[INFO 6500 Language and Technology (also COMM 6500)]

Spring. 3 credits. Prerequisite: graduate standing or permission of instructor. Next offered 2009–2010.

For description, see COMM 6500.]

INFO 6648 Speech Synthesis (also LING 6648)

Spring. 4 credits. Prerequisite: LING 4401, 4419, or permission of instructor.

For description, see LING 6648.

INFO 6850 The Structure of Information Networks (also CS 6850)

Fall or spring. 4 credits. Prerequisite: CS 4820.

For description, see INFO 6850 in CIS section.

INFO 7090 IS Colloquium

Fall, spring. 1 credit. For staff, visitors, and graduate students interested in information science.

INFO 7470 Social and Economic Data (also ILRLE 7400)

Spring. 4 credits. Prerequisites: open to Ph.D. and research master's students only.

For description, see INFO 7470 in CIS section.

INFO 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 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 MINOR

Office: 190B Uris Hall, 255-7645, www.einaudi.cornell.edu/initiatives/itc.asp, D. R. Lee (AEM), director

Objective

The International Relations (IR) minor is an interdisciplinary program for undergraduate students enrolled in any of the seven undergraduate colleges at Cornell. The IR

minor provides a structured yet flexible program that enables 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 minor 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 minor 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 minor, 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:

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 divided into "core" and "elective" categories. Altogether, students must complete 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 minor requirements must be taken for a letter grade. Courses can count both toward a major and the International Relations minor.

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 each of Groups 3 and 4; one additional elective from either Group 3 or 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 190B 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 minor by prior arrangement.

Language Requirement

Students in the IR minor 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 that uses the language to explore some aspect of foreign culture); (2) two languages at proficiency.

Study Abroad

Students in the IR minor 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 minor. In addition, students will receive a special certificate and a letter of confirmation signed by the director of the IR Minor 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, 190B Uris Hall, 255-7645; irc@is.cornell.edu.

Course List for 2008–2009

Core course options (one from each group) and selected electives are listed below; other electives are possible. Most courses are offered one semester only. Offerings may change, so see the administrative coordinator, course roster, and IR web site for updates and further details.

Group 1: International Economics and Development**Core:**

AEM/ECON 2300 International Trade and Finance

AEM 4290 International Finance

AEM 4300 International Trade Policy

ECON 3610 International Trade Theory

ECON 3620 International Monetary Theory and Policy

Electives:

AEM 4350 Political Economy of the WTO and Globalization

AEM 4420 Emerging Markets

AEM/ECON 4640 Economics of Agricultural Development

ANTHR 3684 Africa in the Global Economy

CRP 3270 Regional Economic Impact Analysis

CRP 4170 Economic Development: Firms, Industries, and Regions

ECON 3710 Economic Development

ECON 4690 China's Economy under Mao and Deng
 GOVT 3303/ILRC 3330 Politics of the Global North
 GOVT 3393 Political Economy of Development
 GOVT 3549 Capitalism, Competition, and Conflict

Group 2: World Politics and Foreign Policy

Core:

GOVT 1817 Introduction to International Relations

Electives:

AMST/HIST 3140 History of American Foreign Policy 1912–Present
 ASIAN 2298/HIST 2890 The U.S.–Vietnam War
 ASRC 3110 Government and Politics in Africa
 ASRC 4600 Political and Social Change in Caribbean
 GOVT 3313 Middle Eastern Politics
 GOVT 3323 Modern European Politics
 GOVT 3857 American Foreign Policy
 GOVT 3867 The Causes of War
 GOVT 4827 Unifying While Integrating: China and the World
 HIST 2571 China Encounters the World
 HIST 3710 World War II in Europe
 HIST 4050 U.S.–Cuba Relations
 NES 4672 Nationalisms in the Arab World

Group 3: Transnational Processes and Policies

Core:

GOVT 2947/PHIL 1940 Global Thinking
 GOVT/SOC 3937 Introduction to Peace Studies

Electives:

AEM 4450 Food Policy for Developing Countries
 AEM/ECON 4640 Economics of Agricultural Development
 CRP 3540 Introduction to Environmental Planning
 CRP 3840 Green Cities
 CRP 4530 Environmental Aspect of International Urban Planning
 DSOC 2050/SOC 2206 International Development
 DSOC 2750 Immigration and a Changing America
 DSOC 3240 Environment and Society
 FDSC/IARD 4020 Agriculture in the Developing Nations I
 HD 4830 Early Care and Education in Global Perspective
 IARD 3000 Perspectives in International Agricultural and Rural Development
 IARD 4940 Special Topics in International Agriculture
 ILRCB 3040 Seminar in American Labor and Social History
 ILRHR 4690 Immigration and the American Labor Force

NTRES 3320 Ethics and the Environment

Group 4: Cultural Studies

Core:

ANTHR 1400 Introduction to Anthropology: The Comparison of Cultures

ANTHR 1420 Cultural Diversity and Contemporary Issues

Electives:

AAS 3030/ANTHR 3703 Asians in the Americas
 AMST/ANTHR 3453 Anthropology of Colonialism
 AMST/ANTHR/LSP 3777 The United States
 AMST/ARTH 3605 U.S. Art from FDR to Reagan
 AMST/HIST 1530 Introduction to American History
 AMST/HIST 2110 Black Religious Traditions: Sacred and Secular
 AMST/HIST 3450 Cultural and Intellectual Life of 19th-Century Americans
 AMST/ILRCB 3060 Recent History of American Workers
 ANTHR 2730 Cultures of Native North America
 ANTHR 3421/FGSS 3210 Sex and Gender in Cross-Cultural Perspective
 ANTHR 3516 Power, Society, Culture in Southeast Asia
 ANTHR 3535 Situation of China's Minorities
 ARKEO/JWST/NES 3665 Ancient Iraq II
 ARTH 2350 Introduction to Art History: Islamic Art and Culture
 ARTH 2400 Introduction to Art History: Renaissance and Baroque
 ARTH 3202/CLASS 3740 Arts of the Roman Empire
 ARTH 3510/ASRC 3501 Introduction of African Art
 ASIAN 1191/HIST 1910 Introduction to Modern Asian History
 ASIAN 2208 Introduction to Southeast Asia
 ASIAN 2211 Introduction to Japan
 ASIAN 2245/MUSIC 1341 Gamelan in Indonesian Culture
 ASIAN 3385/HIST 3880 Vietnamese Histories
 ASIAN 3397/HIST 3950 Premodern Southeast Asia
 ASIAN 4494/HIST 4921 India: Nation and Narration, History, Literature
 ASIAN 6601/HIST 4870 Seminar on Thailand
 ASRC 2300 African Civilizations and Culture
 ASRC 3300 African History: Earliest Times to 1800
 ASRC 4601 Education Innovation in Africa and the Diaspora
 ASRC 4606 Family and Society in Africa
 CLASS 4625/HIST 4831/RELST 4625 Christianization/Roman World
 COML 3620/ENGL 3250/HIST 3640 Culture of the Renaissance II
 COML 3860 Literature and Film of South Asia
 COML 4520 Renaissance Humanism

COML 4740 Topics in Modern European Intellectual History
 COML 4960 Imagining the Mediterranean
 ENGL 2740 Scottish Literature
 ENGL 3330 The 18th-Century English Novel
 ENGL 3490 Shakespeare and Europe
 FGSS/HIST 2190 Women in South Asia
 FGSS/SPAN 2460 Contemporary Narratives by Latina Writers
 FILM 2930/NES 2793 Sophomore Seminar: Middle Eastern Cinema
 FILM 3410/FREN 3360 French Film
 FREN 2210 Introduction to Textual Analysis
 FREN 2240 The French Experience
 FREN 3210 Readings in Modern French Literature and Culture
 FREN 3220 Readings in Early Modern French Literature and Culture
 FREN 3700 The French Enlightenment and the Modern Citizen
 HIST 1570 Introduction to Western Civilization
 HIST 1950 Colonial Latin America
 HIST 2910 Modern European Jewish History 1789 to 1948
 HIST 3050 Britain, 1660 to 1815
 HIST 3260 History of the British Empire
 HIST 3490 Renaissance England, 1485 to 1660
 HIST 3661 History of Southern Africa
 HIST 4041 Race and Ethnicity in Latin America
 HIST 4290/SPAN 4340 Cervantes' Mediterranean World
 HIST 4520 History of the New Europe
 ITAL 2900 Perspectives in Italian Culture
 ITAL 2970 Introduction to Italian Literature
 ITAL 3040 Italy after the Renaissance
 JWST/NES/RELST 2675 The Religions of Ancient Israel
 KRLIT 4405 Readings in Korean Literature
 LSP 2010/SOC 2650 Latinos in the United States
 MUSIC 3614/NES 4947–4948 Middle Eastern Music Ensemble
 NES 2747 Introduction to Art History: Islamic Art
 RUSSL 3369 Dostoevsky
 RUSSL 4499 The Avant-Garde in Russian Literature and the Arts
 SOC 4780 Family and Society in Africa
 SPAN 2140 The Spanish Difference: Readings in Modern Iberian Literatures
 SPAN 2170 Early Hispanic Modernities
 SPAN 2230 Perspectives on Spain
 SPAN 3010 Hispanic Theater Production
 THETR 3090 Modern Arabic Drama

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), V. Caron (Modern French and European-Jewish History), M. Diesing (Yiddish Language and Linguistics), Z. Fahmy (Modern Middle Eastern History), K. Haines-Eitzen (Early Judaism and Early Christianity), R. Hoffmann (Holocaust Studies), P. Hohendahl (German Literature), P. Hyams (Medieval Jewish History), D. LaCapra (Holocaust Studies), M. Migiel (Italian Literature), C. Monroe (Near Eastern Mediterranean Studies; Nautical Archaeology), L. Monroe (Hebrew Bible Studies), R. Polenberg (American-Jewish History), D. Powers (Islamic History and Law), E. Rebillard (Jews in the Roman Empire), N. Scharf (Hebrew Language), D. Schwarz (Anglo-Jewish Literature), G. Shapiro (Russian-Jewish Literature), S. Shoer (Hebrew Language), D. Starr (Modern Hebrew and Arabic Literature; Critical Theory; Middle Eastern Film), 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 Judaic civilization merits its own comprehensive and thorough treatment and that proper understanding of any culture is inconceivable without adequate knowledge of the language, literature, and history of the people that created it. Accordingly, the offerings in the areas of Jewish languages and literatures have been considerably expanded, and courses in ancient, medieval, and especially modern Jewish history and culture have been added to the program.

It is a broadly based, interdisciplinary program, bringing together faculty from various Cornell departments and colleges.

The Program of Jewish Studies supports teaching and research in the many areas of Jewish Studies. It is a secular, academic program, whose interests are diverse and cross-cultural. The program recognizes its special relationship to teaching and research in classical Judaica and Hebraica pursued by the members of the Department of Near Eastern Studies, with particular emphasis on the interrelationship between Judaism, Christianity, and Islam.

It presently enables students to obtain basic instruction and specialization in the fields of Semitic languages; the Hebrew Bible;

medieval and modern Hebrew literature; ancient, medieval, and modern European and Middle Eastern Jewish history; and Holocaust studies. In some of these fields students may take courses on both graduate and undergraduate levels. Faculty throughout the university provide breadth to the program by offering courses in related areas of study.

For more information, please visit www.arts.cornell.edu/jwst/index.html.

Courses Offered

JWST 1101-1102 Elementary Modern Hebrew I and II (also NES 1101-1102)

1101, fall; 1102, spring. 4 credits. Letter grades only. S. Shoer.

For description, see NES 1101-1102.

JWST 1103 Elementary Modern Hebrew III (also NES 1103)

Fall. 4 credits. N. Scharf.

For description, see NES 1103.

[JWST 1111 Introduction to Biblical Hebrew (also NES/RELST 1111)]

Fall. 3 credits. Next offered 2009-2010. L. Monroe.

For description, see NES 1111.]

JWST 2100 Intermediate Modern Hebrew (also NES 2100)

Spring. 4 credits. N. Scharf.

For description, see NES 2100.

JWST 2271 Yiddish Linguistics (also LING 2241)

Spring. 4 credits. M. Diesing.

For description, see LING 2241.

[JWST 2350 Antisemitism and Crisis Modernity (also HIST 2350)]

Fall. 4 credits. Next offered 2009-2010. V. Caron.]

JWST 2622 Judaism from the Persian Period to the Rise of Islam (also CLASS 2634, NES/RELST 2622)

Spring. 4 credits. L. Jovanovic.

For description, see NES 2622.

[JWST 2651 Holy War, Crusade, and Jihad in Judaism, Christianity, and Islam (also COML 2310, HIST 2691, NES/RELST 2651)]

Fall. 3 credits. Next offered 2009-2010. R. Brann.]

[JWST 2661 Ships and Seafaring—Introduction to Nautical Archaeology (also ARKEO/NES 2661)]

Spring. 4 credits. Next offered 2009-2010. C. Monroe.]

JWST 2662 Daily Life in the Biblical World (also ARKEO/NES/RELST 2662, LA 2520)

Fall. 3 credits. J. Zorn.

For description, see NES 2662.

[JWST 2663 Introduction to Biblical History and Archaeology (also ARKEO/NES/RELST 2663)]

Fall. 3 credits. Next offered 2009-2010. J. Zorn.]

JWST 2668 Ancient Egyptian Civilization (also ARKEO/NES 2668)

Spring 3 credits. C. Monroe.

For description, see NES 2668.

[JWST 2672 Imperialism and the History of the Modern Middle East (also NES 2672)]

Spring. 3 credits. Next offered 2009-2010. Z. Fahmy.

For description, see NES 2672.]

JWST 2674 History of the Modern Middle East: 19th-20th Centuries (also GOVT 2747, HIST/NES 2674)

Fall. 3 credits. Z. Fahmy.]

[JWST 2675 The Religions of Ancient Israel (also ARKEO/NES/RELST 2675)]

Spring. 3 credits. Next offered 2009-2010. J. Zorn.

For description, see NES 2675.]

JWST 2724 Introduction to the Hebrew Bible—Prophecy (also NES/RELST 2624)

Fall. 3 credits. L. Jovanovic.

For description, see NES 2724.

[JWST 2793 Middle Eastern Cinema (also FILM 2930, NES 2793, VISST 2193)]

Fall. 4 credits. Next offered 2009-2010. D. Starr.]

JWST 2910 Modern European Jewish History 1789-1948 (also HIST 2910)

Fall. 4 credits. S. Gutman.

For description, see HIST 2910.

JWST 3101-3102 Advanced Intermediate Modern Hebrew (also NES 3101-3102)

3101, fall; 3102, spring. 4 credits. N. Scharf.

For description, see NES 3101-3102.

JWST 3103 Love, Wine, Death, and In Between (also NES 3103)

Fall. 4 credits. S. Shoer.

For description, see NES 3103.

[JWST 3105 Conversational Hebrew (also NES 3105)]

Spring. 2 credits. Limited to 15 students. Prerequisite: NES 3102, 4100, or permission of instructor; non-native speakers only. Next offered 2009-2010. N. Scharf.

For description, see NES 3105.]

JWST 3524/6524 Israelite Prophecy (also RELST 3524, NES 3524)

Spring. 4 credits. L. Monroe.

For description, see NES 3524.

JWST 3619 Near Eastern Christianities, 50-650 CE (also HIST/NES/RELST 3619)

Fall. 4 credits. K. Haines-Eitzen.

For description, see NES 3619.

JWST 3661 Sumerian Language and Culture I (also ARKEO/NES 3661/6661, JWST 6661)

Fall. 4 credits. D. I. Owen.

For description, see NES 3661.

[JWST 3665 Ancient Iraq II (also ARKEO/NES 3665)]

Fall. 4 credits. Next offered 2009-2010. D. I. Owen.]

JWST 3666 History and Archaeology of the Ancient Near East (also ARKEO/NES 3666/6666, JWST 6666)

Fall. 4 credits. D. I. Owen.

For description, see NES 3666.

JWST 3697 Israeli-Palestinian Conflict (also GOVT/NES 3697, HIST/SOC 3970)

Fall. 4 credits. R. Brann.

For description, see NES 3697.

[JWST 3700 History of the Holocaust (also HIST 3700)]

Spring, 4 credits. Next offered 2010–2011. V. Caron.]

[JWST 4100 Advanced Readings in Modern Hebrew (also NES 4100)]

Fall, 4 credits. Limited to 15 students. Next offered 2009–2010. D. Starr.]

[JWST 4101 Modern Hebrew Literature (also NES 4101)]

Spring, 4 credits. Next offered 2009–2010. D. Starr.
For description, see NES 4101.]

[JWST 4102 Biblical Hebrew Prose—Judges (also NES/RELST 4102)]

Spring, 4 credits. Next offered 2009–2010. L. Monroe.]

[JWST 4104 Hebrew Literature (also NES 4104)]

Spring, 4 credits. D. Abusch.
For description, see NES 4104.

[JWST 4170 History of Jews: Modern France (also HIST 4170)]

Spring, 4 credits. Next offered 2009–2010. V. Caron.
For description, see HIST 4170.]

[JWST 4540 Maimonides and Averroes (also NES/RELST 4540, SPAN 4380)]

Spring, 4 credits. Next offered 2009–2010. R. Brann.
For description, see NES 4540.]

[JWST 4580 Imagining the Holocaust (also COML 4830, ENGL 4580, GERST 4570)]

Spring, 4 credits. D. Schwarz.
For description, see ENGL 4580.

[JWST 4644 Late Bronze Age World of Ugarit (also ARKEO/HIST/NES 4644/6644, CLASS 4744/7744, JWST 6644)]

Spring, 4 credits. C. Monroe.
For description, see NES 4644.

[JWST 4670 Wealth and Power in Early Civilizations (also NES 4670)]

Fall, 4 credits. Next offered 2009–2010. C. Monroe.
For description, see NES 4670.]

[JWST 4674 Topics in Modern European Intellectual and Cultural History (also COML 4741, HIST 4740)]

Fall, 4 credits. D. LaCapra.
For description, see HIST 4740.

[JWST 4738 Imagining the Mediterranean (also COML 4960, NES 4738)]

Spring, 4 credits. G. Holst-Warhaft.
For description, see NES 4738.

[JWST 4787 Hellenistic Jewish Literature (also CLASS 4605, NES/RELST 4787)]

Fall, 4 credits. L. Jovanovic.
For description, see NES 4787.

[JWST 4790 Spinoza and the New Spinozism (also COML/GERST 4090, GOVT 4769)]

Fall, 4 credits. G. Waite.
For description, see GERST 4090.

[JWST 4903 Methods in the Study of the Ancient Near East (also NES 4903)]

Spring, 4 credits. D. I. Owen.
For description, see NES 4903.

[JWST 4991-4992 Independent Study—Undergraduate]

Fall and spring. Variable credit. Staff.

[JWST 6112 Readings in Medieval Hebrew Poetry and Prose (also NES 6112)]

Fall, 4 credits. Next offered 2009–2010. R. Brann.
For description, see NES 6112.]

Courses not offered 2008–2009

JWST 2648 Introduction to Classical Jewish History (also NES/RELST 2648)

JWST 3571 A Mediterranean Society and Its Culture: The Jews under Classical Islam (also COML/NES/RELST 3571)

JWST 4440-4441 Aramaic (also NES 4440-4441)

JWST 4628 Gnosticism and Early Christianity (also NES/RELST 4628)

JWST 4749 Rescreening the Holocaust (also COML 4530, FILM/RELST 4500, GERST 4490)

JOHN S. KNIGHT INSTITUTE FOR WRITING IN THE DISCIPLINES

The director of the John S. Knight Institute is Paul Lincoln Sawyer, professor in the Department of English. 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.

T. Carrick (Writing Workshop), D. Evans (Writing Workshop), D. Faulkner (Writing Workshop), K. Hjortshoj (Writing in the Majors), B. LeGendre (Writing Workshop), J. Martin (Writing Workshop), J. Pierpont (Writing Workshop), E. Shapiro (Writing in the Majors).

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 Writing in the Majors/Sophomore Seminar Program, tutorial writing classes, and seminars in the teaching of writing. More than 30 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 should require at least six—and at most nine—formal essays on new topics, totaling 25–30 pages of polished prose.
- No fewer than three of the six to nine required essays should go through a process of development under the instructor's guidance (e.g., revision, peer review, responses to readings, conferences).
- All seminars should spend ample classroom time on work directly related to writing.
- Reading assignments in the course subject should be kept under ca. 75 pages per week to permit regular, concentrated work on writing.
- All students should 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 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 2700, 2710, or 2720.

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 2880–2890: Expository Writing

Helps students write with more confidence and skill in all disciplines. Open to Cornell sophomores, juniors, and seniors, ENGL 2880–2890 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.

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 20 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. Since 2007–2008, the Knight Institute has substantially increased the number of Writing in the Majors courses offered at the 200 level. These courses are intended to provide students who are still in the early stages of their academic careers with opportunities to engage with disciplinary subject matter through writing.

WRIT 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 7100 Teaching Writing

Summer and fall. 1 credit. S–U grades only. Prepares graduate instructors of Cornell's First-Year Writing Seminars to teach courses that both introduce undergraduates to particular fields of study and help them develop writing skills they will need throughout their undergraduate careers. Seminar discussions and readings on pedagogical theories and practices provide an overview of the teaching of writing within a disciplinary context. As part of the course, participants develop written assignments designed to be used in their own First-Year Writing Seminars.

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 1370 and 1380 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 Tracy Carrick. For information, contact the Writing Workshop, 174 Rockefeller Hall, 255-6349.

WRIT 1137–1138, 1134 An Introduction to Writing in the University

1137, fall; 1138, spring; 1134, 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 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 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 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

Robert Blake, Animal Science, Interim Director, Latin American Studies; Lourdes Beneria, City and Regional Planning; David Block, Library; Bruno Bosteels, Romance Studies; Debra Ann Castillo, Romance Studies; Comparative Literature; María Lorena Cook, ILR, Collective Bargaining; Law and History; Raymond Craib, History; Martin De Santos, Development Sociology; María Fernandez, History of Art; Gary Fields, International Labor Relations; Economics; María Antonia Garcés, Romance Studies; María Cristina García, History; Frederic Gleach, Anthropology; William W. Goldsmith, City and Regional Planning; Angela Gonzalez, Development Sociology; John S. Henderson, Anthropology; Luz Horne, Romance Studies; Eduardo Inigo-Elias, Laboratory of Ornithology; Steven Kyle, Applied Economics and Management; Cecilia Lawless, Romance Studies; Luis Morato-Peña, Romance Studies; Jura Oliveira, Romance Studies; Pilar Parra, Human Ecology Nutritional Science; Edmundo Paz-Soldán, Romance Studies; Pedro David Perez, Applied Economics and Management; Ken Roberts, Government; Eloy Rodriguez, Plant Biology; José María Rodríguez-García, Romance Studies; Mary Roldan, History; Jeannine Routier-Pucci, Romance Studies; Arturo Sanchez, City and Regional Planning; Elvira Sanchez-Blake, Romance Studies; Vilma Santiago-Irizarry, Anthropology; Rebecca Stoltzfus, Nutrition; Stephen Younger, Human Ecology Nutritional Science.

Cornell's Latin American Studies Program (LASP) was founded in 1961 with funds from the Mario Einaudi Center for International Studies and a major grant from the Ford Foundation. The National Defense Education Act (CNDEA) Language and Area Center established LASP in 1966 as one of the nation's premier Latin American centers. Today, the Latin American Studies Program provides a focus for all activities oriented toward Latin America on the Cornell campus. Latin Americanists are active in most of Cornell's colleges and schools, with such diverse strengths as the languages and literatures of the area, agricultural sciences, city and regional planning, anthropology, history, economics and the other social sciences. It is the purpose of the program to stimulate teaching 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. LASP offers a minor in Latin American Studies for undergraduate students and a graduate minor for graduate students.

Undergraduate Minor

To complete an undergraduate minor in Latin American Studies, students must earn a minimum of 15 credits in Latin American Studies. Latin American content courses not on the list may be approved by petition only. To satisfy the requirements of the minor, undergraduates must select courses from at least three fields and must include at least one course at the advanced level. Language instruction below the 3000 level may not be counted toward the requirement. However, language facility in Spanish, Portuguese, or Quechua must be demonstrated by successfully completing SPAN 2190, PORT 2190, QUECH 2190, or the equivalent.

Courses

[LATA 1950 Colonial Latin America (also AIS/HIST 1950)]

Fall and spring. 4 credits. Next offered 2009-2010. K. Graubart.]

[LATA 2150 The Tradition of Rupture (also SPAN 2150)]

Fall. 4 credits. J. Rodriguez-Garcia and staff. For description, see SPAN 2150.

[LATA 2170 Readings—Medieval/Early Mod Sp (also SPAN 2170)]

Fall. 4 credits. M. A. Garcés. For description, see SPAN 2170.

[LATA 2200 Perspectives on Latin America (also SPAN 2200)]

Fall. 3 credits. E. Paz-Soldan and Director, Latin American Studies Program. For description, see SPAN 2200.

[LATA 2450 Drugs: People, Policies, Politics (also HIST 2450)]

Fall. 4 credits. Next offered 2009-2010. M. Roldan.]

[LATA 3010 Hispanic Theater Production (also SPAN 3010)]

Fall. 1-3 credits. D. Castillo. For description, see SPAN 3010.

[LATA 3020 Spanish in the Disciplines (also SPAN 3020)]

Fall and spring, 1 credit. Staff. For description see SPAN 3020.

[LATA 3060 Modern Mexico (also HIST 3060)]

Spring. 4 credits. Next offered 2009-2010. R. Craib.]

[LATA 3211 Forging Nations (also HIST 3120)]

Fall. 4 credits. Next offered 2010-2011. M. Roldan.]

[LATA 3292 Comparative Politics of Latin America (also GOVT 3293)]

Fall. 4 credits. K. Roberts. For description, see GOVT 3293.

[LATA 3300 Crosscurrents of Challenge and Change in Contemporary Latin America (also ANTHR 3431, HIST 3331)]

Fall. 4 credits. M. Roldan. Focuses on major issues facing Latin American societies from the early 20th century to the present. We will examine the varied political, social, cultural, and economic responses that emerged to challenges such as: modernization and modernity; mass politics and populism, state repression and authoritarian rule; market reforms and globalization; the narcotics

economy and drug wars; urbanization and human displacement; human rights violations; and new social and political movements.

LATA 3390 Political Economy of Mexico (also ILRIC 3390)

Spring. 4 credits. M. Cook. For description, see ILRIC 3390.

LATA 3550 Ancient Mexico and Central America (also ANTHR/ARKEO 3255)

Fall. 4 credits. J. Henderson. For description see ANTHR 3255.

LATA 3680 Modern and Contemporary Latin American Art (also ARTH 3680, LSP 3551)

Spring. 4 credits. M. Fernandez. For description, see ARTH 3680.

LATA 3710 Cuba: Search for Development Alternatives (also CRP 3710)

Fall. 3 credits. B. Lynch. For description, see CRP 3710.

LATA 3760 Latino/Latin American Cities (also CRP 3760)

Fall. 3 credits. A. Sanchez. For description, see CRP 3760.

LATA 4010 Experience Latin America I (also IARD 4010)

Fall. 2 credits. R. Blake. For description see IARD 4010.

[LATA 4050 U.S.-Cuba Relations (also AMST/HIST/LSP 4050/6050, LATA 6050)]

Fall. 4 credits. Next offered 2009-2010. M. C. Garcia.]

LATA 4240 Art and Politics in 20th-Century Latin America (also HIST 4240)

Fall. 3 credits. M. Roldan. For description see HIST 4240.

LATA 4260 Social Movements in Latin America (also GOVT 4264/6264, LATA 6260)

Fall. 4 credits. K. Roberts. For description, see GOVT 4264.

LATA 4310 Farmworkers (also LSP 4310, HIST 4310)

Spring. 4 credits. R. Craib. For description see LSP 4310.

LATA 4350 Labor Markets and Income Distribution in Developing Countries (also ILRIC 4350)

Spring. 4 credits. G. Fields. For description, see ILRIC 4350.

LATA 4940 Special Topic in Latin America (also IARD 4940)

Summer. 1-3 credits. R. Blake. For description see IARD 4940.

LATA 4960 International Internship in Latin America (also IARD 4960)

All semesters. 1-6 credits. R. Blake. For description see IARD 4960.

LATA 4970 Independent Study in LATA (also IARD 4970)

All semesters. 1-3 credits. R. Blake. For description see IARD 4970.

LATA 5190 Urban Theory and Spatial Development (also CRP 5190)

Spring. 3 credits. W. W. Goldsmith. For description, see CRP 5190.

LATA 6000 Contemporary Issues in Latin America (Also ANTHR 6200)

Fall and spring, 1 credit. Director, Latin American Studies Program.

An exploration of critical topics in the anthropology, art, economics, history, literature, political science, and sociology of Latin America. Course features guest speakers from Cornell and other institutions.

LATA 6010 Experience Latin America II (also IARD 6010)

Spring, 3 credits. R. Blake.

For description see IARD 6010.

LATA 6020 Agriculture in the Developing Nations II (also IARD 6020)

Spring, 3 credits. R. Blake.

For description, see IARD 6020.

[LATA 6050 U.S.–Cuba Relations (also AMST/HIST/LSP 4050/6050)

Fall, 4 credits. Next offered 2009–2010. M. C. Garcia.]

LATA 6260 Social Movements in Latin America (also GOVT 4624/6264, LATA 4260)

Fall, 4 credits. K. Roberts.

For description, see GOVT 4264.

LATA 6350 Indigenous Globalization (also AIS/DSOC 6350)

Fall, 3 credits. A. Gonzales.

For description, see AIS 6350.

LATA 6740 Transformations in the Global South (also CRP 6740)

Spring, 4 credits. W. W. Goldsmith.

For description, see CRP 6740.

LATA 6760 Latino/Latin American Cities (also CRP 6760)

Fall, 3 credits. A. Sanchez.

For description, see CRP 6760.

LATA 7390 Political Economy of Mexico (also ILRIC 7390)

Spring, 4 credits. M. Cook.

For description, see ILRIC 7390.

LATINO STUDIES PROGRAM

434 Rockefeller Hall

Undergraduate Minor

The Latino Studies Program offers an interdisciplinary undergraduate minor in Latino studies, with courses drawn from history, sociology, anthropology, literature, and language, but the program also cross-lists courses from other colleges.

- To complete the minor, students must take at least five courses (a minimum of 15 credits) in Latino Studies, including a core course, Latinos in the United States (DSOC 2650, LSP 2010, and SOC 2650), 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 3000 or 4000 level.

One elective course (see list below) can count toward the minor. Courses must be completed with a letter grade of C or above. Independent studies and first-year writing seminars do not count toward minor requirements. The list varies each semester in accordance with faculty schedules and visiting appointments.

Group I: Humanities

- LSP 2250 The United States–Mexico Border: History, Culture, Representation (also AMST/HIST 2250)
- LSP 2400 Intro to Latina/o Literature (also AMST 2401, ENGL 2400)
- LSP 2460 Contemporary Narratives by Latina Writers (also FGSS/SPAN 2460)
- LSP 2480 Poetry of the Latina/o Experience (also SPAN 2480)
- LSP 2600 Latinos in the United States: Colonial Period to 1898 (also AMST 2590, HIST 2600)
- LSP 2610 Latinos in the United States: 1898 to the Present (also AMST/HIST 2610)
- LSP 2640 Survey in U.S.–Latino Literature (also AMST 2641, ENGL 2640)
- LSP 3980 Latina/o Popular Culture (also AMST 3981, ENGL 3780)
- LSP 4130 Classics of Latina/o Literature (also SPAN 4130)
- LSP 4620 Senior Seminar in Latina/o Studies: Chicana Feminism in a Globalizing World (also ENGL 4620)

Group II: Social Sciences

- LSP 2010 Latinos in the United States (also DSOC/SOC 2650)
- LSP 2200 Sociology of Health and Ethnic Minorities (also DSOC 2200)
- LSP 2300 Latino Communities (also AMST/DSOC 2300)
- LSP 2721 Anthropological Representation: Ethnographies of Latino Culture (also AMST/ANTHR 2721)
- LSP 3550 Latinos, Law, and Identity (also AMST/DSOC 3550)
- LSP 3750 Comparative U.S. Racial and Ethnic Relations (also AMST/DSOC 3750)
- LSP 3760/6760 Latino/Latin American Cities (also CRP 3760/6760)
- LSP 3777 The United States (also AMST/ANTHR 3777)
- LSP 3950/6590 Immigrant Entrepreneurship (also CRP 3850.04/5850.04)
- LSP 4032 Immigration and Politics (also AMST/GOVT 4032)
- LSP 4310/6310 Farmworkers (also HIST 4310/6310, ILRCB 4020)
- LSP 4510 Multicultural Issues in Education (also AMST/EDUC 4510)
- LSP 6101 Political Identity: Race, Ethnicity, and Nationalism (also GOVT 6101)
- LSP 6424 Ethnoracial Identity in Anthropology, Language, and Law (also ANTHR 6424, LAW 7231)
- LSP 6460 Latino Language, Ideology, and Practice (also ANTHR 6460)

Electives:

- LSP 1101 Research Strategies in Latino and Africana Studies (also ASRC 1900)
- LSP 1110 American Diversity: The 20th Century (also AAS/AMST 1110, HIST 1610)
- LSP 1301 Introduction to World Music I: Africa and the Americas (also MUSIC 1301)
- LSP 2020 Spanish for English–Spanish Bilinguals (also SPAN 2000)
- LSP 2410 Immigration and Ethnicity in 20th-Century United States (also AMST/HIST 2400)
- LSP 3110 Social Movements (also AIS/DSOC 3110)
- LSP 3191 Racial and Ethnic Politics in the United States (also AMST/GOVT 3191)
- LSP 3551 Modern and Contemporary Latin American Art (also ARTH 3550, LATA 3680)
- LSP 4050/6050 U.S.–Cuba Relations (also AMST/HIST/LATA 4050/6050)
- LSP 4230 Borders (also COML 4230, SPAN 4900)
- LSP 4850 Immigration: History, Theory, Practice (also AMST/HIST 4850)

ART 2170 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 plus two advanced courses in Latino Studies and work intensively with a faculty member outside of their major field. In lieu of available courses, the student and minor field advisor 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. 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 a collection of books, research material, archives, and films. The library and conference room also provide meeting space for more than 25 Latino student organizations.

Courses**LSP 1101 Research Strategies in Latino and Africana Studies (also ASRC 1900)**

Spring, 1 credit. T. Cosgrave and E. Acree. 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 and Africana 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 1301 Introduction to World Music: Africa and the Americas (also MUSIC 1301)

Spring. 3 credits. 1-hour disc. S. Pond.
For description, see MUSIC 1301.

LSP 2010 Latinos in the United States (also DSOC/SOC 2650)

Spring. 4 credits, variable. H. Velez.
For description, see SOC 2650.

LSP 2020 Spanish for English-Spanish Bilinguals (also SPAN 2000)

Spring. 4 credits. N. Maldonado-Mendez.
For description, see SPAN 2000.

LSP 2200 Sociology of Health and Ethnic Minorities (also DSOC 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 2250 U.S.-Mexico Border: History, Culture, Representation (also AMST/HIST 2250)

Fall. 4 credits. M. C. Garcia.
For description, see HIST 2250.

[LSP 2300 Latino Communities (also AMST/DSOC 2300)

3 credits. Next offered 2009-2010. R. Mize.
For description, see DSOC 2300.]

LSP 2400 Intro to Latino Literature (also AMST 2401, ENGL 2400)

Fall. 4 credits. M. P. Brady.
For description, see ENGL 2400.

[LSP 2460 Contemporary Narratives by Latina Writers (also FGSS/SPAN 2460)

3 credits. Next offered 2009-2010.
D. Castillo.
For description, see SPAN 2460.]

[LSP 2600 Latinos in the United States: Colonial to 1898 (also AMST 2599, HIST 2600)

4 credits. Next offered 2009-2010.
M. C. Garcia.]

[LSP 2610 Latinos in the United States: 1898 to the Present (also AMST/HIST 2610)

4 credits. Next offered 2009-2010.
M. C. Garcia.]

[LSP 2721 Anthropological Representation: Ethnographies on Latino Culture (also AMST/ANTHR 2721)

3 credits. Next offered 2010-2011.
V. Santiago-Irizarry.]

LSP 3130 Spanish Writing Workshop for Advanced English-Spanish Bilinguals (also SPAN 3130)

Spring. 1 credit. Prerequisite: permission of instructor. Students must be registered concurrently with LSP 2020. N. Maldonado-Mendez.

For description, see SPAN 3130.

[LSP 3191 Racial and Ethnic Politics (also AMST/GOVT 3191)

4 credits. Next offered 2010-2011.
M. Jones-Correa.]

LSP 3550 Latinos, Law, and Identity (also AMST/DSOC 3550)

Spring. 3 credits. R. Mize.
For description, see DSOC 3550.

LSP 3551 Modern and Contemporary Latino/Latin American Art (also ARTH 3550, LATA 3680)

Fall. 4 credits. M. Fernandez.
For description, see ARTH 3550.

LSP 3750 Comparative U.S. Racial and Ethnic Relations (also AMST/DSOC 3750)

Spring. 3 credits. R. Mize.
For description, see DSOC 3750.

LSP 3760/6760 Latin/Latino American Cities (also CRP 3760/6760)

Fall. 3 credits. A. Sanchez.
For description, see CRP 3760/6760.

LSP 3777 The United States (also AMST/ANTHR 3777)

Fall. 4 credits. V. Santiago-Irizarry.
For description, see ANTHR 3777.

LSP 3950/6590 Immigrant Entrepreneurship, Markets, and the Restructured U.S. City: The Latino Case (also CRP 3850.04/5850.04)

Spring. 3 credits. A. Sanchez.
For description, see CRP 3850.04/5850.04.

LSP 3980 Latina/o Popular Culture (also AMST 3981, ENGL 3980)

Spring. 4 credits. M. P. Brady.
For description, see ENGL 3980.

LSP 4032 Immigration and Politics (also AMST/GOVT 4032)

Spring. 4 credits. M. Jones-Correa.
For description, see GOVT 4032.

[LSP 4050/6050 U.S.-Cuba Relations (also AMST/HIST/LATA 4050/6050, LSP 6050)

4 credits. Next offered 2009-2010.
M. C. Garcia.]

LSP 4130 Classics of Latina/o Literature (also SPAN 4130)

Fall. 4 credits. D. Castillo.
For description, see SPAN 4130.

LSP 4200-4210 Undergraduate Independent Study

Fall and spring. 2-4 credits. Prerequisite: permission of instructor.
Guided independent study.

LSP 4310/6310 Farmworkers (also CRP 3850.72/5850.72, HIST 4310/6310, ILRCB 4020) (HA-AS)

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 4510 Multicultural Issues in Education (also AMST/EDUC 4510)

Fall. 3 credits. S. Villenas.
For description, see EDUC 4510.

LSP 4850 Immigration: History, Theory, and Practice (also AMST/HIST 4850)

Fall. 4 credits. Prerequisite: permission of instructor. M. C. Garcia.
For description, see HIST 4850.

LSP 6200-6210 Graduate Independent Study

Fall, spring. 2-4 credits. Prerequisite: permission of instructor.
Guided independent study.

LSP 6424 Ethnoracial Identity in Anthropology, Language, and Law (also ANTHR 6424, LAW 7231)

Spring. 4 credits. V. Santiago-Irizarry.
For description, see ANTHR 6424.

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, rl5@cornell.edu

Advisers: G. Alexander (law), D. Dunning (psychology), M. Evangelista (government), G. Hay (law), B. Hendrix (government), S. Hilgartner (science and technology studies), P. Hyams (history), M. Katzenstein (government), R. Miller (philosophy), M. Moody-Adams (philosophy), M. B. Norton (history), D. Powers (Near East studies), A. Riles (law), V. Santiago-Irizarry (anthropology), S. Shiffrin (law)

The law and society minor 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 law and society minor is open to all undergraduates. In addition to a transcript notation, students who complete the requirements will receive a certificate and can include the law and society minor on a résumé or graduate school application.

To allow sufficient time for a coherent program of study to be developed and completed, students who have an interest in the law and society minor 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 minor's requirements. Late registrants can use the standard online registration form but should also submit the online completion plan at the

time of registration. Information about, and forms required for, the law and society minor can be found at www.arts.cornell.edu/epl/lawsociety.htm. 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 minor. 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 minor. 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. Between registration and graduation, students must attend a minimum of four events (signature on official sign-in sheets is the required proof of attendance for credit); students seeking a broader perspective are encouraged to attend as many events as they can.

Four-Course Requirement

Law and society is an interdisciplinary minor 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 (C- for appropriate courses completed before the spring 2008 semester). Students registering for law and society after the conclusion of the spring 2008 semester will be required to select one course each from four (out of five) different categories of study. At least two courses must fall outside the student's major, and no more than two courses can be in the same subject area, the only exception being cross-listed courses, which may be counted in any of the departments listed. Appropriate courses taken before registering for the law and society minor can be counted toward the four-course requirement. There are no required courses, but past students have found GOVT 3131 and PSYCH 2650 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 EPL@cornell.edu for a determination. Petitions for course substitutions should be submitted before the student's final semester.

To facilitate tracking of courses taken and events attended, a printable student progress record can be accessed electronically or obtained as a preprinted form from the EPL office. Information collected on this form will be needed for the completion plan due by the

end of the student's next-to-last semester before graduation.

The law and society minor is administered by the Ethics and Public Life (EPL) office. For more information, contact the EPL administrative assistant at 240 Goldwin Smith Hall, epl@cornell.edu, 255-8515.

Approved Courses (select one course from each of four different categories)

Note: Courses listed are those offered in the 2008–2009 academic year; for a full list of Law & Society approved courses, see the web page www.arts.cornell.edu/epl/lawsociety.htm.

1. Legal Institutions

American Constitutional Development (AMST/HIST 3180)

American Political Development in the 20th Century (GOVT 4041)

American Political Thought from Madison to Malcolm X (AMST/GOVT 3665, HIST 3160)

Children and the Law (HD 2330)

Communication Law (COMM 4280)

Constitutional Aspects of Labor Law (ILRCB 6890)

Employment Discrimination (HADM 4485)

Employment Discrimination and the Law (ILRCB 6840)

Environmental Law (CRP 4510)

Environmental Politics (CRP 3800)

History of the U.S. Senate in the 20th Century (HIST 4030)

International Law (GOVT 3898)

Labor and Employment Law (ILRCB 2010)

New York State Government Affairs: Capital Semester in Albany (PAM 3920)

Politics and Policy: Theory, Research, and Practice (AMST/GOVT/PAM 4998)

Politics of Nations Within (GOVT 3645)

The American Presidency (GOVT 3161)

The Nature, Functions, and Limits of Law (GOVT 3131)

The Old English Laws (ENG 4190, HIST 4691)

U.S. Congress (AMST/GOVT 3181)

2. Law and Policy

Arbitration (ILRCB 6020)

Comparative Social Stratification (DSOC 3700, SOC 3710)

Corporations, Shareholders, and Policy (PAM 3340)

Drugs and Society (SOC 2460)

Economics of Consumer Laws and Protection (PAM 3410)

Environmental Governance (BSOC/STS 3311, NTRES 3310)

Government and Public Policy: An Introduction to Analysis and Criticism (GOVT 4281)

International Conservation (NTRES 4340)

Knowledge, Technology, and Property (STS 4111)

Prisons (AMST/GOVT 3141)

Problems in Contemporary Society (SOC 2070)

Public Finance: Resource Allocation and Fiscal Policy (ECON 3360)

Public Finance: The Microeconomics of Government (ECON 3350)

Public Policy and African-American Urban Community (ASRC 4605)

Schooling, Racial Inequality, and Public Policy in America (SOC 3570)

Social and Political Context of American Education (EDUC 2710)

Social Inequality (SOC 2208)

Social Movements in American Politics (AMST/GOVT 3021)

Social Policy (PAM 4730)

Social Policy and Social Welfare (CRP 4480/5480)

3. Law and Social Structure

Afro-American Social Political Thought (ASRC 2601)

Asian American Politics and Public Policy (AAS 3901)

Ethnoracial Identity in Anthropology, Language, and Law (ANTHR/LSP 6424)

Farmworkers (CRP 3850, HIST/LSP 4310)

Feminism and Philosophy (PHIL 2490)

Global Justice (GOVT 3685, PHIL 3470)

Global Thinking (GOVT 2947)

Inequality, Diversity, and Justice (CRP 2930)

Intro to Peace Studies (GOVT 3937)

Latinos, Law, and Identity (AMST 3559, DSOC 3550)

Law, Crime, and Society in Early Modern Europe (HIST 3730)

Marriage and Sexuality in Medieval Europe (FGSS/ HIST/RELST 3680)

Race and Politics in 20th-Century America (AMST 3231)

Racial and Ethnic Politics in the United States (AMST/GOVT/LSP 3191)

Sex, Power, and Politics (GOVT 3043)

Sexuality and the Law (FGSS 4610, GOVT 4625)

Social Welfare as a Social Institution (PAM 3830)

The Court, Crime, and the Constitution (HIST 2020)

The Death Penalty (LAW 4051)

Urban Transformations in the Global South (CRP 4740)

Women in American Society, Past and Present (AMST/FGSS/HIST 2730)

4. Law and Culture

- Conflict, Dispute Resolution, and Law in Cultural Context (ANTHR 3428)**
- Conflict Resolution in Medieval Europe (HIST 4360)**
- Culture, Law, and Politics of the Internet (INFO 5150)**
- Economics and the Law (ECON 4040)**
- Feminist Theory/Law and Society (AMST 4635)**
- History of the Modern Middle East in the 20th Century (GOVT 2747, NES/HIST/JWST 2674)**
- Kinship and Social Organization (ANTHR 3423)**
- Law, Crime, and Society in Early Modern Europe (HIST 3730)**
- Law, Science, and Public Values (BSOC/STS 4071)**
- Law, Science, and Sustainability (LAW 4081)**
- Liberty and Justice For All (ILRCB 4880)**
- Memory and the Law (HD 3190)**
- Policing and Prisons in American Culture (AMST/ENGL 3970)**
- Psychology and Law (PSYCH 2650)**
- Resource Management and Environmental Law (CRP 4440/5440, NTRES 4440)**
- Values in Law, Economics, and Industrial Relations (ILRCB 6070)**
- Varieties of American Dissent, 1880-1990 (AMST/HIST 3240)**

5. Law and Ethics

- Biblical Seminar (COML/RELST 4280)**
- Christianity and Judaism (COML/RELST 3260)**
- Contemporary Moral Issues (PHIL 1450)**
- Ethical and Social Issues in Engineering (ENGRG 3600, STS 3601)**
- Ethical Issues in Health and Medicine (BSOC/STS 2051)**
- Ethics and Health Care (PHIL 2450)**
- Ethics and International Relations (GOVT 2485)**
- Ethics and the Environment (BSOC/STS 2061, PHIL 2460)**
- Health Care Services: Consumer and Ethical Perspectives (PAM 5520)**
- Introduction to Ethics and the Environment (NTRES 3320)**
- Introduction to the Qur'an (JWST/NES 2556)**
- Literature as Moral Inquiry (ENGL 4020)**
- Social and Political Philosophy (PHIL 2420)**

LESBIAN, BISEXUAL, AND GAY STUDIES

S. Bem, B. Correll, J. Culler, I. DeVault, J. Frank, J. E. Gainor, S. Haenni, E. Hanson, C. Howie, I. V. Hull, P. Hyams, M. Katzenstein, P. Liu, T. Loos, K. March, C. A. Martin, K. McCullough, T. Murray, M. B. Norton, J. Peraino, M. Raskolnikov, N. Salvato, R. Savin-Williams, A. M. Smith, A. Villarejo, S. Warner, 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 minor, which is administered under the auspices of Feminist, Gender, & 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 minor. In order to qualify for the minor, 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 minor as either LBG Studies or FGSS; they cannot double-count their credits and thereby use the same courses for both minors.

Students interested in the LBG Studies minor should contact the Lesbian, Bisexual, & Gay Studies Office in 391 Uris Hall.

Courses

- ANTHR 2400 Cultural Diversity and Contemporary Issues**
Fall. 3 credits. Staff.
For description, see ANTHR 2400.
- ANTHR 3421/6421 Sex and Gender in Cross-Cultural Perspective (also FGSS 3210/6210)**
Fall. 4 credits. Staff.
For description, see ANTHR 3421.
- [ENGL 2760 Desire (also COML/FGSS 2760, THETR 2780)]**
Spring. 4 credits. Letter grades only. Next offered 2010-2011. E. Hanson.]
- [ENGL 3550 Decadence (also COML/FGSS 3550)]**
4 credits. Next offered 2009-2010. E. Hanson.]
- [ENGL 4780 Intersections in Lesbian Fiction (also AMST 4780, FGSS 4770)]**
4 credits. Next offered 2009-2010. K. McCullough.]
- [ENGL 6030 The Question of Feminist and Queer Criticism in Premodern Studies (also FGSS 6030)]**
Spring. 4 credits. Next offered 2010-2011. M. Raskolnikov.]
- [ENGL 6550 Modernist Fiction and the Erotics of Style (also FGSS 6550)]**
Spring. 4 credits. E. Hanson.]
- FGSS 2010 Introduction to Feminist, Gender, and Sexuality Studies**
Fall and spring. 4 credits. Staff.
For description, see FGSS 2010.
- FGSS 3702 Desire and Cinema (also COML/ENGL 3702)**
Spring. 4 credits. E. Hanson
For description, see ENGL 3702.
- FGSS 4000 Senior Seminar in Feminist, Gender, and Sexuality Studies**
Fall. 4 credits. K. McCullough.
For description, see FGSS 4000.
- FGSS 4791 Transgender and Transexuality (also ENGL 4791)**
Fall. 4 credits. M. Raskolnikov.
For description, see ENGL 4791.
- [GOVT 4625 Sexuality and the Law (also AMST 4265, FGSS 4610)]**
Spring. 4 credits. Next offered 2009-2010. A. M. Smith.]
- [GOVT 7625 Sexuality and the Law (also FGSS 7620)]**
Spring. 4 credits. Next offered 2009-2010. A. M. Smith.]
- HD 3840 Gender and Sexual Minorities (also FGSS 3850)**
Fall. 3 credits. K. Cohen.
For description, see HD 3840.
- [HIST 2090 Seminar in Early America (also AMST/FGSS 2090)]**
Fall. 4 credits. Next offered 2010-2011. M. B. Norton.]
- [HIST 2730 Women in American Society, Past and Present (also FGSS 2730)]**
Fall. 4 credits. Next offered 2009-2010. M. B. Norton.]
- [HIST 3680 Marriage and Sexuality in Medieval Europe (also FGSS/RELST 3680)]**
4 credits. Next offered 2009-2010. P. Hyams.]
- [HIST 4160 Gender and Sex in Southeast Asia (also ASIAN 4416, FGSS 4160)]**
Fall. 4 credits. Next offered 2009-2010. T. Loos.]
- [THETR 4200/6200 Parody (also FGSS 4270/6370)]**
Spring. 4 credits. Next offered 2010-2011. N. Salvato.]
- [THETR 6050 Camp, Kitsch, and Trash (also FGSS 6050)]**
Fall. 4 credits. Next offered 2010-2011. N. Salvato.]
- [THETR 6060 Passionate Politics: Affect, Protest, Performance (also FGSS 6040)]**
Spring. 4 credits. Next offered 2009-2010. S. Warner.]

LINGUISTICS

ling.cornell.edu

J. Bowers, acting chair (206 Morrill Hall); M. Weiss, director of graduate studies (218 Morrill Hall); W. Harbert, director of undergraduate studies (210 Morrill Hall); D. Abusch, W. Browne, A. Cohn, M. Diesing, S. Hertz, A. Miller, A. Nussbaum, M. Rooth, C. Rosen, M. Wagner, J. Whitman, D. Zec.

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 1101, 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 1101 and other introductory courses fulfill the social science distribution requirement. Most 1100- and 2200-level courses have no prerequisites and cover various topics in linguistics (e.g., LING 1170 Introduction to Cognitive Science; LING 2285 Linguistic Theory and Poetic Structure) or focus on the linguistics of a particular geographic region or historical development of particular languages (e.g., LING 2217 History of the English Language to 1300; LING 2241 Yiddish Linguistics). 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 1101 and either LING

3301, 3302, 3303, or 3304. 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 3301 Introduction to Phonetics, LING 3302 Introduction to Phonology, LING 3303 Introduction to Syntax, and LING 3304 Introduction to Semantics and Pragmatics (one of which will already have been taken as a prerequisite to the major).
2. LING 3314 Historical Linguistics.
3. Three additional courses in linguistics at the 3300 or 4400 level, of which two must be general linguistics.
4. A course at or beyond the 3300 level in the structure of a language, or LING 3300 Field Methods for Undergraduates or LING 4400 Language Typology.

Some substitutions to these standard requirements are possible after consultation with your advisor 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 3.5 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 advisor 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 4493 and 4494 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 1101 Introduction to Linguistics (KCM-AS)

Fall or spring. 4 credits each semester. Fall, R. Katzir; spring, staff.

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 1109 English Words: Histories and Mysteries (also CLASS 1699) # (HA-AS)

Spring. 3 credits. C. Rosen.

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 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 1112 American Sign Language II

Summer only. 4 credits. Prerequisite: LING 1111 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 1131-1132 Elementary Sanskrit (also CLASS 1331-1332, SANSK 1131-1132)

1131, fall; 1132, spring. 4 credits each semester. A. Nussbaum.

For description, see SANSK 1131-1132.

LING 1170 Introduction to Cognitive Science (also COGST 1101, CS 1710, PHIL 1910, PSYCH 1102) (KCM-AS)

Fall, summer. 3 credits. B. Bienvenue.

For description, see COGST 1101.

LING 2215 Psychology of Language (also COGST/PSYCH 2150) (KCM-AS)

Spring. 3 credits. M. Christiansen.

For description, see PSYCH 2150.

[LING 2217 History of the English Language to 1300 (also ENGL 2170) # (HA-AS)]

Fall. 4 credits. Next offered 2009–2010.
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 2218, but the two may be taken independently.]

[LING 2218 History of the English Language since 1300 (also ENGL 2180) (HA-AS)]

Spring. 4 credits. Next offered 2009–2010.
W. Harbert.

Traces English from Chaucer to the present, including the development of standard English and dialects, and the rise of English as a world language.]

[LING 2236 Introduction to Gaelic]

Spring. 3 credits. Next offered 2009–2010.
W. Harbert.

Introduction to the Scottish Gaelic language, with some discussion of its history, structure, and current status.]

[LING 2238 Introduction to Welsh]

Fall. 3 credits. Next offered 2010–2011.
W. Harbert.

Introduction to the Welsh language, with discussion of its history, structure, and current status, and a brief introduction to Welsh literature.]

[LING 2241 Yiddish Linguistics (also JWST 2241) (SBA-AS)]

Spring. 3 credits. No previous knowledge of Yiddish required. M. Diesing.

Yiddish language and linguistics, including aspects of its morphology, syntax, and phonology. Also the history of the Yiddish language, and sociolinguistic topics such as Yiddish as a minority language, and the influence of Yiddish on American English.

[LING 2244 Language and Gender (also FGSS 2440) (SBA-AS)]

Spring. 4 credits. For nonmajors or majors. Next offered 2009–2010.
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 2246/5546 Minority Languages and Linguistics (SBA-AS)]

Fall. 4 credits. Graduate students register under LING 5546. W. Harbert.

Examines minority languages from linguistic, social, and political perspectives, including such issues as language death, language maintenance, bilingualism, language policy, and language rights.

[LING 2251-2252 Intermediate Sanskrit (also CLASS 2351-2352, SANSK 2251-2252) @ #]

2251, fall; 2252, spring. 3 credits each semester. *Satisfies Option 1. A. Ruppel.*
For description, see SANSK 2251-2252.

[LING 2261/6661 Introduction to Indo-European Linguistics (HA-AS)]

Fall. 4 credits. Graduate students register under LING 6661. M. Weiss.

An introduction to the phonology, morphology, and syntax of Proto-Indo-European and the chief historical developments of the daughter languages.

[LING 2270 Truth and Interpretation (also COGST/PHIL 2700) (KCM-AS)]

Fall. 4 credits. B. Weatherston.
For description, see PHIL 2700.

[LING 2285/5585 Linguistic Theory and Poetic Structure (also ENGL 2960/5850) (LA-AS)]

Fall. 4 credits. Graduate students register under LING 5585. Next offered 2010–2011.
J. Bowers.

The aim of this course is to show how certain results of modern linguistics can usefully be applied to the analysis and interpretation of poetry.]

[LING 3300 Field Methods for Undergraduates (KCM-AS)]

Spring. 4 credits. Prerequisite: students should normally have completed (or be concurrently enrolled in) LING 3301, 3302, 3303, 3304. Next offered 2009–2010.
W. Harbert.

A hands-on course in which students gain experience in eliciting linguistic data from a native speaker of an unfamiliar language, organizing and analyzing those data and producing descriptions of the lexicon, phonetics, phonology, morphology, syntax, and texts in the language on the basis of them.]

[LING 3301 Introduction to Phonetics (KCM-AS)]

Fall. 4 credits. Prerequisite: LING 1101 or permission of instructor. J. Brugman.
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 3302 Introduction to Phonology (KCM-AS)]

Spring. 4 credits. Prerequisite: LING 1101 or permission of instructor. A. Cohn.
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 3303 Introduction to Syntax (KCM-AS)]

Fall. 4 credits. Prerequisite: LING 1101 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 3304 Introduction to Semantics and Pragmatics (KCM-AS)]

Spring. 4 credits. Prerequisite: LING 3303 or permission of instructor. D. Abusch.
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 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 3314 Introduction to Historical Linguistics # (HA-AS)]

Spring. 4 credits. Prerequisite: LING 3301 or permission of instructor. M. Weiss.
Survey of the basic mechanisms of linguistic change, with examples from a variety of languages.

[LING 3315-3316 Old Norse]

3315, fall; 3316, spring. 4 credits each semester. L. Heimisdóttir.
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. 3315: 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. 3316: 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 3321-3322 History of the Romance Languages (also ROMS 3210-3220) # (HA-AS)]

3321, fall; 3322, spring. 4 credits each semester. Prerequisites: for LING 3321, LING 1101, or equivalent and qualification in any Romance language; for LING 3322, LING 3321, or permission of instructor. Next offered 2010–2011. C. Rosen.

3321 covers popular Latin speech, early documentary sources, Pan-Romance phonological changes, regional divergence, early external history, and non-Latin influences. 3322 covers the shaping of Romance morphological systems, changes in the lexicon, medieval diglossia, and the emergence of Romance standards. 3321 and 3322 both include selected readings in the earliest Romance texts.]

LING 3332 Philosophy of Language (also PHIL 3710)

Fall. 4 credits. M. Eklund.
For description, see PHIL 3710.

[LING 3333 Problems in Semantics (also COGST 3330) (KCM-AS)]

Spring. 4 credits. Prerequisite: logic or semantics course or permission of instructor. Next offered 2009–2010. Staff.
Looks at problems in the semantic analysis of natural languages, critically examining work in linguistics and philosophy on particular topics of current interest.]

[LING 3347 Topics in the History of English (HA-AS)]

Fall. 4 credits. Prerequisite: LING 2217, 3314, course in Old or Middle English, or permission of instructor. Next offered 2009–2010. 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 3390 Independent Study in Linguistics

Fall or spring. 1–4 credits, variable.
Prerequisite: LING 1101 and permission of instructor. Staff.

Independent study of linguistics topics not covered in regular curriculum for undergrads.

LING 4400 Language Typology (KCM-AS)

Spring. 4 credits. Prerequisite: LING 1101.
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 4401–4402 Phonology I, II (KCM-AS)

4401, fall; 4402, spring. 4 credits each semester. Prerequisites: for LING 4401, LING 3302 or equivalent; for LING 4402, LING 4401 or permission of instructor. Fall, A. Cohn; spring, D. Zec.

4401 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. 4402 provides further refinement of the issues investigated in 4401, focusing in particular on metrical theory, lexical phonology, autosegmental phonology, and prosodic morphology.

LING 4403–4404 Syntax I, II (KCM-AS)

4403, fall; 4404, spring. 4 credits each semester. Prerequisites: for LING 4403, LING 3303; for LING 4404, LING 4403 or permission of instructor. Fall, M. Diesing; spring, R. Katzir.

4403 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. 4404 is a continuation of 4403, 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 4405 Sociolinguistics (CA-AS)]

Fall. 4 credits. Prerequisite: LING 1101 or another linguistics course or permission of instructor. Next offered 2010–2011. Staff.
This course surveys some of the different issues, theories, concepts, and methods in sociolinguistics, the study of the interaction of language with society.]

[LING 4409 Structure of Italian (KCM-AS)]

Spring. 4 credits. Prerequisites: LING 1101 and qualification in any Romance language. Next offered 2009–2010.
C. Rosen.]

[LING 4411 History of the Japanese Language (also ASIAN 4411, JAPAN 4410) @ # (HA-AS)]

Fall. 4 credits. Prerequisite: reading knowledge of Japanese. Next offered 2009–2010. 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 4412 Linguistic Structure of Japanese (also ASIAN 4412) (KCM-AS)]

Spring. 4 credits. Prerequisites: JAPAN 1102 or permission of instructor and LING 1101. Next offered 2009–2010. J. Whitman.

Introduction to the linguistic study of Japanese, with an emphasis on morphology and syntax.]

[LING 4417 History of the Russian Language (also RUSSA 4401) (HA-AS)]

Spring. 4 credits. Prerequisite: permission of instructor. Next offered 2009–2010.
W. Browne.

Phonological, morphological, and syntactic developments from Old Russian to modern Russian.]

LING 4419 Phonetics I (KCM-AS)

Fall. 4 credits. Prerequisite: LING 3301 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 4420 Phonetics II (KCM-AS)]

Spring. 4 credits. Prerequisite: LING 4419. Next offered 2009–2010. Staff.

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 4421 Semantics I (KCM-AS)

Fall. 4 credits. Prerequisite: LING 3304.
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 4422 Semantics II (KCM-AS)

Spring 4 credits. Prerequisite: LING 4421 or permission of instructor. M. Rooth.

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 4423 Morphology (KCM-AS)

Fall. 4 credits. Prerequisite: LING 1101 or permission of instructor. D. Zec.

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 and to computational models of morphology.

LING 4424 Computational Linguistics (also COGST 4240, CS 3470) (MQR)

Fall. 4 credits. Recommended: CS 2042.
Staff.

Introduces methods for doing a language computationally, including parsing and representation of syntactic analyses; computational morphology; probabilistic grammars; feature constraint formalisms for syntax; treebank methodology.

LING 4425 Pragmatics (also PHIL 4720) (KCM-AS)

Fall. 4 credits. Prerequisite: LING 3304 or PHIL 2310, or permission of instructor.
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 4427 Structure of Hungarian (also HUNGR 4427) (KCM-AS)

Fall. 4 credits. Prerequisite: LING 1101.
W. Browne.

LING 4428/6628 Connectionist Psycholinguistics (also COGST 4280, PSYCH 4280/6280)

Fall. 3 credits. M. Christiansen.
For description, see PSYCH 4280.

[LING 4430 Structure of Korean (also ASIAN/KOREA 4430) (KCM-AS)]

Spring. 4 credits. Prerequisite: KOREA 1102 or linguistics course. No previous knowledge of Korean required. Next offered 2009–2010. 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 4431 Structure of an African Language (KCM-AS)]

Spring. 4 credits. Prerequisite: LING 1101 or permission of instructor. Next offered 2010–2011. Staff.

Survey of the structure of Southern African Khoesan languages in light of current linguistic theory.]

[LING 4432 Middle Korean (also KRLIT 4432) @ # (LA-AS)]

Spring. 4 credits. Offered alternate years. Prerequisite: KOREA 2202 or equivalent. Next offered 2009–2010. 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 4433 The Lesser-Known Romance Languages (also ROMS 4330) (KCM-AS)]

Spring. 4 credits. Prerequisites: LING 1101 and qualification in any Romance language. Next offered 2009–2010. C. Rosen.

Surveys several Romance languages/dialects, examining sound systems, grammars, and historical evolution from Latin. Readings represent both the modern languages and their earliest attested stages.]

[LING 4436 Language Development (also COGST/HD/PSYCH 4360) (KCM-AS)]

Fall. 4 credits. Next offered 2009–2010. B. Lust.

For description, see COGST 3370.]

LING 4441 Introduction to Germanic Linguistics (also GERST 4410) (HA-AS)]

Spring. 4 credits. Prerequisite: LING 1101 or permission of instructor. W. Harbert. Survey of major issues in historical Germanic linguistics.

[LING 4443 Linguistic Structure of Russian (also RUSSA 4403) (KCM-AS)]

Fall. 4 credits. Prerequisites: reading knowledge of Russian. Next offered 2010–2011. W. Browne.

A synchronic analysis of the structure of modern Russian. This course deals primarily with phonology and its relation to morphology.]

[LING 4450 Lab Course: Language Development (also COGST 4500, HD/PSYCH 4370)]

Fall. 2 credits. Next offered 2009–2010. B. Lust.

For description, see COGST 4500.]

LING 4451 Greek Comparative Grammar (also GREEK 4411) (KCM-AS)]

Fall. 4 credits. A. Nussbaum.

For description, see GREEK 4411.

[LING 4452 Latin Comparative Grammar (also LATIN 4452) (KCM-AS)]

Fall. 4 credits. Next offered 2010–2011.

A. Nussbaum.

For description, see LATIN 4452.]

[LING 4453 Structure of Latin (also LATIN/ROMS 4453) # (KCM-AS)]

Fall. 4 credits. Prerequisite: a basic knowledge of Latin forms and constructions or some previous work in Romance and/or general linguistics. Next offered 2010–2011. A. Nussbaum.

An analysis of the phonology, morphology, and syntax of Latin from a synchronic point of view. The course is intended for a twofold audience—students of Latin interested in a linguist's-eye view of the facts and students of general and/or Romance linguistics interested in what Latin data might have to offer for historical and general linguistic purposes.]

[LING 4455 Greek Dialects (also GREEK 4455) (KCM-AS)]

Fall. 4 credits. Next offered 2009–2010.

A. Nussbaum.

For description, see GREEK 4455.]

[LING 4456 Archaic Latin (also LATIN 4456) (LA-AS)]

Spring. 4 credits. Next offered 2009–2010.

A. Nussbaum.

For description, see LATIN 4456.]

[LING 4457 Homeric Philology (also GREEK 4457) # (LA-AS)]

Spring. 4 credits. Next offered 2009–2010.

A. Nussbaum.

For description, see GREEK 4457.]

[LING 4459 Mycenaean Greek (also GREEK 4459) (LA-AS)]

Spring. 4 credits. Next offered 2009–2010.

A. Nussbaum.

For description, see GREEK 4459.]

[LING 4460 Sanskrit Comparative Grammar (also CLASS 4490) (KCM-AS)]

Fall. 4 credits. Prerequisite: reasonable familiarity with classical Sanskrit morphology. Next offered 2010–2011.

A. Nussbaum.

Survey of the historical phonology and morphology of Sanskrit in relation to the Indo-Iranian and Indo-European comparative evidence.]

LING 4474 Introduction to Natural Language Processing (also COGST/CS 4740)

Spring. 4 credits. M. Rooth.

For description, see CS 4740.

LING 4493 Honors Thesis Research

Fall. 4 credits. Staff.

May be taken before or after LING 4494, or may be taken independently.

LING 4494 Honors Thesis Research

Spring. 4 credits. Staff.

May be taken as a continuation of, or before, LING 4493.

[LING 5531 Topics in Cognitive Studies (also COGST/BIONB/PSYCH 5310)]

Fall. 4 credits. Next offered 2009–2010.

S. Edelman.

For description, see COGST 4310.]

LING 6600 Field Methods

Spring. 4 credits. Prerequisites: LING 4401 and 4403 or permission of instructor.

A. Cohn and R. Katzir.

Elicitation, recording, and analysis of data from a native speaker of a non-Western language not generally known to students.

[LING 6601 Topics in Phonological Theory]

Spring. 4 credits, variable. Prerequisites: LING 4401 and one higher-level phonology course. Next offered 2009–2010. Staff.

Selected topics in current phonological theory.]

[LING 6602 Topics in Morphology]

Fall. 4 credits. Prerequisites: LING 4401 or 4403 or permission of instructor. Next offered 2009–2010. Staff.

Selected topics in current morphological theory.]

LING 6604 Research Workshop

Fall. 2 credits. Requirement for third-year linguistics graduate students. S–U grades only. A. Cohn.

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 6606 Historical Syntax]

Fall. 4 credits. Prerequisite: LING 4403.

Next offered 2009–2010. J. Whitman.]

LING 6615 Topics in Semantics

Fall. 4 credits. Prerequisite: LING 4421 or permission of instructor. D. Abusch and M. Rooth.

Selected topics in semantic theory, focusing on recent literature.

LING 6616 Topics in Syntactic Theory

Fall. 4 credits, variable. Prerequisite: LING 4404 or permission of instructor. R. Katzir.

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 6617-6618 Hittite]

6617, fall; 6618, spring. 4 credits each semester. Prerequisites: for LING 6617, permission of instructor; for LING 6618, LING 6617 or permission of instructor.

Next offered 2009–2010. M. Weiss.

Introduction to the cuneiform writing system and the grammar of Hittite, followed by the reading of selected texts.]

[LING 6619 Rigveda]

Fall. 4 credits. Prerequisite: permission of instructor. Next offered 2010–2011. Staff.]

[LING 6621 Avestan and Old Persian]

Fall. 4 credits. Prerequisite: basic knowledge of Sanskrit forms and morphology syntax. Next offered 2010–2011. M. Weiss.

Linguistically oriented readings of Old Persian and Avestan.]

[LING 6623–6624 Old Irish I, II]

6623, fall; 6624, spring. 4 credits each semester. Prerequisite: for LING 6624, LING 6623 or permission of instructor. Next offered 2009–2010. M. Weiss.]

LING 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. No familiarity with Welsh is assumed.

LING 6633 Language Acquisition Seminar (also COGST/HD 6330)

Fall. 1–4 credits. Prerequisite: LING 4436 or equivalent or permission of instructor. B. Lust.

This seminar reviews and critiques current theoretical and experimental studies of first language acquisition, with a concentration on insights gained by cross-linguistic study of this area. Attention is also given to the development of research proposals.

LING 6635–[6636] Indo-European Workshop

6635, fall; [6636, spring]. 4 credits each semester. Prerequisite: permission of instructor. M. Weiss.

An assortment of subjects intended for students with previous training in Indo-European linguistics.

[LING 6637 Introduction to Tocharian]

Fall. 4 credits. Prerequisite: knowledge of other ancient IE language and historical linguistics methods. Next offered 2010–2011. M. Weiss.

Introduction to the grammar of Tocharian A and B.]

[LING 6645 Gothic]

Fall. 4 credits. Prerequisite: LING 1101. Offered every three years; next offered 2009–2010. W. Harbert.

Linguistic structure of Gothic, with extensive readings of Gothic texts.]

[LING 6646 Old High German, Old Saxon (also GERST 6580)]

Spring. 4 credits. Prerequisite: LING 1101. Highly recommended: reading knowledge of Modern German. Offered every three years; next offered 2009–2010. 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 6648 Speech Synthesis (also INFO 6648)

Spring. 4 credits. Prerequisite: LING 4401, 4419, or permission of instructor. Offered alternate years. S. Hertz.

Investigates the nature of the acoustic structure of speech synthesis, using speech as a tool for exploring this structure. A particular acoustic model is proposed, developed, and motivated by considering the relationship between phonological and acoustic structure, speech timing, phonetic universals, coarticulation, and speech perception. The primary tool for investigation 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 6649 Structure of Old English (also ENGL 6170)]

Fall. 4 credits. Prerequisite: LING 4441. Offered every three years. Next offered 2010–2011. W. Harbert.

Linguistic overview of Old English, with emphasis on phonology, morphology, and syntax.]

[LING 6659 Seminar in Vedic Philology (also ASIAN 6659, CLASS 7459)]

Fall. 4 credits. Prerequisite: two years of Sanskrit or permission of instructor. Next offered 2010–2011. M. Weiss.

A seminar for intensive reading of Vedic texts, primarily the Rig Veda. Attention will be given to the study of Vedic ritual and mythology, and to the later commentarial and performance traditions. Students will be familiarized with the various methods, primarily philological, necessary for the competent reading of Vedic texts.]

[LING 6662 Old Russian Texts (also RUSSA 6602)]

Spring. 4 credits. Prerequisite: LING 6666. Next offered 2009–2010. W. Browne.

Grammatical analysis and close reading of Old Russian texts.]

[LING 6663 Old Church Slavonic (also RUSSA 6601)]

Fall. 4 credits. Prerequisite: knowledge of Slavic or ancient Indo-European language. Prerequisite to LING 6662 and 6671. Next offered 2010–2011. W. Browne.

Grammar and reading of basic texts.]

[LING 6671 Comparative Slavic Linguistics (also RUSSA 6651)]

Fall. 4 credits. Prerequisites: LING 6661 taken previously or simultaneously, or permission of instructor. Offered alternate years. Next offered 2010–2011. W. Browne.

Sounds and forms of the Slavic languages and of prehistoric common Slavic; main historical developments leading to the modern languages.]

LING 7701–7702 Directed Research

7701, fall; 7702, spring. 1–4 credits. Times TBA. Staff.

LING 7710–7719 Seminar

Fall or spring. Credit TBA.

Seminars are offered according to faculty interest and student demand. Recent topics include: semantics; computational linguistics; language acquisition; and the nature of the interfaces between phonetics, phonology, and syntax.

MATHEMATICS

www.math.cornell.edu

D. Barbasch, chair; A. Back, Y. Berest, L. Billera, M. Biskup, K. Brown, X. Cao, R. Connelly, R. K. Dennis, R. Durrett, E. Dynkin, A. Frohmader, L. Gross, J. Guckenheimer, A. Hatcher, D. Henderson, T. Holm, J. Hubbard, M. Huntley, J. Hwang, Y. Ilyashenko, P. Kahn, M. Kassabov, B. Khousainov, A. Knutson, S. Lim, T. Matsamura, G. Michler, F. Moore, J. Moore, C. Muscalu, A. Nerode, E. Nevo, M. Nussbaum, I. Peeva, R. Ramakrishna, 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, A. Thomas, W. Thurston, R. Vale, A. Vladimirov, K. Vogtmann, L. Wahlbin (DUS), J. West. Emeritus: J. Bramble, S. Chase, M. Cohen, C. Earle, R. Farrell, H. Kesten, G. R. Livesay, M. Morley, L. E. Payne, 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 and operations research. 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 3000 or above are invited to confer with the instructor before enrolling.

Course Numbering System

The first digit of the course number indicates the level of the course: roughly, 1 and 2 indicate underclass courses; 3 and 4, upperclass courses; 5, professional-level and mathematics education courses; 6 and 7, graduate courses. Within the MATH subject area, the second digit often indicates the subject matter: 0, general; 1 and 2, analysis; 3 and 4, algebra and combinatorics; 5 and 6, topology and geometry; 7, probability and statistics; 8, logic; 9, other.

In the MATH subject area, conversion of course numbers from the old 3-digit system to the new 4-digit system was accomplished in most cases by adding a 0 as the 4th digit. Exceptions are as follows:

MATH 005 becomes 1005,
MATH 006 becomes 1006,

MATH 011 becomes 1011,
MATH 012 becomes 1012,
MATH 103 becomes 1300,
MATH 105 becomes 1105,
MATH 106 becomes 1106,
MATH 109 becomes 1009.

Advanced Placement

Freshmen who have had some calculus should carefully read "Advanced Placement," p. 7. Those who have not taken an advanced placement exam should take a placement test at Cornell during fall orientation. For guidance in selecting an appropriate course, please consult *First Steps in Math*, published on the Mathematics Department web site (www.math.cornell.edu) under "Courses."

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. (See "Double Majors" below for more information.) Questions concerning the major should be brought to a member of the Mathematics Major Committee.

Prerequisites

Students are admitted to the major after successfully completing a semester of multivariable calculus and a semester of linear algebra. The department recommends either MATH 2210-2220 or 2230-2240 with grades of B- or better. Alternative prerequisites are MATH 1920 and 2940 with grades of B- or better or MATH 2130 and 2310 with grades of B+ or better. For students graduating in 2010 or later, a C- or better in a 3- or 4-credit computer programming course is also required for acceptance to the major. Eligible courses include: CS 1110, 1112, 1113, 1114, and 2110.

Requirements

Students must complete nine courses to fulfill the following three requirements for the mathematics major. (Students graduating in 2009 or earlier must also complete a 3- or 4-credit computer programming course. Eligible courses include: CS 1110, 1112, 1113, 1114, and 2110.) A course may be counted toward the major only if it is taken for a letter grade, and a grade of C- or better is received for the course. Major advisors can alter these requirements upon request from an advisee, provided the intent of the requirements is met. In particular, many suitable graduate courses are not listed here. No course may be used to satisfy more than one requirement for the math major.

- Two courses in algebra.* Eligible courses are: MATH 4310 or 4330; MATH 4320 or 4340; MATH 4370; MATH 3320 or 3360.
- Two courses in analysis. Eligible courses are: MATH 3110, 3210, 3230, 4130, 4140, 4180, 4200, 4220, 4240, 4250 (also CS 4210), 4260 (also CS 4220), 4280.
- Five further high-level mathematical courses. Two-credit courses count as half courses. 5000-level MATH courses do not normally count toward the major. In rare cases, exceptions are made. Students

*See the list of courses with overlapping content at the end of the introduction.

should consult their advisors. *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 advisor.*

a. Concentration in Mathematics:

- Four additional MATH courses numbered 3000 or above.
- 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. Eligible courses include any course from another department that would satisfy one of the concentrations, as well as CS 2110, MATH 3840/PHIL 3300, MATH 4810/PHIL 4310, MATH 4820/PHIL 4311, MATH 4830/PHIL 4312, PHYS 1116, PHYS 2208, PHYS 2213, and PHYS 2217. Other 1000-level physics courses and PHYS 2207 may *not* be used, but some courses in other fields may be accepted.

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).
- Mathematics courses numbered 3000 or above.
 - Computer science courses with significant mathematical content. Eligible courses are: CS 3220, 3810, 4110, 4210 (also MATH 4250), 4220 (also MATH 4260), 4520, 4620, 4700, 4702, 4740, 4780, 4812, 4820, 4830, 4850, and 4860.

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).

- Mathematics courses numbered 3000 or above.
- Economics courses with significant mathematical content. Eligible courses are: ECON 3190*/6190, 3200/6200, 3250, 3270, 3680, 4160, 4190, 4760/6760, 4770/6770, 6090, 6100, 6130, 6140, 7170, 7180, 7480, 7490, 7560. Only two of the econometrics courses (3200/6200, 3250, 3270, 7480, 7490) are allowed. Students graduating in May 2009 or earlier may also use ECON/AEM 4500.
- Courses in operations research with significant mathematical content and dealing with material of interest in economics. Eligible courses are: ORIE 3300, 3310, 4320, 4350, 4710, and 4740.

*See the list of courses with overlapping content at the end of the introduction.

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. Eligible courses are: BIOEE/MATH 3620, BIOEE 4600, BIONB 4220, BTRY 4080*, 4090*, 4820, 4830, 4840. Students graduating in May 2009 or earlier may also use BIOGD 4810, 4840, 4870, BIONB 3300.

ix. Mathematics courses numbered above 3000. Particularly appropriate are MATH 4200 and 4710*.

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 3110, 3210, 3230, 4010, 4130, 4140, 4200, 4180 or 4220, 4240, 4250 (also CS 4210), 426 (also CS 4220), 4280, 4310 or 4330, 4320 or 4340, 4370, 4410, 4420, 4500, 4510, 4520, 4530, 4540, 4550, 4710*, 4720*, 4810, 4820, 4830, 4860.

xi. Physics courses that make significant use of advanced mathematics. Eligible courses are: PHYS 3314, 3316, 3318, 3323, 3327, 3341, 4443, 4444, 4445, 4454, 4455, 4480, 4481. Students graduating in May 2009 or earlier may also use PHYS 3317, 4456.

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 3000 or above.

xiii. Courses in operations research in which the primary focus involves mathematical techniques. Eligible courses are: ORIE 3300, 3310, 3500, 3510, 4150, 4300, 4320, 4330, 4350, 4360, 4520, 4540, 4630, 4850, and 5640.

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 1710 is also recommended for students who have not had experience with real-world data, although it will not count toward any of the math major requirements. It should be taken or audited before or concurrent with MATH 4710.)

xiv. Mathematics courses numbered 3000 or above.

xv. MATH 4710* and 4720*.

*See the list of courses with overlapping content at the end of the introduction.

- xvi. Courses in other departments with significant content in probability and statistics, complementing (xiv). Eligible courses are: BTRY 3020, 4820, 6020, 6030, 6040; ORIE 3510, 4520, 4540, 4600, 4630, 4710 (half course), and 4740; ILRST 3120, 4100, and 4110; and ECON 3200.

Double Majors

A double major with computer science, economics, or physics can be facilitated by the corresponding concentrations described above. The Departments of Computer Science and Economics permit double majors to use courses in the corresponding concentrations to satisfy the requirements of both majors. The Physics Department also permits double counting, but only if the student completes the physics major with an inside concentration. Students should consult the appropriate departments for any further conditions.

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 conduct an in-depth investigation not possible in regular course work. 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. Conducting independent research, paying careful attention to exposition in the finished written product, and the delivery of an optional oral presentation can have a lasting positive impact on a student's educational and professional future.

Honors

The Department of Mathematics awards honors (cum laude) and high honors (magna cum laude and summa cum laude) to graduating mathematics majors who have performed outstandingly 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 4000 level or beyond. Participation in the honors seminar (MATH 4010) for one semester, or independent study at a high performance level can also contribute to honors. Students interested in any level of honors should consult their major advisors or a member of the Mathematics Major Committee concerning suitable courses. Outstanding performance in graduate classes or an excellent senior thesis can contribute to high honors.

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. Interested students should contact the Department of Theoretical and Applied Mechanics.

Undergraduates who wish to pursue serious study of mathematics 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.

Precalculus

Students who need to take Calculus I (MATH 1106 or 1110) but are lacking the necessary prerequisites may take MATH 1000, MATH 1009, or BTRY 1150 to prepare. These courses do not carry credit toward graduation in the Arts College.

Calculus Sequences

Students should consult their advisors and keep major prerequisites in mind when planning a suitable program. The following are general recommendations.

1. Students who expect to major in mathematics or a science for which a strong math background is recommended, should take MATH 1110–1120 or MATH 1110–1220 and continue with MATH 2210–2220 or 2230–2240. (MATH 1910 may be substituted for MATH 1120.)
2. Students who have an aversion to mathematical theory might be happier with MATH 1910–1920–2930–2940, MATH 1110–1120–2130, or MATH 1110–2310.
3. MATH 1910–1920–2930–2940 is required for students in the engineering college and recommended by some advisors in fields strongly related to the mathematical and physical sciences, such as astronomy, computer science, physics, and physical chemistry.
4. MATH 1110–1120–2130 is a good choice for students who need to master the basic techniques of calculus but whose majors will not require a substantial amount of mathematics, including chemistry and economics majors.
5. MATH 1110–2310 is an option for students who need some linear algebra but not a full year of calculus.

Switching between calculus sequences is often difficult, especially at the 2000 level. Students should not attempt such a switch without consulting the director of undergraduate studies.

Special-Purpose Sequences

Students who will take no more than two semesters of mathematics can gain a broader view of the subject by taking one semester of calculus and one non-calculus mathematics course. The following options are particularly useful for students in the life and social

sciences and will satisfy the mathematics requirement for most medical schools.

1. MATH 1105–1106 provides a one-year introduction to the mathematical topics that are most useful to biologists and social scientists. (MATH 1110 may be substituted for MATH 1106.)
2. An introductory statistics course (MATH 1710, for example), taken before or after a semester of calculus (MATH 1106 or MATH 1110), teaches students how to work with data and can be more useful in some disciplines than a second semester of calculus.

Students who want two semesters of calculus are advised to take the first two semesters of one of the calculus sequences, but students with excellent performance in MATH 1106 may follow that course with MATH 1120 or 1220.

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.

- MATH 1106, 1110
- MATH 1120, 1220, 1910
- MATH 1920, 2130, 2220, 2240
- MATH 2210, 2230, 2310, 2940
- MATH 3320, 3360
- MATH 4310 and 4330
- MATH 4320 and 4340
- MATH 4710, ECON 3190, BTRY 4080
- MATH 4720, ECON 3190, BTRY 4090

Note: Courses with overlapping content are not necessarily equivalent courses. Students are encouraged to consult a mathematics faculty member when choosing between them.

Undergraduate Course Offerings

Please visit www.math.cornell.edu for further information and up-to-the-minute corrections. For guidance in selecting an appropriate course, please consult *First Steps in Math*, published on the mathematics department web site under "Courses."

Foundation courses: 1105, 1106, 1110, 1120, 1220, 1910, 1920, 2130, 2210, 2220, 2230, 2240, 2310, 2930, 2940

Mathematics Education: 4080, 4510

History of Mathematics: 4030

General and Liberal Arts Courses: 1300, 1340, 1350, 1710, 3040, 4010, 4080

Analysis: 3110, 3210, 4130, 4140, 4180

Algebra and Number Theory: 3320, 3360, 4310, 4320, 4330, 4340, 4370

Combinatorics: 4410, 4420, 4550

Geometry and Topology: 3560, 4500, 4510, 4520, 4530, 4540

Probability and Statistics: 1710, 4710, 4720, 4740

Mathematical Logic: 2810, 3840, 4810, 4820, 4860

Applied Analysis and Differential Equations: 3230, 3620, 4200, 4220, 4240, 4250, 4260, 4280

MATH 1000 Calculus Preparation

Fall. 2 transcript credits only; cannot be used toward graduation. Priority will be given to students who need the course to prepare for MATH 1106 or 1110.

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 1005 Academic Support for MATH 1105

Fall. 1 transcript credit only; cannot be used toward graduation.

Reviews material presented in MATH 1105 lectures, provides problem-solving techniques and tips as well as prelim review. Provides further instruction for students who need reinforcement. Not a substitute for MATH 1105 lectures or recitations.

MATH 1006 Academic Support for MATH 1106

Spring. 1 transcript credit only; cannot be used toward graduation.

Reviews material presented in MATH 1106 lectures, provides problem-solving techniques and tips as well as prelim review. Provides further instruction for students who need reinforcement. Not a substitute for MATH 1106 lectures or recitations.

MATH 1009 Precalculus Mathematics

Summer. 3 transcript credits only; cannot be used toward graduation.

Designed to prepare students for MATH 1110. Reviews algebra, trigonometry, logarithms, and exponentials.

MATH 1011 Academic Support for MATH 1110

Fall, spring. 1 transcript credit only; cannot be used toward graduation.

Reviews material presented in MATH 1110 lectures, provides problem-solving techniques and tips as well as prelim review. Provides further instruction for students who need reinforcement. Not a substitute for MATH 1110 lectures or recitations.

MATH 1012 Academic Support for MATH 1120

Fall, spring. 1 transcript credit only; cannot be used toward graduation.

Reviews material presented in MATH 1120 lectures, provides problem-solving techniques and tips as well as prelim review. Provides further instruction for students who need reinforcement. Not a substitute for MATH 1120 lectures or recitations.

MATH 1105 Finite Mathematics for the Life and Social Sciences (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 1106 Calculus for the Life and Social Sciences (MQR)*

Spring. 3 credits. Prerequisite: three years of high school mathematics (including trigonometry and logarithms) or MATH 1000, MATH 1009, or BTRY 1150. For students planning to take MATH 1120, MATH 1110 is recommended rather than 1106.

Introduction to differential and integral calculus, partial derivatives, elementary differential equations. Examples from biology and the social sciences are used.

MATH 1110 Calculus I (MQR)*

Fall, spring, summer. 4 credits. Prerequisite: three years of high school mathematics (including trigonometry and logarithms) or MATH 1000, MATH 1009, or BTRY 1150.

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 1110 can serve as a one-semester introduction to calculus or as part of a two-semester sequence in which it is followed by MATH 1120 or 1220.

MATH 1120 Calculus II (MQR)*

Fall, spring. 4 credits. Prerequisite: MATH 1110 with grade of C or better or excellent performance in MATH 1106. Those who do well in MATH 1110 and expect to major in mathematics or strongly mathematics-related field should take 1220 instead of 1120.

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 1220 Honors Calculus II (MQR)*

Fall. 4 credits. Prerequisite: one semester of calculus with high performance or permission of department. Students planning to continue with MATH 2130 are advised to take 1120 instead of this course.

Takes a more theoretical approach to calculus than MATH 1120. 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 1300 Mathematical Explorations (MQR)

Fall. 3 credits.

For students who wish to experience how mathematical ideas naturally evolve. The course emphasizes ideas and imagination as opposed to techniques and calculations. The homework involves students in actively investigating mathematical ideas. Topics vary depending on the instructor. Some assessment is done through writing assignments.

MATH 1340 Mathematics and Politics (MQR)

Fall, spring. 4 credits.

We apply mathematical reasoning to some problems arising in the social sciences. We discuss game theory and its applications to political and historical conflicts. Power indices are introduced and used to analyze some political institutions. The problem of finding a fair election procedure to choose among three or more alternatives is analyzed.

MATH 1350 The Art of Secret Writing (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 1600 Totally Awesome Mathematics

Spring. 2 credits. Prerequisite: one semester calculus. (AP credit is sufficient.)

Mathematics is a broad and varied field that extends far beyond calculus and the high school curriculum. This course will introduce exciting mathematical topics to stretch your imagination and give you a feel for the great variety of problems that mathematicians study. Each week a different lecturer will present a new topic and fun problems for discussion. Topics will vary from year to year, but may include the following: encryption and number theory, non-Euclidean geometry, knots and surfaces, combinatorics of polyhedra, the Heisenberg Uncertainty Principle and signal processing, unsolvable problems and noncomputable functions, card shuffling and probability, symmetry and solutions of polynomial equations.

MATH 1710 Statistical Theory and Application in the Real World (MQR)

Fall, spring, summer. 4 credits. Prerequisite: high school mathematics. No previous familiarity with computers presumed. No credit if taken after ECON 3190, 3200, or 3210.

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 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-

*See the list of courses with overlapping content at the end of the introduction.

based methods for implementing the statistical methodology presented in the lectures.

MATH 1910 Calculus for Engineers (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 1920 Multivariable Calculus for Engineers (MQR)*

Fall, spring, summer. 4 credits. Prerequisite: MATH 1910.

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 2130 Calculus III (MQR)*

Fall, spring. 4 credits. Prerequisite: MATH 1120, 1220, or 1910.

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, such as Green's theorem, Stokes' theorem, and the divergence theorem.

MATH 2210 Linear Algebra (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 2310.

Topics include vector algebra, linear transformations, matrices, determinants, orthogonality, eigenvalues, and eigenvectors. Applications are made to linear differential equations.

MATH 2220 Multivariable Calculus (MQR)*

Fall, spring. 4 credits. Prerequisite: MATH 2210. 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 2230 Theoretical Linear Algebra and Calculus (MQR)*

Fall. 4 credits. Prerequisite: two semesters of calculus with grade of A- or better, or permission of instructor.

MATH 2230-2240 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 2210-2220. Topics in 2230 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 2240 Theoretical Linear Algebra and Calculus (MQR)*

Spring. 4 credits. Prerequisite: MATH 2230.

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 2310 Linear Algebra with Applications (MQR)*

Fall, spring. 3 credits. Prerequisite: MATH 1110 or equivalent. Students who plan to major in mathematics should take MATH 2210 or 2940.

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 2810 Deductive Logic (also PHIL 3310) (MQR)

Spring. 4 credits.

For description, see PHIL 3310.

MATH 2930 Differential Equations for Engineers (MQR)

Fall, spring, summer. 4 credits. Prerequisite: MATH 1920. Taking MATH 2930 and 2940 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 2940 Linear Algebra for Engineers (MQR)*

Fall, spring, summer. 4 credits. Prerequisite: MATH 1920. Taking MATH 2930 and 2940 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 3040 Prove It! (MQR)

Spring. 4 credits. Prerequisite: MATH 2210, 2230, 2940, 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.

MATH 3110 Introduction to Analysis (MQR)

Fall, spring. 4 credits. Prerequisites: MATH 2210-2220, 2230-2240, or 1920 and 2940.

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 3210 Manifolds and Differential Forms (MQR)

Fall. 4 credits. Prerequisites: multivariable calculus and linear algebra (e.g., MATH 2210-2220, 2230-2240, or 1920 and 2940).

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 3230 Introduction to Differential Equations (MQR)

Fall. 4 credits. Prerequisites: multivariable calculus and linear algebra (e.g., MATH 2210-2220, 2230-2240, or 1920 and 2940), 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 3320 Algebra and Number Theory (MQR)*

Fall. 4 credits. Prerequisite: MATH 2210, 2230, 2310, or 2940.

*See the list of courses with overlapping content at the end of the introduction.

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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.

MATH 3360 Applicable Algebra (MQR)*

Spring. 4 credits. Prerequisite: MATH 2210, 2230, 2310, or 2940.

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 3560 Groups and Geometry (MQR)

Spring. 4 credits. Prerequisite: MATH 2210, 2230, 2310, or 2940. 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 4000-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 3620 Dynamic Models in Biology (also BIOEE 3620) (MQR)

Spring. 4 credits. Prerequisite: two semesters of introductory biology (BIOG 1101-1102, 1105-1106, 1107-1108, 1109-1110, or equivalent) and completion of math requirements for biological sciences major or equivalent. Next offered 2009-2010.

For description, see BIOEE 3620.]

MATH 4010 Honors Seminar: Topics in Modern Mathematics (MQR)

Spring. 4 credits. Prerequisite: two mathematics courses numbered 3000 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.

*See the list of courses with overlapping content at the end of the introduction.

MATH 4030 History of Mathematics # (MQR)

Spring. 4 credits. Prerequisite: two mathematics courses above 3000, 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. In addition to the lecture, a problem session (to be arranged) will meet twice a week.

MATH 4080 Mathematics in Perspective (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 4130 Honors Introduction to Analysis I (MQR)

Fall, spring. 4 credits. Prerequisite: high level of performance in MATH 2210-2220, 2230-2240, or 1920 and 2940 and familiarity with proofs. Students who do not intend to take MATH 4140 are encouraged to take MATH 4130 in the 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 4140 Honors Introduction to Analysis II (MQR)

Spring. 4 credits. Prerequisite: MATH 4130.

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 4180 Introduction to the Theory of Functions of One Complex Variable (MQR)

Spring. 4 credits. Prerequisite: MATH 2230-2240, 3110, or 4130 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 4220.

MATH 4200 Differential Equations and Dynamical Systems (MQR)

Fall. 4 credits. Prerequisite: high level of performance in MATH 2210-2220, 2230-2240, 1920 and 2940, 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 4220 Applied Complex Analysis (MQR)

Spring. 4 credits. Prerequisite: MATH 2210-2220, 2230-2240, 1920 and 2940, or 2130 and 2310. Undergraduates who plan to attend graduate school should take MATH 4180.

Covers complex variables, Fourier transforms, Laplace transforms and applications to partial differential equations. Additional topics may include an introduction to generalized functions.

MATH 4240 Wavelets and Fourier Series (MQR)

Spring. 4 credits. Prerequisite: MATH 2210-2220, 2230-2240, 1920 and 2940, 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 4250 Numerical Analysis and Differential Equations (also CS 4210) (MQR)

Fall. 4 credits. Prerequisites: MATH 2210 or 2940 or equivalent, one additional mathematics course numbered 3000 or above, and knowledge of programming.

Introduction to the fundamentals of numerical analysis: error analysis, approximation, interpolation, 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 4250 (CS 4210) and MATH 4260 (CS 4220) provide a comprehensive introduction to numerical analysis; these classes can be taken independently from each other and in either order.

MATH 4260 Numerical Analysis: Linear and Nonlinear Problems (also CS 4220) (MQR)

Spring. 4 credits. Prerequisites: MATH 2210 or 2940 or equivalent, one additional mathematics course numbered 3000 or above, and knowledge of programming.

Introduction to the fundamentals of numerical linear algebra: direct and iterative methods for linear systems, eigenvalue problems, singular value decomposition. In the second half of the course, the above are used to build iterative methods for nonlinear systems and for multivariate optimization. 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 4250 (CS 4210) and MATH 4260 (CS 4220) provide a comprehensive introduction to numerical analysis; these classes can be taken independently from each other and in either order.

MATH 4280 Introduction to Partial Differential Equations (MQR)

Spring. 4 credits. Prerequisite: MATH 2210–2220, 2230–2240, or 1920 and 2940, 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 4310 Linear Algebra (MQR)*

Fall. 4 credits. Prerequisite: MATH 2210, 2230, 2310, or 2940. Undergraduates who plan to attend graduate school in mathematics should take MATH 4330–4340.

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 4320 Introduction to Algebra (MQR)*

Spring. 4 credits. Prerequisite: MATH 3320, 3360, 4310 or 4330, or permission of instructor. Undergraduates who plan to attend graduate school in mathematics should take MATH 4330–4340.

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 4330 Honors Linear Algebra (MQR)*

Fall. 4 credits. Prerequisite: high level of performance in MATH 2210, 2230, 2310, or 2940.

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 4310.

MATH 4340 Honors Introduction to Algebra (MQR)*

Spring. 4 credits. Prerequisite: MATH 3320, 3360, 4310, or 4330, 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 4320.

MATH 4370 Computational Algebra (MQR)

Spring. 4 credits. Prerequisite: linear algebra (MATH 2940, or MATH 2210, or MATH 4310).

Introduction to Gröbner bases theory, which is the foundation of many algorithms in computational algebra. In this course, students learn how to compute a Gröbner basis for polynomials in many variables. Covers the following applications: solving systems of polynomial equations in many variables, solving diophantine equations in many variables, 3-colorable graphs, and integer programming. Such applications arise, for example, in computer science, engineering, economics, and physics.

MATH 4410 Introduction to Combinatorics I (MQR)

Fall. 4 credits. Prerequisite: MATH 2210, 2230, 2310, or 2940.

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 4420 Introduction to Combinatorics II (MQR)

Spring. 4 credits. Prerequisite: MATH 2210, 2230, 2310, or 2940. Next offered 2009–2010.

Continues 4410, although formally independent. Latin squares, combinatorial designs, classical finite geometries and combinatorial geometries (matroids). Partially

ordered sets, lattices, Möbius inversion. Polya counting theory.]

MATH 4500 Matrix Groups (MQR)

Fall. 4 credits. Prerequisite: MATH 2210–2220, 2230–2240, or 1920 and 2940.

An introduction to a topic that is central to mathematics and important in physics and engineering. The objects of study are certain classes of matrices, such as orthogonal, unitary, or symplectic matrices. These classes have both algebraic structure (groups) and geometric/topological structure (manifolds). Thus the course will be a mixture of algebra and geometry/topology, with a little analysis as well. The topics will include Lie algebras (which are an extension of the notion of vector multiplication in three-dimensional space), exponential mapping (a generalization of the exponential function of calculus), and representation theory (which studies the different ways in which groups can be represented by matrices). Concrete examples will be emphasized. Background not included in the prerequisites will be developed as needed.

[MATH 4510 Euclidean and Spherical Geometry (MQR)

Fall. 4 credits. Prerequisite: MATH 2210, 2230, 2310, or 2940, or permission of instructor. Next offered 2009–2010.

Covers topics from Euclidean and spherical (non-Euclidean) geometry. Nonlecture, seminar-style course organized around student participation.]

MATH 4520 Classical Geometries (MQR)

Spring. 4 credits. Prerequisite: MATH 2210, 2230, 2310, or 2940, or permission of instructor.

Introduction to hyperbolic and projective geometry—the classical geometries that developed as Euclidean geometry was better understood. For example, the historical problem of the independence of Euclid's fifth postulate is understood when the existence of the hyperbolic plane is realized. Straightedge (and compass) constructions and stereographic projection in Euclidean geometry can be understood within the structure of projective geometry. Topics in hyperbolic geometry include models of the hyperbolic plane and relations to spherical geometry. Topics in projective geometry include homogeneous coordinates and the classical theorems about conics and configurations of points and lines. Optional topics include principles of perspective drawing, finite projective planes, orthogonal Latin squares, and the cross ratio.

MATH 4530 Introduction to Topology (MQR)

Fall. 4 credits. Prerequisite: MATH 2210, 2230, 2310, or 2940, plus at least one mathematics course numbered 3000 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 Möbius band), elementary knot theory, or the fundamental group and covering spaces.

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MATH 4540 Introduction to Differential Geometry (MQR)

Spring. 4 credits. Prerequisites: MATH 2210-2220, 2230-2240, or 2930-2940, plus at least one mathematics course numbered 3000 or above. MATH 4530 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 4550 Applicable Geometry (MQR)

Spring. 4 credits. Prerequisite: good introduction to linear algebra (e.g., MATH 2210, 2230, 2310, or 2940) or permission of instructor. Does not assume students know the meaning of all words in the following description.

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 three dimensions. Discusses both combinatorial properties (such as face counts) as well as metric properties (such as rigidity). Covers theorems of Euler, Cauchy, and Steinitz; Voronoi diagrams and triangulations; convex hulls; cyclic polytopes; shellability; and the upper-bound theorem. Relates these ideas to applications in tiling; linear inequalities and linear programming; structural rigidity; computational geometry; hyperplane arrangements; and zonotopes.

MATH 4710 Basic Probability (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 4720. 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 4720 Statistics (MQR)*

Spring. 4 credits. Prerequisites: MATH 4710 and knowledge of linear algebra (e.g., MATH 2210). 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 4740 Stochastic Processes

Spring. 4 credits. Prerequisites: MATH 4710, BTRY 4080, ORIE 3600, or ECON 3190.

A one-semester introduction to stochastic processes which develops the theory together with applications. The course will always cover Markov chains in discrete and continuous time and Poisson processes. Depending upon the interests of the instructor

and the students, other topics may include queuing theory, martingales, Brownian motion, and option pricing. This course may be useful to graduate students in the biological sciences or other disciplines who encounter stochastic models in their work but who do not have the background for more advanced courses such as ORIE 6500.

MATH 4810 Mathematical Logic (also PHIL 4310) (MQR)

Fall. 4 credits. Prerequisites: MATH 2220 or 2230 and preferably some additional course involving proofs in mathematics, computer science, or philosophy.

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 4860 Applied Logic (also CS 4860) (MQR)

Spring. 4 credits. Prerequisites: MATH 2210-2220, 2230-2240, or 1920 and 2940; CS 2800 or equivalent (e.g., MATH 3320, 3360, 4320, 4340, or 4810); 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 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 5050 Educational Issues in Undergraduate Mathematics**

4 credits. Prerequisite: graduate standing or permission of instructor. Next offered 2009-2010.

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.]

MATH 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 is 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 5080 Mathematics for Secondary School Teachers

Fall, spring. 1-6 credits. Prerequisite: secondary school mathematics teachers or permission of instructor.

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 under "Courses." 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 scheduling meeting times.

MATH 6110 Real Analysis

Fall. 4 credits.

MATH 6110-6120 are the core analysis courses in the mathematics graduate program. 6110 covers measure and integration and functional analysis.

MATH 6120 Complex Analysis

Spring. 4 credits.

MATH 6110-6120 are the core analysis courses in the mathematics graduate program. 6120 covers complex analysis, Fourier analysis, and distribution theory.

MATH 6130-6140 Topics in Analysis

6130, fall; 6140, spring. 4 credits each.

MATH 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 6170 Dynamical Systems

Fall. 4 credits. Generally offered every two years. Next offered 2009-2010.

Topics may include the Poincaré-Bendixon theorem, limit sets, structural stability, linearization at equilibrium points, the stable manifold theorem and the Kupka-Smale theorem.]

MATH 6180 Smooth Ergodic Theory

Fall. 4 credits.

Topics include invariant measures; entropy; Hausdorff dimension and related concepts; hyperbolic invariant sets: stable manifolds,

*See the list of courses with overlapping content at the end of the introduction.

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 6190–6200 Partial Differential Equations

6190, fall; 6200, spring. 4 credits each semester. Next offered 2009–2010.

Covers basic theory of partial differential equations.]

MATH 6210 Measure Theory and Lebesgue Integration

Fall. 4 credits.

Covers measure theory, integration, and L_p spaces.

MATH 6220 Applied Functional Analysis

Spring. 4 credits.

Covers basic theory of Hilbert and Banach spaces and operations on them. Applications.

[MATH 6280 Complex Dynamical Systems

4 credits. Prerequisite: MATH 4180. Next offered 2009–2010.

This course covers various topics in the dynamics of analytic mappings in one complex variable, including Julia sets, the Mandelbrot set, and selected additional topics.]

MATH 6310 Algebra

Fall. 4 credits. Assumes familiarity with material of standard undergraduate course in abstract algebra.

MATH 6310–6320 are the core algebra courses in the mathematics graduate program. 6310 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 6320 Algebra

Spring. 4 credits. Prerequisite: MATH 6310. MATH 6310–6320 are the core algebra courses in the mathematics graduate program. 6320 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 6330 Noncommutative Algebra

4 credits. Next offered 2009–2010.

Covers Wedderburn structure theorem, Brauer group, and group cohomology.]

[MATH 6340 Commutative Algebra

4 credits. Next offered 2009–2010.

Covers Dedekind domains, primary decomposition, Hilbert basis theorem, and local rings.]

MATH 6490 Lie Algebras

Spring. 4 credits.

Topics include nilpotent, solvable and reductive Lie algebras; enveloping algebras; root systems; Coxeter groups; and classification of simple algebras.

[MATH 6500 Lie Groups

4 credits. Next offered 2009–2010.

Topics include topological groups, Lie groups; relation between Lie groups and Lie algebras; exponential map, homogeneous manifolds; and invariant differential operators.]

MATH 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 6520 Differentiable Manifolds I

Fall. 4 credits. Prerequisites: advanced calculus, linear algebra (MATH 4310), point-set topology (MATH 4530).

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 6530 Differentiable Manifolds II

Spring. Prerequisites: MATH 6520 or equivalent. Next offered 2009–2010.

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 6610 Geometric Topology

Fall. 4 credits. Next offered 2009–2010.

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 6620 Riemannian Geometry

Spring. 4 credits. Next offered 2009–2010.

This introductory course covers basic materials of Riemannian geometry, starting from connections and curvatures, ending with a discussion of the relations between topology and geometry of positive (or negative) curvatures.]

MATH 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 4130–4140 or 6210.)

A mathematically rigorous course in probability theory which uses measure theory but begins with the basic definitions of independence and expected value in that context. Law of large numbers, Poisson and central limit theorems, and random walks.

MATH 6720 Probability Theory II

Spring. 4 credits. Prerequisite: MATH 6710.

Conditional expectation, martingales, Brownian motion. Other topics such as Markov chains, ergodic theory, and stochastic calculus depending on time and interests of the instructor.

MATH 6740 Introduction to Mathematical Statistics

Spring. 4 credits. Prerequisites: MATH 6710 (measure theoretic probability) and ORIE 6700, 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 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 7110–7120 Seminar in Analysis

7110, fall; 7120, spring. 4 credits.

[MATH 7130 Functional Analysis

Spring. 4 credits. Next offered 2009–2010.

Covers topological vector spaces, Banach and Hilbert spaces, and Banach algebras. Additional topics selected by instructor.]

MATH 7150 Fourier Analysis

Spring. 4 credits.

[MATH 7170 Applied Dynamical Systems (also TAM 7760)

Spring. 4 credits. Recommended: TAM 6750, MATH 6170, or equivalent. Next offered 2009–2010.

Applied topics in dynamical systems theory: bifurcations, normal forms, complex invariant sets, numerical methods, multiple time scale systems, symmetric systems, biological and physical examples.]

MATH 7310–[7320] Seminar in Algebra

7310, fall; 7320, spring. 4 credits each semester. 7320 next offered 2009–2010.

MATH 7350 Topics in Algebra

Fall, spring. 4 credits.

Selection of advanced topics from algebra, algebraic number theory, and algebraic geometry. Course content varies.

MATH 7370 Algebraic Number Theory

Spring. 4 credits.

MATH 7390 Topics in Algebra

Fall, spring. 4 credits.
Selection of advanced topics from algebra, algebraic number theory, and algebraic geometry. Content varies.

MATH 7400 Homological Algebra

Fall. 4 credits.

MATH 7510-7520 Berstein Seminar in Topology

7510, fall; 7520, spring. 4 credits each semester.

MATH 7530 Algebraic Topology II

Fall. 4 credits.
Continuation of 6510. 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 7550-7560 Topology and Geometric Group Theory Seminar

7550, fall; 7560, spring. 4 credits each semester.

MATH 7570-7580 Topics in Topology

7570, fall; 7580, spring. 4 credits each semester.
Selection of advanced topics from modern algebraic, differential, and geometric topology. Content varies.

MATH 7610-7620 Seminar in Geometry

7610, fall; 7620, spring. 4 credits each semester.

MATH 7670 Algebraic Geometry

Spring. 4 credits.

MATH 7710-7720 Seminar in Probability and Statistics

7710, fall; 7720, spring. 4 credits each semester.

[MATH 7740 Statistical Learning Theory

Fall. 4 credits. Prerequisites: basic mathematical statistics (MATH 6740 or equivalent) and measure theoretic probability (MATH 6710). Next offered 2009-2010.

The course aims to present the developing interface between machine learning theory and statistics. Topics are classification and pattern recognition, support vector machines, neural networks, tree methods, and boosting.]

MATH 7750 Statistical Theories Applicable to Genomics

Fall. 4 credits.

Focuses on statistical concepts useful in genomics (e.g., microarray data analysis) that involve a large number of populations. Discusses false discovery rate (FDR) of Benjamini and Hochberg, and Storey's papers relating to pFDR. Also discusses the Empirical Bayes approach, which could "borrow the strength" from other populations.

MATH 7770-7780 Stochastic Processes

7770, fall; 7780, spring. 4 credits each semester.

MATH 7810-7820 Seminar in Logic

7810, fall; 7820, spring. 4 credits each semester.

[MATH 7830 Model Theory

Spring. 4 credits. Next offered 2009-2010. Introduction to model theory at the level of the books by Hodges or Chang and Keisler.]

MATH 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 7870 Set Theory

Spring. 4 credits.

First course in axiomatic set theory at the level of the book by Kunen.

MATH 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; some recent examples are: automatic theorem proving, formal semantics of programming and specification languages, linear logic, constructivism (intuitionism), nonstandard analysis, automata theory, and finite model theory. This year the course will be devoted to the study of automatic structures, an emerging and exciting area of logic and theoretical computer science.

MATH 7900 Supervised Reading and Research

Fall, spring. 1-6 credits.

MEDIEVAL STUDIES

A. S. Galloway, director; F. M. Ahl, K. Bowes, R. Brann, C. Brittain, E. W. Browne, O. Falk, A. B. Groos, K. Haines-Eitzen, W. E. Harbert, T. D. Hill, T. J. Hinrichs, C. Howie, P. R. Hyams, W. J. Kennedy, S. MacDonald, S. Manning, M. Migiel, J. M. Najemy, J. A. Peraino, S. Pinet, D. S. Powers, M. Raskolnikov, E. Rebillard, C. Robinson, C. Ruff, W. Sayers, S. Senderovich, S. M. Toorawa, D. X. Warner, M. L. Weiss, S. Zacher. Emeritus: A. M. Colby-Hall, J. J. John, C. V. Kaske, P. I. Kuniholm, W. Wetherbee.

Undergraduate Study in Medieval Studies

Undergraduate students may pursue an undergraduate minor in medieval studies, for which they must complete five courses at the 2000 level or above in at least two different disciplines, of which up to two may also count toward their major. Students should seek out an advisor, and may wish to consult with the director. Those completing a minor will receive a notification on their transcripts and a certificate signed by the director and the dean of the college; students who are completing undergraduate minors are currently eligible for the Miller Scholarship offered by the Telluride Association, funding a year at the Central European University in Budapest, Hungary.

Students derive many other benefits from pursuing such a minor, as they do from taking courses in medieval cultures, languages, and literature generally. The Medieval Studies Program houses a lively undergraduate association, Quodlibet, which arranges frequent lectures on medieval topics and an annual celebratory reading of prose and poetry in many medieval languages. Cornell's students and scholars pursuing varied interests in these many realms constitute a strong and supportive community. Coursework in medieval studies enhances the student's

enjoyment and understanding of the artistic and material relics of the Middle Ages: Gregorian chant, manuscripts and stained glass windows, Gothic cathedrals, Crusader castles, and picturesque towns cramped within ancient walls. The student will discover the serious realities involved in, and shaped by, Arthurian tales of knights and 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 angels. 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. Many of the courses listed by the Medieval Studies Program pertain specifically to these fields, as well as to the interdisciplinary combinations for which the program is noted.

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 an undergraduate minor 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:

- ARTH 3300 Romanesque and Early Gothic Art and Architecture: Europe and the Mediterranean, 900–1150 A.D.**
Spring. 4 credits. C. Robinson.
- ARTH 4311 The Multicultural Alhambra**
Spring. 4 credits. C. Robinson.
- ARTH 4331/6331 Topics in Islamic Art: The Almoravids, the Almohads, and the "Sunni Revival"**
Fall. 4 credits. C. Robinson.
- ASIAN 2241 China's Literary Heritage**
Spring. 3 credits. D. X. Warner.
- CHLIT 2213–2214 Introduction to Classical Chinese**
2213, fall; 2214 spring. 3 credits each term.
Fall: D. X. Warner; spring: Staff.
- CLASS 3750 Introduction to Dendrochronology (also ARKEO 3090, ARTH 3250)**
Fall. 4 credits. S. Manning.
- CLASS 7633 Gender and Late Antiquity (also FGSS 7630, HIST 7633, NES 7633, RELST 7633)**
Fall. 4 credits. K. Bowes and K. Haines-Eitzen.
- COML 4500/6500 Renaissance Poetry (also ENGL 6220, ITAL 4500/6500)**
Fall. 4 credits. W. J. Kennedy.
- ENGL 2010 The English Literary Tradition**
Fall. 4 credits. M. Raskolnikov.
- ENGL 2100 Medieval Romance: Voyage to the Other World**
Fall. 4 credits. T. Hill.
- ENGL 2740 Scottish Literature**
Fall. 3–4 credits. T. Hill and H. Shaw.
- ENGL 3110/6110 Old English**
Fall. 4 credits. T. Hill.
- ENGL 3120/6120 Beowulf**
Spring. 4 credits. S. Zacher.
- ENGL 3160 Medieval Beasts, Bodies, and Boundaries**
Fall. 4 credits. S. Zacher.
- ENGL 4100 The Roots of Buffy the Vampire Slayer: Folklore and Medieval Romance**
Spring. 4 credits. T. Hill.
- ENGL 4130/6130 Middle English Romance**
Spring. 4 credits. T. Hill.
- ENGL 4170/6171 The Archaeology of the Text from Chaucer through the Renaissance**
Fall. 4 credits. A. Galloway.
- ENGL 7100 The Exeter Book**
Spring. 4 credits. T. Hill and S. Zacher.
- FREN 4470 Old French: Theory and Practice**
Fall. 4 credits. C. Howie.
- GERST 4050 Introduction to Medieval German Literature I**
Fall. 4 credits. A. Groos.

- GERST 4060 Introduction to Medieval German Literature II**
Spring. 4 credits. A. Groos.
- HIST 2590 The Crusades**
Fall. 4 credits. P. Hyams.
- HIST 2771 Getting Medieval II: The Age of Cathedral, Cartel, and Crossbow**
Fall. 4 credits. O. Falk.
- HIST 2830 English History from Anglo-Saxon Times to 1485**
Spring. 4 credits. P. Hyams.
- HIST 3500 The Italian Renaissance (also ITAL 3500)**
Fall. 4 credits. J. Najemy.
- HIST 4360 Conflict Resolution in Medieval Europe**
Spring. 4 credits. P. Hyams.
- HIST 4601 Toward a Prehistory of Terrorism**
Fall. 4 credits. O. Falk.
- HIST 4680 Love and Sex in the Italian Renaissance (also ITAL 4680)**
Fall. 4 credits. J. Najemy.
- LING 3315–3316 Old Norse**
3315, fall; 3316, spring. 4 credits each semester. L. Ösp Heimisdóttir.
- LING 4417 History of the Russian Language (also RUSSA 4401)**
Spring. 4 credits. W. Browne.
- MEDVL 4103/6103 Survey of Medieval Latin Literature (also LATIN 4213/7213)**
Fall. 4 credits. C. Ruff.
This course assumes that participants need no further instruction in the basics of the Latin language and are ready to devote their energies to working on their sight-reading ability, improving their reading fluency and comfort level with a wide range of post-Classical literary idioms, and beginning to explore the research potential of Latin texts. Before enrolling in MEDVL 4103/6103, students should have placed at the 4000 level on the Classics Department's Latin placement exam and/or have had significant reading experience at the 2000- or 3000-level or the equivalent. A single academic year of grammar instruction is normally not sufficient preparation. Students in doubt about their readiness for this course should consult with the instructor.
The survey is designed to introduce students to characteristic genres and discourses of Medieval Latin. In fall 2008, the emphasis will be on historiography, biography, and hagiography, primarily from the 6th to the 12th centuries. A portion of the course will be set aside for students to work with the class on texts relevant to their own research interests. Research tools for Medieval Latin language and texts will be introduced in library sessions. The readings for this course will be mainly prose texts; the spring Topics in Medieval Latin course will deal with post-classical verse forms and poetic genres.
- MEDVL 4201/6201 Topics in Medieval Latin Literature: Post-Classical Latin Verse and Versification (also LATIN 4223/7223)**
Spring. 4 credits. C. Ruff.
This course will consider three interrelated topics: the forms, content, and purposes of Latin verse in Christian Europe; how those

verse forms were taught; and the relationship between changes in the Latin language and developments in versification. Verse readings will include hymnody and lyrics of late antiquity; the cento; acrostics; a range of accentual verse forms from early medieval Ireland to the 12th century; and examples of new embellishments to the hexameter. We will sample metrical treatises including the first handbooks of Latin versification written for non-native speakers and examples of the later medieval *ars versificandi*. Topics will include the relationship between verse and the liturgy; prosimeta and macaronic verse; didactic verse; changes in Latin and vernacular prosody and the reception of quantitative meters; and the revival of classical lyric meters at the end of the Middle Ages.

- MEDVL 6102 Latin Paleography (also LATIN 7222)**
Spring. 4 credits. C. Ruff.
Latin Paleography will be devoted in approximately equal measure to the dating, localization, and reading of scripts, and to codicological methods in the study of medieval manuscripts. The primary emphasis will be on Latin bookhands from late antiquity to the high Middle Ages, but those with interests in earlier or later periods or vernacular texts will have a chance to work with materials in their areas of specialization. We will survey research tools in manuscript studies, including some of the major manuscript digitization projects; work with medieval materials in Kroch Library; and practice interpreting and critiquing paleographical and codicological arguments about the transmission of texts.
- MEDVL 7770 Medieval Studies Proseminar**
Fall. 2 credits. Staff.
This course is designed to introduce graduate students to some of the bibliography and approaches available for studying the Middle Ages. It is intended to alert students to various methodologies and materials at present, drawing on faculty presentations and other sources, as well as some consideration of the history of these approaches. Discussion of graduate writing will be included, and some small projects may be assigned as relevant. Larger projects in relation to these topics or methods may be pursued as independent studies in relation to the proseminar.

- MEDVL 8010 Directed Study—Individual**
Fall and spring. 1–4 credits. Staff.
- MEDVL 8020 Directed Study—Group**
Fall and spring. 1–4 credits. Staff.
- MUSIC 7201 Topic in Medieval Music: The Music of the Troubadours and Trouvères**
Fall. 4 credits. J. Peraino.
- NES 2212 Quran and Commentary (also RELST 2212)**
Spring. 3 credits. D. Powers.
- NES 2655 Introduction to Islamic Civilization (also HIST 2530, RELST 2655)**
Fall. 3 credits. D. Powers.
- NES 2754 Introduction to Near Eastern Civilizations: Literature of the Near East**
Fall. 3 credits. S. Toorawa.

NES 3619 Near Eastern Christianities, 50-650 CE (also HIST/JWST/RELST 3619)

Fall. 4 credits. K. Haines-Eitzen.

NES 3651/6651 Law, Society and Culture in the Middle East (also HIST 3651/6651, RELST 3651)

Spring. 4 credits. D. Powers.

NES 3716/6716 Education of Princes: Medieval Advice Literature of Rulership and Counsel (also COML 3716, GOVT 3716)

Fall. 3 credits. S. Toorawa.

NES 4639 Readings in Arabic Historical Texts (also RELST 4639)

Fall. 4 credits. D. Powers.

PHIL 6020 Latin Philosophical Texts (also LATIN 7262, RELST 4100)

Fall. Variable credit. C. Brittain.

MUSIC

R. Sierra, chair; C. Johnston Turner, director of undergraduate studies (340 Lincoln Hall, 255-3712); J. Peraino, director of graduate studies (116 Lincoln Hall, 255-5059); X. Bjerken, B. Boettcher, K. Ernste, T. Feeney, A. Groos, J. Haines-Eitzen, R. Harris-Warrick, M. Hatch, H. Jancaitis, J. Kellock, C. Kim, J. Lin, M. Marsit, J. May, P. Merrill, S. Pond, A. Richards, S. Stucky, K. Taavola, S. Tucker, J. Webster, M. Yampolsky, D. Yearsley, N. Zaslav, Emeritus: M. Bilson, J. Hsu, K. Husa, S. Monosoff, R. Palmer, D. Rosen, 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
- Percussion Ensemble

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 not affiliated with the Department of Music, including the Big Red Marching Band and Big Red Pep Band, 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 these 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 C. Johnston Turner, director of undergraduate studies (255-3712), or the department office, 101 Lincoln Hall (255-4097).

The Minor

For those non-majors across the university whose involvement with the music department forms an essential aspect of their undergraduate study, the undergraduate minor in Music gives both formal recognition and structural coherence to their musical studies. The Music minor is designed to provide for breadth by requiring involvement in each of the three principal subdisciplines (music theory, music history, and musical performance), while at the same time permitting enough flexibility that each student can emphasize the area or areas that interest him or her most.

The following courses are required to fulfill the undergraduate minor in Music:

1. One course in music theory: MUSIC 1101(102) for 3 credits, 1105(105) for 3 credits, or 2101/2103 (151/153) for 5 credits. A student given Advanced Standing in place of MUSIC 2101/2103 should take a higher-numbered theory course; placement alone cannot fulfill this requirement.
2. One course in music history and culture, drawn from courses listed in *Courses of Study* as Music in History and Culture (3 credits) and those listed as Music History Courses for Majors and Qualified Non-Majors (3-4 credits).
3. Four credits in performance, drawn from those courses listed as Musical Instruction (i.e., private lessons in voice or another instrument), or Musical Organizations and Ensembles, or both. Since these are 1- and 2-credit courses, students may achieve their total of 4 credits in various ways: two semesters of 2-credit lessons, four semesters of 1-credit ensembles, or a combination of the two.

4. In addition to these 10-13 credits, an additional 8 credits of elective courses from any Music subdiscipline, including Electroacoustic Music, of which at least 3 credits must be in a classroom (not performance) course.

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 2102(152) and 2104(154), preferably by the end of the freshman year, 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 advisor 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 advisor.

Music majors must complete the Core Curriculum plus at least two electives. The electives allow students to 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 3101, 3102, 3103, 3104
2. in music history: MUSIC 3201, 3202, 3211, 4211
3. in performance: four semesters of participation in a musical organization or ensemble sponsored by the department of music (MUSIC 3601 through 3634 and 4601 through 4651)

Electives: at least 8 credits from the following:

1. in music theory: courses among the theory listings above 3104
2. in music history: MUSIC 3222 through 3901, or 4301 and above.
3. in performance: MUSIC 3502 or 4501

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 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 4911(401)-4912(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. An oral examination on the honors project will be administered by the candidate's committee not later than April 20. 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 Minor

A minor 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, please consult www.cis.cornell.edu/ComputingArts, or 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 3501, 3502, or 4501) or in organizations and ensembles (MUSIC 3601 through 3634 and 4601 through 4651). Any two of the 2-credit courses MUSIC 3112, 3113, 3114 count as one course for this purpose.

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 (as described in the preceding paragraph), not performance-oriented. The second "course," however, may comprise either up to 4 credits earned in performance (MUSIC 3501, 3502, or 4501) or up to 4 credits earned in organizations and ensembles (MUSIC 3601 through 3634 and 4601 through 4651), but not both.

Facilities

Music Library. The Sidney Cox Library of Music and Dance in Lincoln Hall has an excellent collection containing periodicals, books, scores, parts, sound and video recordings, microforms, rare materials, and electronic resources. Its depth and breadth serve the needs of a wide variety of users on the campus and its listening and video viewing facilities are open to all members of the Cornell community.

Concert Halls. The Department of Music sponsors more than 100 concerts annually. Cornell's principal concert halls are Bailey Hall Auditorium (about 1,400 seats), 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.

For information about access to the practice rooms, see www.arts.cornell.edu/music/practicerooms.html or contact the department office.

Instruments. Six concert grand pianos are available for performances in the various concert halls, plus several historical keyboard instruments, including fortepianos, harpsichords, and clavichords. Four distinctive organs are available to qualified individuals for lessons and practice. 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.

Cornell Electroacoustic Music Center (CEMC). The Cornell Electroacoustic Music Center comprises four project studios, a 14-workstation teaching lab in the Music Library, and a primary multichannel studio. Several live performance and recording rigs are also available, from hand-held to solid state. A combination of commercial and open-source software solutions service an array of student and faculty interests, including sound manipulation and sound spatialization, live performance, multimedia, intelligent music systems (adaptive and algorithmic composition), music notation, sound art and experimentation, and high-resolution recording. The center operates its own web server with space for web hosting, data backup, and remote login. CEMC's facilities are state-of-the-art and can accommodate almost any creative inclination.

Courses

Music Theory

Students contemplating the music major are strongly advised to take MUSIC 2101, 2102, 2103, and 2104 in the freshman year; in any case MUSIC 2102 and 2104 must be completed no later than the end of the sophomore year.

MUSIC 1100(100) Elements of Musical Notation

Fall or spring, weeks 2–5. 1 credit.

Corequisite: 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 2000-level courses with prerequisites.

MUSIC 1101(102) Fundamentals of Music (LA-AS)

Spring. 3 credits. No previous training in music required. M. Hatch.

An introduction to the theory of music from around the world: the structures of melody and rhythm (pulse, meter, scales, modes, texture, timbre, harmony, form) and the influences of audiences, music technologies (including instruments), reasons, and contexts for music making on instrumental and vocal music from classical, folk, traditional, and popular music of Asia, Africa, Europe, and the Americas. Extensive listening and video examples.

MUSIC 1105(105) Introduction to Music Theory (LA-AS)

Fall. 3 credits. Recommended: experience in reading music; students may take MUSIC 1100 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 and form; analysis of representative works.

MUSIC 2101(151) Tonal Theory I (LA-AS)

Fall. 3 credits. Prerequisites: admission by departmental diagnostic exam and concurrent enrollment in or previous credit for MUSIC 2103, 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 2102(152) Tonal Theory II (LA-AS)

Spring. 3 credits. Prerequisites: MUSIC 2101 and 2103 or equivalent; concurrent enrollment in or previous credit for MUSIC 2104. Intended for students expecting to major in music and other qualified students. A grade of B– or better in MUSIC 2102 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 2103(153) Musicianship I

Fall. 2 credits. Pre- or corequisite: MUSIC 2101. 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 2104(154) Musicianship II

Spring. 2 credits. Pre- or corequisite: MUSIC 2102. Intended for students expecting to major in music and other qualified students. A grade of B– or better in MUSIC 2104, 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 2111(204) Physics of Musical Sound (also PHYS 1204) (PBS)

Spring. 3 credits. K. Selby.
For description, see PHYS 1204.

MUSIC 2112(112) Popular Song Writing

Spring. 2 credits. Prerequisite: MUSIC 1105 or permission of instructor. M. Brown.

Students will compose pop and rock songs by imitating the methods of songwriters from the 20th and 21st centuries. Discussions will explore trends in musical form, poetic content, social impact, and criticism. Class members will participate by performing their own songs

and the songs of others. Basic knowledge of music theory is required and course work will include a final project or paper.

MUSIC 3101(251) Tonal Theory III (LA-AS)

Fall. 3 credits. Prerequisites: MUSIC 2102 and 2104 or equivalent. Corequisite: MUSIC 3103. Staff.

Continuation of diatonic and introduction to chromatic harmony; species counterpoint; composition in small forms.

MUSIC 3102(252) Tonal Theory IV (LA-AS)

Spring. 3 credits. Prerequisites: MUSIC 3101 and 3103 or equivalent. Corequisite: MUSIC 3104. Staff.

Study of and composition in larger forms, including sonata form; systematic study of chromatic harmony, voice-leading, and modulation; composition in chromatic style.

MUSIC 3103(253) Musicianship III

Fall. 2 credits. Pre- or corequisite: MUSIC 3101. 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 3104(254) Musicianship IV

Spring. 2 credits. Pre- or corequisite: MUSIC 3102. Staff.

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 3111(361) Jazz Improvisation I

Fall. 2 credits. Prerequisite: MUSIC 2101 or permission of instructor. Next offered 2009-2010. P. Merrill.

An introduction to fundamental jazz theory, technique, and applied skills.]

MUSIC 3112(362) Jazz Improvisation II

Fall. 2 credits. Prerequisite: MUSIC 3111. M. Brown.

Continuation of jazz theory, technique, and applied skills. Class work and assignments emphasize altered upper-structures and dominants, chords and modes of melodic minor, harmonic minor, substitutions, and advanced rhythmic development. Performance, composition, analysis, transcribing, listening, and ear training.

[MUSIC 3113(363) Jazz Improvisation III

Spring. 2 credits. Prerequisite: MUSIC 3112. Next offered 2009-2010. P. Merrill.

Class work and assignments emphasize Coltrane and post-Coltrane harmony, advanced rhythmic development, augmented vocabulary, and an introduction to playing "free."]

[MUSIC 3115(365) Jazz Piano

Spring. 2 credits. Prerequisite: MUSIC 2101 or permission of instructor. Next offered 2010-2011. P. Merrill.

An introduction to jazz keyboard technique, intended primarily for jazz instrumentalists

with little or no keyboard experience and pianists with little or no jazz experience.]

[MUSIC 4101(451) Counterpoint # (LA-AS)

Spring. 4 credits. Prerequisite: MUSIC 2101 or permission of instructor. Next offered 2010-2011. S. Stucky.]

[MUSIC 4102(452) Topics in Music Analysis (also MUSIC 6101) (LA-AS)

Spring. 4 credits. Prerequisite: MUSIC 2101 or permission of instructor. Next offered 2009-2010. J. Webster.]

[MUSIC 4103(457) Topics in Post-Tonal Theory and Analysis (also MUSIC 7102) (LA-AS)

Spring. 4 credits. Prerequisites: MUSIC 3102 and 3104. Next offered 2010-2011. Staff.]

MUSIC 4111(453) Composition (LA-AS)

Spring. 4 credits. Prerequisite: MUSIC 3101 or permission of instructor. S. Stucky.

Principles of composition, approached through traditional forms (variation, sonata) and through the imitation of specific 20th-century styles. May be taken more than once for credit, by permission and if taught by a different instructor.

[MUSIC 4121(455) Conducting (LA-AS)

Fall. 4 credits. Prerequisite: MUSIC 3101 or equivalent. Next offered 2009-2010. C. Kim.

Covers fundamentals of score reading, score analysis, rehearsal procedures, and conducting technique; instrumental and choral contexts.]

[MUSIC 4122(456) Orchestration (LA-AS)

Spring. 4 credits. Prerequisite: MUSIC 3101 or permission of instructor. Next offered 2010-2011. R. Sierra.

Orchestration based on 19th- and 20th-century models.]

[MUSIC 4123(458) Jazz Arranging (LA-AS)

Fall. 4 credits. Prerequisite: MUSIC 3111 or permission of instructor. Next offered 2009-2010. P. Merrill.

A survey of jazz arranging techniques for the big band.]

Music in History and Culture

MUSIC 1201(107) Hildegard to Handel # (LA-AS)

Fall. 3 credits. Prerequisite: ability to read music or concurrent enrollment in MUSIC 1100. R. Harris-Warrick.

The main trends in Western music from the beginnings of musical staff notation in the 10th century to the mid-18th century. Emphasis on the evolution of musical styles and the changing social, cultural, economic, and political conditions that gave rise to those styles. Topics include Gregorian chant, organum, Ars nova, Renaissance polyphony, the invention of opera, and the rise of instrumental music.

MUSIC 1202(108) Monteverdi to Minimalism # (LA-AS)

Spring. 3 credits. Prerequisite: ability to read music or concurrent enrollment in MUSIC 1100 or successful completion of another college-level music course. N. Zaslav.

A synoptic romp through the history of Western art music from the late Renaissance to the day before yesterday. Works emphasized: Monteverdi's *Orfeo* (1607), Handel's *Messiah*

(1742), Mozart's *Don Giovanni* (1787), Beethoven's Ninth Symphony (1824), Berlioz's *Symphonie fantastique* (1830), Wagner's *Das Rheingold* (1876), Stravinsky's *Rite of Spring* (1913), Bartok's Concerto for Orchestra (1943), the sinfonias of Roberto Sierra, and new works commissioned by and for the class.

MUSIC 1301(103) Introduction to World Music I: Africa and the Americas (also LSP 1301) @ (CA-AS)

Spring. 3 credits. No previous training in music required. S. Pond.

This course centers on folk, popular, and traditional musical genres of the Western Hemisphere, particularly the African diaspora. It examines both the elements of musical styles and the features of society that influence music. Listening and writing assignments are major components of the course.

[MUSIC 1302(104) Introduction to World Music II: Asia (also ASIAN 1192) @ (CA-AS)

Spring. 3 credits. No previous training in music required. Next offered 2009-2010. M. Hatch.

An exploration of folk, popular, and traditional musical genres from South, Southeast, and East Asia.]

[MUSIC 1311(101) Popular Music in America: A Historical Survey (also AMST 1311) # (LA-AS)

Spring. 3 credits. Next offered 2010-2011. S. Pond.

This is a general introductory course addressing the broad range of styles described as popular music, as it has developed in the United States.]

MUSIC 1312(221) History of Rock Music (also AMST 1312) (LA-AS)

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 alternative rock and hip hop. The course concludes with the year 2000.

MUSIC 1313(222) A Survey of Jazz (also AMST 1313) (LA-AS)

Fall. 3 credits. No previous training in music required. 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. Listening and writing assignments are major components of the course.

MUSIC 1341(245) Gamelan in Indonesian History and Cultures (also ASIAN 2245, VISST 2744) @ (LA-AS)

Fall or spring. 3 credits. Prerequisite: permission of instructor. No previous knowledge of musical notation or performance experience necessary. C. Miller.

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 2221(261) Bach and Handel # (LA-AS)]

Spring. 3 credits. Prerequisite: any 3-credit music course or permission of instructor. Next offered 2010–2011. D. Yearsley.

The course will look in depth at selected masterpieces of each composer, investigating these works' significance in the 18th century and in our own time.]

[MUSIC 2222(262) Haydn and Mozart # (LA-AS)]

Fall. 3 credits. Prerequisite: any 3-credit music course or permission of instructor. Next offered 2009–2010. J. Webster.

A survey of the lives, works, and historical roles of Joseph Haydn and Wolfgang Amadeus Mozart.]

[MUSIC 2223(263) Beethoven # (LA-AS)]

Fall. 3 credits. Prerequisite: any 3-credit music course or permission of instructor. J. Webster.

A survey of Beethoven's life, works, and influence. While the primary focus is his musical style and its development, the course also covers social-cultural factors and the psychology and reception of genius.

[MUSIC 2224 Mozart in History, History in Mozart (also HIST 2224)]

Spring. 3 credits. Prerequisite: ability to read music or concurrent enrollment in MUSIC 1100 or successful completion of another college-level music course. N. Zaslav.

An exploration of the phenomenon that is Wolfgang Amadè Mozart, using historical documents to contextualize his life and works while using the extensive documentation of his life and works to learn about history.

[MUSIC 2231(264) Musical Romantics # (LA-AS)]

Spring. 3 credits. Prerequisite: ability to read music or concurrent enrollment in MUSIC 1100. Next offered 2009–2010. Staff.]

[MUSIC 2241(274) Opera (also THETR 2730) # (LA-AS)]

Fall. 3 credits. No prerequisite. R. Harris-Warrick.

Opera has been enthralling audiences for 400 years; this course explores the multiple facets of its appeal. Using seven operas as the focus—chosen from different periods, national traditions, and styles—the class will examine the texts that have been turned into operas, the musical conventions that have guided composers (or against which they have worked), and the decisions directors make when they put operas on stage. Each work will be seen as well as heard—either in a special screening or, at least once in the semester, in a live performance.

Students who have a strong background in music may wish to also enroll in MUSIC 3901, which involves an extra class-period per week where the music is discussed in greater detail. Permission of the instructor is required.

[MUSIC 2242(276) The Orchestra and Its Music # (LA-AS)]

Spring. 3 credits. Prerequisite: any 3-credit music course or permission of instructor. Next offered 2010–2011. N. Zaslav.

The music of, and the social structures supporting, large instrumental ensembles in the Western world from the 16th century to the present.]

[MUSIC 2245(272) Words and Music (also GERST 3600) # (LA-AS)]

Spring. 4 credits. Next offered 2009–2010. A. Groos.

For description, see GERST 3600.]

[MUSIC 2301(270) Discovering Hip-Hop: Research and the Cornell Hip-Hop Collection]

Spring. 3 credits. Limited to 15 students. Prerequisite: permission of instructor. S. Pond.

The course addresses research issues and methodologies through the lens of Cornell's Hip-Hop Collection, a gift of collector and author Johan Kugelbert, which is housed in Cornell Library's Division of Rare and Manuscript Collections. The collection features a significant archive on the history of hip-hop and rap music, documenting its emergence in the Bronx in the 1970s and early 1980s. It includes sound recordings, a key photographic archive, textile art, books, magazines, and more than five hundred original flyers. The course provides students opportunities to gain new insights into hip-hop culture, while also introducing them to research and curatorial methodologies and goals.

[MUSIC 4511(407) Early Dance (also DANCE 4399)]

Fall. 1 credit. R. L. and R. M. Harris-Warrick.

Topic: Baroque Dance. This course introduces students to the basic movement vocabulary of dances from Western Europe during the Baroque period. It will consider the contexts in which such dances were performed, the music that accompanied the dance, and issues of how to reconstruct dances from the past. It is primarily a movement course, but will involve some reading from primary sources. The course may be repeated for credit.

[MUSIC 4512(408) Music and Choreography (also DANCE 3530) (LA-AS)]

Spring. 3 credits. Attendance at dance concerts and music concerts required. A. Fogelsanger.

For description, see DANCE 3530.

Music History Courses for Majors and Qualified Nonmajors**[MUSIC 2244(411) The Organ in Western Culture # (LA-AS)]**

Fall. 4 credits. Prerequisite: permission of instructor. Next offered 2009–2010. A. Richards and D. Yearsley.]

[MUSIC 3201(207) Survey of Western Music I # (LA-AS)]

Spring. 4 credits. Pre- or corequisite: MUSIC 2101/2103 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 3202(208) Survey of Western Music II # (LA-AS)]

Fall. 4 credits. Pre- or corequisite: MUSIC 2102/2104 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 3211(300) Proseminar in Musicology (LA-AS)]

Spring. 4 credits. Prerequisite: MUSIC 3201–3202. D. Yearsley.

Introduction to methods in musicology, including historiography, criticism, approaches to vernacular and non-western musics, and gender studies.

[MUSIC 3222(374) Opera and Culture (also GERST/THETR 3740) # (LA-AS)]

Spring. 4 credits. Prerequisite: any 3-credit music course or proficiency in German or Italian. A. Groos.

For description, see GERST 3740.

[MUSIC 3231(381) Topics in Western Art Music to 1750 #]

Fall. 4 credits. Prerequisite: MUSIC 2102 or permission of instructor. Next offered 2010–2011. Staff.]

[MUSIC 3232(382) Topics in Western Art Music 1750–Present]

Spring. 4 credits. Prerequisite: MUSIC 2102 or permission of instructor. Next offered 2009–2010. Staff.]

[MUSIC 3242(390) Culture of the Renaissance II (also ARTH 3420, COML/FREN/RELST 3620, HIST 3640) # (CA-AS)]

Fall. 4 credits. Next offered 2010–2011. K. Long and W. J. Kennedy.]

[MUSIC 3301(386) Topics in Popular Music and Jazz]

Fall. 4 credits. Prerequisite: MUSIC 2102/2104 or permission of instructor. S. Pond.

This course addresses various topics, centering on the post-World War II years to ca. 1970. **Topic for 2008: Post-WWII Rhythm-and-Blues to Funk.** The course investigates the various sounds of black popular music in the post-World War II period, its antecedents, interactions with other popular musics, and influences on later developments, principally to the mid-1970s. The historical focus engages with R&B in terms of ethnicity, class, nationalism, racial politics, aesthetics, gender, and genre. The course is both reading and listening based, with opportunities for music-making as well. The course entails a significant writing component. It partially satisfies the Music major history requirement. Since the course addresses different topics in different years, it may be taken more than once for credit.

[MUSIC 3901(398–399) Supplemental Study in Music History]

Fall or spring. 1 credit. Prerequisite: MUSIC 2101 or permission of instructor. Corequisite: enrollment in an approved 1000- or 2000-level 3-credit music history course. Staff.

Intended primarily for music majors, this option allows students enrolled in an approved 1000- or 2000-level 3-credit music history course to study the material at a more advanced level through supplementary reading, discussion, and writing, by arrangement with the professor.

Advanced study of various topics in music history. Students enrolling in MUSIC 3901 participate in, but do not register for, an approved 200-level music history course and, in addition, pursue independent research and writing projects. See also "Independent Study and Honors."

MUSIC 4181(418) Psychology of Music (also PSYCH 4180/6180) (KCM-AS)

Fall. 3 or 4 credits, depending on whether student elects to do an independent project. C. L. Krumhansl.

For description, see PSYCH 4180.

MUSIC 4211(400) Senior Seminar

Fall. 4 credits. Prerequisite: MUSIC 3211. N. Zaslav.

Investigations of Mozart as man, musician, myth, icon, and commodity.

MUSIC 4222(410) Music and Monstrous Imaginings # (LA-AS)

Spring. 4 credits. Prerequisite: ability to follow a musical score. A. Richards.

Explores intersections between musical, literary, and visual culture at the margins of the rational in the 18th and early 19th centuries. How do the monstrous, mad, and fantastical figure in cultural theory and practice of the period? What are the implications of theories of genius and imagination for the conception of 'eccentric' works of art, especially musical ones?

In conjunction with literature and visual art of the period we will examine individual musical texts, identifying notions of musical fantasia and phantasmagoria, as well as delineating the musical imaginary within and as cultural practice. A prior knowledge of music theory, while not essential, will be useful for this course.

[MUSIC 4231(492) Music and Queer Identity (CA-AS)

Spring. 4 credits. Next offered 2009-2010. J. Peraino.]

[MUSIC 4232(493) Women and Music (CA-AS)

Spring. 4 credits. Next offered 2010-2011. J. Peraino.]

MUSIC 4301(404) Introduction to Ethnomusicology (also MUSIC 6301) @ (SBA-AS)

Spring. 4 credits. M. Hatch.

For description, see MUSIC 6301.

Electroacoustic Music Courses

MUSIC 1421(120) Introduction to Computer Music (LA-AS)

Fall. 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 1465(165) Computing in the Arts (also CS/CIS/ENGR1 1610, FILM 1750, PSYCH 1650)

Fall. 3 credits. G. Bailey.

For description, see CS 1610.

[MUSIC 2421(220) Computers in Music Performance (LA-AS)

Spring. 3 credits. Limited enrollment.

Prerequisite: permission of instructor. Next offered 2009-2010. K. Ernste.

A course in live performance and real-time, interactive sound manipulation techniques].

MUSIC 3421(320) Scoring the Moving Image (LA-AS)

Spring. 4 credits. Limited enrollment.

Prerequisite: permission of instructor. K. Ernste.

A course in composing music for multimedia: film, animation, theater, dance, art, design, and/or games. MUSIC 3421 is appropriate as a continuation for those who have taken MUSIC 1421 or 2421, but is open to others by permission.

MUSIC 3431(355) Sound Design and Digital Audio (also DANCE/THETR 3680) (LA-AS)

Spring. 3 credits. W. Cross.

For description, see THETR 3680.

MUSIC 3441(356) Interactive Performance Technology (also DANCE 3560, THETR 3690) (LA-AS)

Fall. 4 credits. W. Cross and A. Fogelsanger.

For description, see THETR 3690.

Independent Study and Honors

MUSIC 4901(301-302) Independent Study in Music

Fall or spring. 1-4 credits. Prerequisite: departmental approval; experience in proposed area of study. Staff.

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; forms are available in the Office of Undergraduate Admissions and Advising, 55 and 172 Goldwin Smith Hall.

MUSIC 4911-4912(401-402) Honors in Music

Fall and spring. 8 credits per year. Prerequisite: senior honors candidates. Staff.

See "Honors" under "The Major" at the beginning of the MUSIC listings.

Musical Instruction

Cornell faculty members offer individual instruction in voice, organ, harpsichord, piano and fortepiano, violin, viola, cello, percussion, 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 3501) or with credit (MUSIC 3502 or 4501). All students studying with Cornell faculty members must enroll in MUSIC 3501, 3502, or 4501. Other instruments may sometimes be studied for credit outside Cornell, but also by audition only (see MUSIC 3501-4501, Secs 8, 9, and 10).

Lessons for beginners. The Department of Music does not offer lessons for beginners, but can recommend teachers outside Cornell for those who wish to begin studying voice or an instrument.

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 3502, the student must have earned, or currently be earning, at least 3 credits in another music course (excluding MUSIC 3502, 4501, 3601-3611, or 4601-4621). These 3 credits must be earned before, or simultaneously with, the first 2 credits in 3502; 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. For information about the fee structure for lessons, see the department's web site or contact the music department office. 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 3501, 3502, and 4501, Secs 8, 9, and 10, and contact the Music Department office.

Scholarships. Music majors receive a scholarship of up to the department's full lesson fee 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 3501, 3502, and 4501(321, 322, and 323) 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 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 3501. S-U grades only.

MUSIC 3502

Fall or spring. 2 credits each semester. See section listing below for instructors.

Students earn 2 credits each semester for a one-hour lesson (or two half-hour lessons) per week, accompanied by an appropriate practice schedule. Credit may be earned only in conjunction with academic music courses; see "Earning Academic Credit for Lessons," above. Letter grades only.

MUSIC 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 3501, 3502, or 4501, depending on the instrument studied.

Sec 01 Voice. J. Kellock.*

Sec 02 Organ. A. Richards and D. Yearsley.

Sec 03 Piano. X. Bjerken and Staff.

Sec 04 Harpsichord. A. Richards and D. Yearsley.

Sec 05 Violin or Viola. J. Lin.

Sec 06 Cello. J. Haines-Eitzen.

Sec 07 Percussion. T. Feeney.

Sec 08, 09, and 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 3501 and 3502. 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.

* Students taking voice lessons for credit are required to attend Prof. Kellock's weekly studio class.)

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, World Music 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. In that case, students should register for the 0-credit option.

[MUSIC 3601(331-332) Sage Chapel Choir

Fall and spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester. No audition required. Next offered 2009-2010. Staff.]

MUSIC 3602(333-334) Chorus

Fall and 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 3603(335-336) Glee Club

Fall and 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 3604(443-444) Chorale

Fall and spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester.

Prerequisite: successful audition.

H. Jancaitis.

Study and performance of selected choral music for mixed voices.

MUSIC 3610(445-446) Gamelan Ensemble

Fall and spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester.

Prerequisite: permission of instructor. C. Miller.

Advanced performance on the Indonesian *gamelan*. Tape recordings of *gamelan* and elementary number notation are provided. Some instruction by visiting Balinese artist.

MUSIC 3611(348) 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 3612(435-436) World Drum and Dance Ensemble

Fall and spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester.

Prerequisite: permission of instructor. T. Feeney.

WDDE focuses in 2008-09 on traditional music and dance of the Anlo-Ewe culture of southern Ghana. WDDE rehearses weekly for performance as ready throughout the semester. No prior experience is necessary, and all members of the group will sing, drum, and dance.

MUSIC 3613(433-434) Cornell Steel Bands

Fall and spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester.

Prerequisite: audition with instructor. T. Feeney.

The Cornell Steel Bands perform traditional music from Trinidad for steel pans, including calypso and soca, as well as repertoire expanding the boundaries of the instruments. The group includes the standard steel pan orchestra, as well as an "engine room" consisting of drumset, congas, irons (brake drums), and other percussion instruments.

One or more sections will form in 2008-09, dependent on demand and ability. The groups rehearse weekly, and perform as ready throughout the semester. Prior musical experience is necessary, though not limited to percussion, and participants must audition.

MUSIC 3614(431-432) Middle Eastern Music Ensemble (also NES 3914/4948)

Fall and 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 3615(339-340) Jazz Ensemble II

Fall and spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester.

Prerequisite: successful audition. M. Brown.

Study and performance of classic and contemporary big band literature. Rehearsal once a week with one to two performances a semester.

MUSIC 3621(343-344) Symphony Orchestra

Fall and 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 3631(338) Wind Symphony

Fall and spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester.

Prerequisite: successful audition. M. Marsit.

MUSIC 3633(342) Wind Ensemble

Fall and spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester.

Prerequisite: successful audition; previous background in percussion. C. Johnston Turner.

MUSIC 3634 Percussion Ensemble

Fall and spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester.

Prerequisite: audition with instructor. Corequisite: enrollment in a Cornell large ensemble (orchestras, wind ensemble/symphony, jazz bands, or choral group). Previous background in percussion is required. T. Feeney.

The Percussion Ensemble performs pieces from the growing percussion repertory, exploring the breadth and depth of its possibilities for percussionists. Concerts might involve collaborations with composers and other instrumentalists, improvisation, or student-initiated ideas for performance.

MUSIC 4601(447-448) Chamber Singers

Fall and spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester.

Prerequisite: successful audition.

H. Jancaitis.

A mixed-voice chamber choir specializing in Renaissance and 20th-century music.

MUSIC 4615(439-440) Jazz Ensemble I

Fall and spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester.

Prerequisite: successful audition. M. Brown.

Study and performance of classic and contemporary big band literature. Rehearsals twice a week with two to four performances per semester.

MUSIC 4616(423-424) Jazz Combos

Fall and spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester.

Prerequisite: successful audition. M. Brown.

Study and performance of classic and contemporary small-group jazz.

MUSIC 4621(421-422) Chamber Orchestra

Fall and 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 4631(437-438) Chamber Winds

Fall and spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester.

Corequisites: enrollment in a Cornell large ensemble (orchestra, wind ensemble/symphony, jazz band, or choral group), and permission of instructor. Coordinator: C. Johnston Turner.

Flexible instrumentation ensembles perform original woodwind, brass, and percussion music. The ensembles participate in Wind Symphony and Wind Ensemble concerts in addition to several chamber concerts throughout the year.

MUSIC 4641(345-346) Instruction in Gamelan Instruments

Fall and spring. Either 0 credits, S-U, or 1 credit, letter grade, each semester. Limited enrollment. Prerequisite: permission of instructor. Fall, staff; spring, C. Miller. Concentrated instruction for students in advanced techniques of performance on Indonesian *gamelan* instruments.

MUSIC 4651(441-442) Chamber Music Ensembles

Fall and 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.

Graduate Courses

Open to qualified undergraduates by permission of instructor.

[MUSIC 6101(602) Analytical Technique (also MUSIC 4102)]

Spring. 4 credits. Next offered 2009-2010. J. Webster.]

MUSIC 6201(601) Introduction to Bibliography and Research

Fall. 4 credits. B. Boettcher. 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 6301(604) Introduction to Ethnomusicology

Spring. 4 credits. M. Hatch. This course introduces the terminology for and approaches to describing and analyzing the varieties of music in the cultures of the world. First, a survey of the repertoires of music that ethnomusicologists have recorded and written about and the methods that they have used. Then, tailored to the interests of each student in the class, a more systematic consideration of the music in one or another region or culture in the world.

MUSIC 6420(620) 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 6421(659) 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 7101(653) Topics in Tonal Theory and Analysis

Spring. 4 credits. J. Webster. Topic: Sonata—form theory.

[MUSIC 7102(654) Topics in Post-Tonal Theory and Analysis (also MUSIC 4103)]

Spring. 4 credits. Next offered 2009-2010. Staff.]

[MUSIC 7103(785) History of Music Theory

Fall. 4 credits. Next offered 2009-2010. Staff.

Issues and problems in the history of music theory; topics vary from year to year.]

MUSIC 7111(657-658) Composition

Fall and spring. 4 credits each semester. R. Sierra and S. Stucky.

MUSIC 7121(656) Advanced Orchestral Technique

Fall. 4 credits. S. Stucky.

Intensive analysis of orchestral scores by such composers as Debussy, Ravel, Stravinsky, Dutilleux, Boulez, Lutoslawski, Berio, Takemitsu, Druckman, Knussen, Benjamin, Adams, Saariaho, and Lindberg, with an emphasis on modern instrumental techniques, gestures, and textures. Composition exercises aimed at harnessing these discoveries for the students' own work. Designed for doctoral candidates in composition; others admitted by permission only.

MUSIC 7201(681) Seminar in Medieval Music

Fall. 4 credits. J. Peraino.

Topic: The Music of the Troubadours and Trouvères. This course will familiarize the students with this extensive repertory of secular love songs, introducing the many genres, distinct notation, and issues of melodic analysis. Other topics will include how to interpret "love" as constructed in the lyrics, the relationship of *trouvère* song to polyphonic motets, and modern recordings and performance practice issues.

[MUSIC 7202(684) Seminar in Renaissance Music

Spring. 4 credits. Next offered 2010-2011. R. Harris-Warrick.]

MUSIC 7203(686) Seminar in Baroque Music

Spring. 4 credits. D. Yearsley.

Topic: The Organ Music of J. S. Bach. The seminar investigates interrelated issues (source-critical, aesthetic, organological, cultural) surrounding this seminal body of keyboard works.

MUSIC 7204(688) Seminar in Classical Music

Fall. 4 credits. N. Zaslav.

Topic: The concept of the Kleinmeister and its effects upon the writing of music history, its role in maintaining the notions "canon" and "canonicity," and its influence upon performers, performing-arts organizations, audiences, educators, music publishers, and recording companies. The seminar will progress from the theoretical (historiography) through the scholarly (articles, books, editions) to the applied (performances, recordings).

[MUSIC 7205(689) Seminar in Music of the Romantic Era

Spring. 4 credits. Next offered 2009-2010. Staff.]

[MUSIC 7206(690) Seminar in Music of the 20th Century

Spring. 4 credits. Next offered 2009-2010. Staff.]

[MUSIC 7211(693) Seminar in Performance Practice

Fall. 4 credits. Next offered 2009-2010. N. Zaslav.]

[MUSIC 7221(677) Mozart: His Life, Works, and Times

Fall. 4 credits. Next offered 2009-2010. N. Zaslav.]

[MUSIC 7231(683) Music and Postmodern Critical Theory

Fall. 4 credits. Next offered 2009-2010. J. Peraino.]

MUSIC 7232(787) History and Criticism

Spring. 4 credits. Next offered 2010-2011. A. Richards.]

[MUSIC 7301(680) 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. Next offered 2009-2010. S. Pond.]

MUSIC 7501(691-692) Historical Performance

Fall and spring. 4 credits each semester. Prerequisite: permission of instructor. Staff. Lessons on the major instrument with supplementary study and research on related subjects.

MUSIC 7901(697-698) Independent Study and Research

Fall and spring. Credit TBA. Staff.

MUSIC 9901(901-902) Thesis Research

Fall and 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

K. Haines-Eitzen, chair, L. Allred, H. Al-Masri, O. Balkman, R. Brann, Z. Fahmy (director of undergraduate studies); A. Gadotti, I. Gocheleishvili, F. Hijazi, L. Jovanovic, C. Monroe, L. Monroe, D. I. Owen (director of Program of Jewish Studies); D. S. Powers (director of graduate studies); N. Scharf, S. Shoer, D. Starr, S. M. Toorawa, M. Younes, J. Zorn. Joint faculty: G. Holst-Warhaft, C. Robinson

The Department

The Department of Near Eastern Studies (409 White Hall, 255-6275) offers courses in Near Eastern civilization including archaeology, history, religions, languages, and literatures. These course offerings treat the Near East from the dawn of history to the present and emphasize methods of historical, cultural, and literary analysis. Students are encouraged to take an interdisciplinary approach to the religions and cultures of the region and their articulation during antique, late antique, medieval, and modern times. For more information, please visit www.arts.cornell.edu/nest/.

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 2651 or 2754 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 advisor. 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 2651 Judaism, Christianity, and Islam or NES 2754 Introduction to Near Eastern Civilizations
 - b. NES 4560 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 2623 Introduction to the Hebrew Bible
- NES 2629 Introduction to the New Testament
- NES 2644 Introduction to Ancient Judaism
- NES 2661 Ancient Seafaring
- NES 2666 Jerusalem through the Ages
- NES 3594 Gender, Sexuality, and the Body in Early Christianity ®
- NES 3623 Reinventing Biblical Narrative ®
- NES 3664 Ancient Iraq I

- NES 3665 Ancient Iraq II
- NES 3720 Women in the Hebrew Bible

600 CE to 1800 CE

- NES 2214 Qur'an and Commentary
- NES 2556 Introduction to the Qur'an
- NES 2634 Muslims and Jews in Confluence and Conflict
- NES 2655 Introduction to Islamic Civilization
- NES 2673 History of the Middle East: 13th to 18th Centuries
- NES 3539 Islamic Spain ®
- NES 3651 Law, Society, and Culture in the Middle East
- NES 4618 Seminar in Islamic History ®

1800 CE to the present

- NES 2635 Jews and Arabs in Contact and Conflict: The Modern Period
- NES 2674 History of the Modern Middle East: 19th to 20th Centuries
- NES 3685 Middle Eastern Cities ®
- NES 3693 History of Jews and Christians in the Modern Middle East
- NES 3697 History of the Israeli-Palestinian Conflict
- NES 3703 Cosmopolitan Alexandria ®
- NES 3719 Crime and Conflict in the Modern Arabic Novel

- ii. A maximum of three of these seven courses can be at the 2000 level; a minimum of four must be at the 3000 level or above.
- iii. One of the 3000-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):

3539 Islamic Spain: Culture and Society @ # (CA) ®

3594 Gender, Sexuality, and the Body in Early Christianity # (CA) ®

3685 Middle Eastern Cities: History, Society, and Culture @ # (HA) ®

4657 Formation of Islamic Law @ # (HA) ®

4727 New York, Paris, Baghdad: Poetry of the City) ®
- 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. Each fall, a small number of highly qualified seniors enter the Near Eastern Studies Honors Program. The Honors Program is open to NES majors who have done superior work and who wish to devote a substantial part of their senior year to advanced, specialized, independent research and writing of a thesis.

Note well: Successfully completing an honors thesis will require sustained interest, exceptional ability, diligence, and enthusiasm. Students must also take two honors courses (NES 4998 in fall and NES 4999 in spring), in addition to the regular major requirements. While admission to the Honors Program and completion of a thesis do not guarantee that students will be awarded honors in Near Eastern Studies, most students find the experience as intellectually rewarding as it is rigorous.

Requirements. In order to be considered for the Honors Program, candidates must fulfill all of the following requirements:

- Minimum grade point average of 3.5 in the Near Eastern Studies major;
- Superior performance overall at Cornell (minimum 3.3 GPA);
- Completion of at least four semesters or equivalent in a relevant Near Eastern language;
- Satisfactory completion of an NES research paper ("®" course);
- Completion of at least one course in the subfield relevant to the proposed thesis (e.g., early Islamic history, modern Hebrew literature, etc.);
- Prospective honors students are **strongly encouraged** to take NES 4560 (NES Proseminar) in their **junior year**.

Study abroad. Students are encouraged to consult with their advisor about options and eligibility to study abroad. With appropriate advance consultation and approval upon return, NES will accept credits earned abroad toward the major. Students are reminded that the College of Arts and Sciences requires that they carry a minimum of 15 credits during a semester abroad.

First-Year Writing Seminars

For descriptions, consult the John S. Knight Institute brochure for times, and instructors.

Language Courses

Arabic

NES 1201-1202 Elementary Arabic I and II (also ASRC 1104/1105)

1201, fall; 1202, spring or summer. 4 credits each semester. Limited to 18 students per section. Prerequisite: for NES 1202, NES 1201 or permission of instructor. M. Younes and staff.

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 1203-2200 Intermediate Arabic I and II (also ASRC 1106/2101)

1203, fall; 2200, spring or summer. 4 credits each semester. *NES 2200 @ satisfies Option 1.* Limited to 18 students per section. Prerequisites: for NES 1203, one year of Arabic or permission of instructor; for NES 2200, NES 1203 or permission of instructor. Letter grades recommended. M. Younes and staff.

Sequel to NES 1201-1202. 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 2201 Elementary Arabic for Native Speakers

Spring. 4 credits. *Satisfies Option 1.* Prerequisite: fluency in a spoken Arabic dialect. M. Younes.

This course is designed for students who can speak and understand a spoken Arabic dialect (Egyptian, Lebanese, Syrian, Iraqi, etc.) but have little or no knowledge of written Arabic, known as Classical Arabic, Modern Standard Arabic, or Fusha. The focus of the course will be on developing the reading and writing skills through the use of graded, but challenging and interesting materials. As they develop their reading and writing skills, students will be learning about Arab history, society, and culture. Classroom activities will be conducted totally in Arabic. Students will not be expected or pressured to speak in Classical Arabic, but will use their own dialects for speaking purposes. However, one of the main goals of the course will be to help the development of the skills to communicate and understand Educated Spoken Arabic, a form of Arabic that is based on the spoken dialects but uses the educated vocabulary and structures of Fusha.

NES 2204 Introduction to Quranic Arabic (also ASRC 2106, RELST 2204) (LA-AS)

Spring. 4 credits. Prerequisite: Knowledge of the Arabic alphabet. M. Younes.

This course is designed for students who are interested in reading the language of the Qur'an with accuracy and understanding. The first week (4 classes) will be devoted to an introduction of the history of the Qur'an: the revelation, collection, variant readings, and establishment of an authoritative edition. The last week will be devoted to a general overview of "revisionist" literature on the Qur'an. In the remaining 12 weeks, we will cover all of Part 30 (Jus' 'amma, suuras 78-114) and three suuras of varying length (36, 19, and 12). We will start with the shortest suuras and move gradually to longer ones. The Suuras will be presented and analyzed, and new vocabulary and grammatical structures will be discussed, explained, and practiced systematically. Each lesson will include, in addition to the text of the suura, word-building exercises devised to facilitate the acquisition and retention of new

vocabulary. At the end of the semester, the successful student will have mastered a working vocabulary of between 1500-2000 words, correct pronunciation, and the most commonly used grammatical structures. In addition, the course will provide the student with a firm foundation on which to build advanced study of Classical Arabic.

NES 3201-3202 Advanced Intermediate Arabic I and II (also ASRC 3100-3101) @

3201 fall; 3202 spring. 4 credits each semester. *NES 3201 satisfies Option 1.* Limited to 15 students. Prerequisite: for NES 3201, NES 2200 or permission of instructor; for NES 3202, NES 3201 or permission of instructor. Letter grades recommended. M. Younes and staff.

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 4203 Readings in Arabic Poetry (LA-AS)]

Fall. 4 credits. Prerequisite: NES 3202, a 4000-level NES Arabic course, or permission of instructor. Next offered 2009-2010. S. M. Toorawa.]

[NES 4211 Readings in Arabic Literature # @ (LA-AS)]

Fall. 4 credits. Prerequisite: NES 3202, a 4000-level Arabic course, or permission of instructor. Next offered 2009-2010. S. M. Toorawa.]

Aramaic**NES 4440 Aramaic**

Spring. 4 credits. Prerequisite: knowledge of Hebrew. L. Jovanovic.

For at least a millennium, from the sixth century BCE to the Arab conquest, Aramaic was the international language of diplomacy and commerce in the Near East. In this introductory course we will read the Aramaic portions of the Hebrew Bible, and a selection of material drawn from old Aramaic inscriptions, the Dead Sea Scrolls, the letters from Elephantine, and the Targums. The analysis of vocabulary, grammar, and syntax will presuppose the student's familiarity with biblical Hebrew.

Hebrew**NES 1101-1102 Elementary Modern Hebrew I and II (also JWST 1101-1102)**

1101, fall; 1102, spring. 4 credits each semester. Limited to 18 students per section. Prerequisite: for NES 1102, NES 1101 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 1103 Elementary Modern Hebrew III (also JWST 1103)

Fall. 4 credits each semester. Limited to 15 students per section. Prerequisite: NES 1102 with grade of C- or better or permission of instructor. Letter grades recommended. N. Scharf.

Sequel to NES 1101-1102. Continued development of reading, writing, grammar, oral comprehension, and speaking skills.

NES 2100 Intermediate Modern Hebrew (also JWST 2100) @

Spring. 4 credits. *Satisfies Option 1.* Prerequisite: NES 1103 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 3101-3102 Advanced Intermediate Modern Hebrew I and II (also JWST 3101-3102) @

3101, fall; 3102, spring 4 credits. *Satisfies Option 1.* Limited to 15 students.

Prerequisites: for 3101, NES 2100 with grade of C- or above or permission of instructor; for 3102, NES/JWST 3101. 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 3103 Love, Wine, Death, and In Between (also JWST 3103) @ # (CA-AS)

Fall. 4 credits. Prerequisite: NES 3102, or permission of instructor. Letter grade recommended. S. Shoer.

This course introduces students to a survey of Hebrew poetry from medieval Spain to modern Israel, with focus on secular themes of romance, life pleasures, and esthetic enjoyments. It is intended to continue the development of all aspects of the language. Emphasis is on developing fluency in oral expression through discussion of the reading selections and the development of writing skill.

[NES 3105 Conversational Hebrew (also JWST 3105)]

Spring. 2 credits. Limited to 15 students. Prerequisite: NES 3102, 4100, or permission of instructor; non-native speakers only. Letter grades recommended. Next offered 2009-2010. N. Scharf.]

[NES 4101 Modern Hebrew Literature (also JWST 4101) @ (LA-AS)]

Spring. 4 credits. Next offered 2009-2010. D. Starr.]

[NES 4102 Biblical Hebrew Prose—Judges (also JWST/RELST 4102) @ # (LA-AS)]

Spring. 4 credits. *Satisfies Option 1.* Prerequisite: one year of biblical or modern Hebrew. Next offered 2009-2010. L. Monroe.]

NES 4104 Hebrew Literature (also JWST 4104)

Spring, 4 credits. D. Abusch.

The course follows the path of Modern Hebrew fiction, starting with the products of multilingual immigrants based in European and Jewish culture, through texts in a revived spoken language written by citizens of a new country, to an expansion in the current generation from an exclusively high literary culture to one which encompasses detective novels and comics. Formal qualities of canonical texts, their social and biographical context, and the evolution of language and an intense literary culture are thematized. Accessible both to those with some knowledge of Hebrew, and those without any, with texts available in translation as well as the original, and discussion conducted in English. Authors may include Agnon, Baron, Oz, Yehoshua, Y. Shabtai, Hoffman, Gur, Keret.

Hindi-Urdu**NES 2201-2202 Intermediate Written Urdu (also URDU 2201-2202)**

2201, fall; 2202, spring, 2 credits.

Prerequisite: HINDI 1102 or HINDI 1110; and URDU 1125 or permission of instructor. Letter grades only. S. Singh.

For description, see URDU 2201-2202.

Persian**NES 1320-1321 Elementary Persian I and II**

1320, fall; 1321, spring, 4 credits each semester. Limited to 15 students.

I. Gocheleishvili.

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 1322-2322 Intermediate Persian I and II

1322, fall; 2322, spring, 4 credits. *NES 2322 @ satisfies Option 1.* Prerequisite: one year (two semesters) elementary Persian or permission of instructor. I. Gocheleishvili.

A continuation of NES 1320-1321. Continued development of speaking, listening, reading, and writing skills.

Turkish**NES 1330-1331 Elementary Turkish I and II**

1330, fall; 1331, spring, 4 credits each semester. Limited to 15 students.

O. Balkman.

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.

NES 1332-2332 Intermediate Turkish I and II

1332, fall; 2332, spring, 4 credits. *NES 2332 satisfies Option 1.* Prerequisite: one year (two semesters) elementary Turkish or permission of instructor. O. Balkman.

A continuation of NES 1330-1331. Continued development of speaking, listening, reading, and writing skills.

Ancient Near Eastern Languages**Akkadian****NES 3410-3411 Elementary Akkadian I and II (also NES 6410-6411)**

3410, fall; 3411, spring # @ (LA-AS). 4

credits each semester. Prerequisite: for NES 3411, NES 3410 or permission of instructor.

Recommended: knowledge of another

Semitic language. A. Gadotti and L. Allred.

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 Hammurabi, 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.

Topics Courses**[NES 1111 Introduction to Biblical Hebrew I (also JWST/RELST 1111)]**

Fall, 3 credits. Next offered 2009-2010.

L. Monroe.]

NES 2212 Quran and Commentary (also RELST 2212) @ # (LA-AS)

Spring, 3 credits. D. Powers.

This course is an advanced study of classical Arabic through a close reading of selected chapters of the Qur'an, together with the Qur'anic commentary (tafsir) and other relevant literature. Special attention is given to grammar, syntax, and lexicography.

NES 2525 Islam in America (also AMST/RELST 2525) (CA-AS)

Summer, 3 credits. S. M. Toorawa.

In this class we will focus on Muslims living in America. We begin with Muslim African slaves and the trace the development of American forms of Islam and their relationship to American culture, politics, and religion, particularly in the 20th century. We then look at Muslim Americans who are more recent immigrants and the problems they have adapting and/or assimilating to American culture. We will examine the ways in which American Muslim thinkers are formulating and reformulating Islam, and we will analyze the portrayal of Muslims and Islam in the American media.

[NES 2556 Introduction to the Quran (also JWST/RELST 2556) @ # (CA-AS)]

Fall, 3 credits. Next offered 2009-2010.

S. M. Toorawa.]

NES 2616 Iran and the World (also HIST 2161) @ (HA-AS)

Fall, 4 credits. J. Weiss.

For description, see HIST 2161.

NES 2622 Judaism from the Persian Period to the Rise of Islam (also CLASS 2634, JWST/RELST 2622)

Spring, 4 credits. L. Jovanovic.

In this introductory course we will trace continuity and change, dispersion and diversification of Judaism as it interacted with other cultures under Persian, Hellenistic,

Roman, Byzantine, and Sasanian rulers, with special attention being laid on the great centers in Palestine, Egypt, and Babylonia. This period spans from the formation of Judaism(s) during the Persian Empire to the advent of Islam in the seventh century C.E., by which time Rabbinic Judaism had, principally through its discourse and conflict with early Christianity, asserted itself as the dominant and most well-defined strand of Judaism. The main focus will be on reading the primary sources in English translation including extracts from Biblical and extra-Biblical literature, Josephus, the Mishnah, and the Talmud. We will also integrate evidence from the material culture, such as the archeological data from temple remains, the visual art of Dura-Europos Synagogue, and coinage of Bar Kokhba. We will analyze the religious, socio-political, and anthropological aspects of Judaism through the lens of modern scholarship.

[NES 2651 Holy War, Crusade, and Jihad (also COML 2310, HIST 2691, JWST/RELST 2651) @ # (HA-AS)]

Fall, 3 credits. Next offered 2009-2010.

R. Brann.]

NES 2655 Introduction to Islamic Civilization (also HIST 2530, RELST 2655) @ # (HA-AS)

Fall, 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 2661 Ships and Seafaring—Introduction to Nautical Archaeology (also ARKEO/JWST 2661) @ # (HA-AS)]

Spring, 4 credits. Next offered 2009-2010.

C. Monroe.]

NES 2662 Daily Life in the Biblical World (also ARKEO/JWST/RELST 2662, LA 2520) @ # (CA-AS)

Fall, 3 credits. J. Zorn.

The course will survey the common and not-so-common daily activities of the world of ancient Israel and its neighbors in Mesopotamia, Egypt, and Canaan. Many courses cover aspects of ancient political history or ancient literature, but these often focus on the activities of members of social elites, at the expense of the activities of more average citizens. The focus of this class is on ancient technologies and human interactions with the environment. It will provide a broad spectrum, spanning all social classes, and many different kinds of resources and activities. Material to be covered will include topics such as food production and processing, pottery production, metallurgy, glass making, cloth production and personal adornment, implements of war, medicine, leisure time (games and music), and others.

[NES 2663 Introduction to Biblical History and Archaeology (also ARKEO/JWST/RELST 2663) (HA-AS)]

Fall, 3 credits. Next offered 2009-2010.

J. Zorn.]

NES 2668 Ancient Egyptian Civilization (also ARKEO/JWST 2668, HIST 2880) @ # (HA-AS)

Spring. 3 credits. C. Monroe.

The course surveys the history and culture of pharaonic Egypt from its prehistoric origins down to the early first millennium BCE. Within a chronological framework, the following themes or topics will be considered: the development of the Egyptian state (monarchy, administration, ideology); social organization (class, gender and family, slavery); economic factors; empire and international relations.

NES 2670 History of Modern Egypt (also HIST 2672)

Spring. 3 credits. Z. Fahmy.

This lecture class will explore the socio-cultural history of modern Egypt from the late 18th century to the present. We will explore Egyptian history under the Ottomans and the Mamluks, the unsuccessful French attempt to colonize Egypt, and the successful British occupation of the country. We will then examine the development of Egyptian nationalism from the end of the 19th century through Nasser's pan-Arabism to the current Mubarak regime. We will accomplish this with the aid of a variety of texts and media, including novels and films.

[NES 2672 Imperialism and the History of the Modern Middle East (also JWST 2672)]

Spring. 3 credits. Next offered 2009–2010. Z. Fahmy.]

NES 2674 History of the Modern Middle East: 19th–20th Centuries (also HIST/JWST 2674, GOVT 2747) @ (HA-AS)

Fall. 3 credits. Z. Fahmy.

This course examines major trends in the evolution of the Middle East in the modern era. Focusing on the 19th and 20th centuries, we will consider Middle East history with an emphasis on four themes: imperialism, nationalism, modernization, and Islam. Readings will be supplemented with translated primary sources, which will form the backbone of class discussions.

[NES 2675 The Religions of Ancient Israel (also ARKEO/JWST/RELST 2675) (HA-AS)]

Spring. 3 credits. Next offered 2009–2010. J. Zorn.]

NES 2724 Introduction to Hebrew Bible—Prophecy (also JWST/RELST 2724) (LA-AS)

Fall. 3 credits. L. Jovanovic.

Though many recognize the centrality of the Tanakh/ Old Testament/Hebrew Bible in Christianity, Judaism, and Islam, and its impact on world civilization, Voltaire's observation, made some three centuries ago, that the Bible is "more celebrated than known" has lost none of its validity. This course is an enterprise in bridging this gap through the careful reading of the biblical literature and the use of academic tools so that students develop the skills for reading and interpreting biblical texts in the light of modern approaches. The writings will be contextualized from their ancient Near Eastern setting to their later appropriation by Judaism, Christianity, and Islam. Finally, through writing and projects, students will have an opportunity to examine current interpretations of the Hebrew Bible in art, music, literature, film, sport, politics, popular culture, academic discussions, or public controversies, and reflect on how these ancient texts still influence us in the digital

age. Because of the shortage of time to entertain topics of limitless potential we will need to be highly selective.

NES 2754 Introduction to Near Eastern Civilization

Fall. 3 credits. S. M. Toorawa.

This course is a multidisciplinary introduction to Near Eastern civilizations, exploring 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 will vary from year to year. In 2008–09, the course will focus on the literatures of the Near East, and will be organized around the theme 'Heroism and Villainy.' Readings will include selections from The Epic of Gilgamesh, Genesis, the Shahnameh, the Arabian Nights, and more.

[NES 2793 Middle Eastern Cinema (also COML/FILM 2930, JWST 2793, VISST 2193) @ (LA-AS)]

Fall. 4 credits. Next offered 2009–2010. D. Starr.]

NES 3524/6524 Israelite Prophecy (also JWST/RELST 3524)

Spring. 4 credits. L. Monroe.

The purpose of this course is to examine the phenomenon of prophecy in the religion of ancient Israel, as it is revealed through prophetic texts within the Hebrew Bible. We will seek to understand the social reality that underlies both the content and composition of these texts, and the relationship of the prophet to the Israelite institutions of the temple/cult and palace. We will implement literary critical, historical, sociological and anthropological approaches in an effort to reconstruct the development of Israelite prophecy from its earliest appearance in narrative sources to its alleged cessation during the Second Temple Period.

NES 3551 Law, Society, and Culture in the Middle East (also HIST 3651/6651, NES 6551, RELST 3651) @ # (CA-AS)

Spring. 4 credits. No prerequisites.

D. Powers.

In this seminar, we will explore the nature of the Islamic judicial system and notions of justice. Class discussions will be based upon the close reading of historical materials, including legal documents, judicial opinions, and court cases (all in English translation), which will form the basis of writing assignments. Themes to be treated will 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. Final research paper required.

NES 3619 Near Eastern Christianities, 50–650 CE (also HIST/JWST/RELST 3619) @ # (HA-AS)

Fall. 4 credits. K. Haines-Eitzen.

This course treats the history of Christianity from 50–650 C.E. (i.e., from Paul to the emergence of Islam), with a particular focus on the varieties of Christianity that emerged in the Eastern Mediterranean, Near Eastern, and North African regions during this time period. After surveying what we can learn about the spread of Christian practices and beliefs in the earliest centuries, we will turn to exploring various "heretical" movements (e.g., Montanism, Gnosticism, Marcionism, Nestorianism) and look closely at how and why the culture and society of different regions (e.g., Asia Minor/Turkey, Armenia,

Syria, Mesopotamia/Iraq, Persia/Iran, Palestine, Egypt, Ethiopia) contributed to diverse manifestations of Christianity. Along the way, we will also consider gender and asceticism, the production and dissemination of Christian literature, and the interface between Christianity and Judaism, as well as Christianity and Islam.

NES 3658 History of Iran (also HIST 3658)

Spring. 4 credits. I. Gocheleishvili.

The course examines the most significant and defining stages of Iran's historic development concentrating on events and individuals that shaped its past and present. Drawing from various sources we will view the events from variety of perspectives and, among other questions, will also touch on much debated issues such as the meaning of "real Iranian" identity, relation of pre-Islamic Iranian practices and Islamic traditions in shaping of Iranian nation-state. The course will explore major developments in Iran's history from the time of the first empires to modern republic.

NES 3661 Sumerian Language and Culture I (also ARKEO/JWST 3661/6661, NES 6661) @ # (HA-AS)

Fall. 4 credits. D. I. Owen.

This course focuses on an 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 3665 Ancient Iraq II: 2000–331 BCE (also ARKEO/JWST 3665) (HA-AS)]

Fall. 4 credits. Next offered 2009–2010. D. I. Owen.]

NES 3666 History and Archaeology of the Ancient Near East (also ARKEO/JWST 3666/6666, NES 6666) @ # (HA-AS)]

Fall. 4 credits. D. I. Owen.

An 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. The course will cover the time span from advent of written sources in the late fourth millennium to the Persian conquest of Cyrus. Sumerian, Babylonian, Elblaitic, Elamite, Canaanite, Assyrian, Syro-Phoenician, and Israelite cultures will be discussed with particular emphasis on indigenous developments and cross-cultural contacts. Extensive use of visual aids will highlight the course.

NES 3667 Origins of Writing (also LING 3667) @ # (HA-AS) @

Spring. 4 credits. A. Gadotti.

This class examines writing—its definition, its function, and its origins. The class will focus primarily on the development of cuneiform in the ancient Near East, but manifestations of writing from Egypt, China, Mesoamerica, and elsewhere will also be considered.

NES 3697 Israeli-Palestinian Conflict (also GOVT/JWST 3697, HIST/SOC 3970) @ (HA-AS)

Fall. 4 credits. R. Brann.

This course examines the history of the conflict between two peoples with claims to the same land (Palestine/Israel), from the rise of their national movements at the turn of the 20th century and their eventual clash down to the present crisis. We will investigate the various

stable and shifting elements in the evolution of the conflict including conflicting Israeli and Palestinian narratives and mythologies about the nature of the conflict. Among many issues to be addressed are: the relationship of this conflict to the history of European colonialism in the Middle East, the emergence of Pan-Arabism and Islamism, the various currents in Zionism and its relationship to Judaism, the implication of great power rivalry in the Middle East, the different causes and political repercussions of the four Arab–Israeli wars, efforts at peacemaking including Oslo and Camp David, and the significance of the two Palestinian uprisings.

[NES 3703 Cosmopolitan Alexandria (also NES 6703) @ (LA-AS) @

Spring. 4 credits. Next offered 2009–2010. D. Starr.]

[NES 3709 Modern Arabic Drama @ (LA-AS) @

Spring. 4 credits. Next offered 2009–2010. S. M. Toorawa.]

NES 3716 Education of Princes: Medieval Advice Literature of Rulership and Counsel (also COML/GOVT 3716) @ # (HA-AS)

Fall. 4 credits. S. M. Toorawa.

In this course we will read works in the “mirrors for princes” genre, a type of political writing that flourished in the Muslim World and Europe in the Middle Ages and Renaissance, intended as a guide for rulers. By reading such works we will learn about the ethical and moral considerations that guided (or were meant to guide) rulers in the formulation of policies, and about theories of rule and rulership. We will be reading from several cultural, religious, and political traditions. Authors include Aquinas, Castiglione, Christine of Pisan, Dante, al-Ghazali, Ibn al-Muqaffa, John of Salisbury, Machiavelli, Muhammad Baqir, Qabus, Nizam al-Mulk, and Tahir ibn Abdallah. All texts are in English translation.

[NES 3720 Women in Ancient Israel (also JWST/RELST 3270) @ (LA-AS)

Spring. 4 credits. Next offered 2009–2010. L. Monroe.]

NES 3759 Romanesque and Early Gothic Art and Architecture: Europe and the Mediterranean, 900–1150 A.D. (also ARTH 3300) # (LA-AS)

Spring. 4 credits. C. Robinson. For description, see ARTH 3300.

NES 3844 Islamic Politics (also GOVT 3344)

Fall. 4 credits. D. Patel. For description, see GOVT 3344.

NES 3850 Middle Eastern Politics (also GOVT 3313) @ (CA-AS)

Spring. 4 credits. D. Patel. For description, see GOVT 3313.

NES 3914 Middle Eastern Music Ensemble (also MUSIC 3614)

Fall and spring. 1 credit each semester. Limited to 40 students. Prerequisite: permission of instructor. M. Hatch and staff.

For description, see MUSIC 3614.

[NES 4101 Modern Hebrew Literature (also JWST 4101) @ (LA-AS)

Spring. 4 credits. *Satisfies Option 1.* Prerequisite: NES 4100 or equivalent. Students who successfully completed 3102 may enroll with permission of instructor. Next offered 2009–2010.]

[NES 4211 Readings in Arabic Literature (LA-AS)

Spring. 4 credits. Next offered 2009–2010. S. M. Toorawa.]

NES 4501 Islam in Africa and Its Diaspora (also ASRC 4201) (CA-AS)

Spring. 4 credits. A. Mazrui. For description, see ASRC 4201.

NES 4511 The Multicultural Alhambra (also ARTH 4311, VISST 4621)

Spring. 4 credits. C. Robinson. For description, see ARTH 4311.

[NES 4540 Maimonides and Averroes (JWST/RELST 4540, SPAN 4380) @ # (CA-AS)

Spring. 4 credits. Next offered 2009–2010. R. Brann.]

NES 4560 Theory and Method in Near Eastern Studies (CA-AS)

Spring. 4 credits. Requirement for NES majors. R. Brann.

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 4605 Contesting Identities in Modern Egypt (also HIST 4091) @ (HA-AS)

Fall. 4 credits. Z. Fahmy.

This seminar examines the dynamics of modern collective identities that dominated the Egyptian public sphere in the long 20th century. We will explore the underpinnings and formation of territorial Egyptian nationalism, pan-Arabism and Islamism through close readings and class discussions of important theoretical, historiographical and primary texts.

NES 4639 Readings in Arabic Historical Texts (also RELST 4639) @ # (HA-AS)

Fall. 4 credits. D. Powers.

This class will introduce students to Arabic historical texts. The topic for this year's seminar will be the Arab conquests. Review of grammar, syntax, and vocabulary. Prerequisite: Reading knowledge of Arabic.

NES 4642 Women in the Modern Middle East (also FGSS 4640, HIST 4642)

Spring. 4 credits. Z. Fahmy.

The primary emphasis of this discussion seminar is the historical development of gendered identities and the fluid manner in which different Middle Eastern communities responded to shifting ideas of sexuality, reproduction, and the family. Our focus of inquiry will be on themes that involve and relate to women, both directly and indirectly. We will particularly examine how and why women's status differs from one Middle Eastern country or region to another. From both theoretical and topical points of view, we will consider some of the most recent literature about women and gender. Since this is a history course, we will also examine how

women's roles, as well as gendered systems and institutions, have changed over time.

NES 4644 Late Bronze Age World of Ugarit (also ARKEO/HIST 4644/6644, CLASS 4744/7744, JWST 4644/6644, NES 6644) @

Spring. 4 credits. C. Monroe.

In this seminar we will look at archaeological and textual evidence from one of the longest-running excavations in the Near East: the ancient city of Ugarit at Tell Ras Shamra in northwestern Syria. Students will review the archaeological history of this coastal kingdom that has its roots deep in Levantine prehistory. Then we will study the textual material emerging from the thousands of clay tablets inscribed in alphabetic Ugaritic and cuneiform Babylonian that vividly illuminate matters of cult, economy, law, and daily life in a Late Bronze Age city during the 14th–12th centuries BCE. Students will read a sample of these texts, in translation or the original (for credit in 6644), to gain insights into the life of a cosmopolitan center that managed to thrive while surrounded by territorial empires during history's first truly international age.

[NES 4670 Wealth and Power in Early Civilizations (also JWST 4670) @ # (HA-AS)

Fall. 4 credits. Next offered 2009–2010. C. Monroe.]

[NES 4672 Nationalism(s) and Nation-States in the Arab World

Spring. 4 credits. Next offered 2009–2010. Z. Fahmy.]

NES 4731 Topics in Islamic Art: The Almoravids, the Almohads, and the “Sunni Revival” (also ARTH 4331/6331, NES 6731) @ # (HA-AS)

Fall. 4 credits. C. Robinson.

For description, see ARTH 4331.

NES 4738 Imagining the Mediterranean (also COML 4960, JWST 4738) @ (LA-AS)

Spring. 4 credits. G. Holst-Warhaft.

Through a series of readings in poetry and prose from Greece, Spain, Morocco, Turkey, Israel and Egypt, the course examines how Mediterranean writers interact with the sensuous aesthetics of landscape, music, and ritual in the Mediterranean. We will be concerned with how poetry, music, dance and image interact in the region, and how this relationship is reflected in 20th-century literature from and about the Mediterranean. The readings will focus on particular cases, such as the relationship of Lorca's poetry to the of Andalusia, lowbrow musical form in Greece, and the nostalgia for the mythical city of Alexandria in Cavafy and other Alexandrian authors. We will also consider how the myth of the Mediterranean has affected modern literary imagination within and beyond the region.

NES 4787 Hellenistic Jewish Literature (also CLASS 4605, JWST/RELST 4787) @ # (LA-AS)

Fall. 4 credits. L. Jovanovic.

Apart from translating the Hebrew Scriptures into Greek, Hellenistic Judaism was prolific in its production of other literature in Greek as well. Romances, philosophical treatises, and biblical stories grace this rich and diverse corpus. In this seminar, we will read, in English translation, from a selection of such texts, including the *Letter of Aristeas*, *Joseph and Aseneth*, Josephus' *Antiquities*, LXX, *The Testament of 12 Patriarchs*, the works of Philo

and Atrapanus, among others. We will explore how these texts discourse both with the ancestral biblical material and their adopted Greek culture by examining their interpretations of biblical figures and events, by situating the texts in their cultural context, and by applying the methodologies of modern scholarship. Particular attention will be devoted to individual topics, such as the concern for Jewish self-definition, monotheistic faith, gender dynamics, political convictions, and artistic expression. An optional third hour will be devoted to reading from the texts in the original language and discussing their linguistic and textual problems. We will look at the idiosyncrasies of the Greek of the LXX and explore its use in different genres of Hellenistic Jewish literature. At least a year of ancient Greek is required for this section of the course.

NES 4903 Methods in the Study of the Ancient Near East (also ARKEO 4903, JWST 4903) ©

Spring. 4 credits. Limited to 15 students.
D. I. Owen.

This seminar will focus on the reconstruction of the early history and culture of the ancient Near East that was made possible by combining the results of extensive archaeological discovery with the decipherment of the cuneiform languages of Syro-Mesopotamia and Anatolia and the hieroglyphic script of Egypt. The course will examine specific examples in the history of various countries of the Near East (Iraq, Syria, Turkey, Egypt and Israel) in order to explain the methodological similarities and differences utilized by scholars in each of these areas. Selected readings in anthropological, archaeological, philological, historical and literary sources will be augmented by audio-visual materials to provide a comparative perspective on the various approaches to the study of the ancient Near East.

NES 4914 Liminality in Maritime Archaeology (also HIST/SHUM 4814)

Fall. 4 credits. C. Monroe.
For description, see SHUM 4814.

NES 4916 Crossing Oceans of Time (also SHUM 4816, HIST 4816)

Fall. 4 credits. M. Aymes.
For description, see SHUM 4816.

NES 4991-4992 Independent Study, Undergraduate Level

Fall and spring. Variable credit.
Prerequisite: permission of instructor. Staff.

NES 4998-4999 Independent Study, Honors

Fall and spring, 8 credits. Prerequisite: permission of instructor. Staff.

[NES 6112 Readings in Medieval Hebrew Poetry and Prose (also JWST 6112)

Fall. 4 credits. Next offered 2009-2010.
R. Brann.]

NES 6960 Rites of Contact: Emergent German Literature and Critical Method (also COML/GERST 6960)

Spring. 4 credits. L. Adelson.
For description, see GERST 6960.

NES 6991-6992 Independent Study: Graduate Level

Fall and spring. Variable credit.
Prerequisite: permission of instructor. Staff.

NES 7633 Gender in Late Antiquity (also CLASS/HIST/RELST 7633, FGSS 7630)

Fall. 4 credits. K. Haines-Eitzen and K. Bowes.
For description, see CLASS 7633.

NES 7979 Water and Culture in the Mediterranean: a Crisis? (also BEE 7540, LAW 7792)

Spring. 4 credits. G. Holst-Warhaft, K. Porter, and T. Steenhuis.
For description, see BEE 7540.

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

S. MacDonald, chair, K. Bennett, R. Boyd, W. Breckenridge, T. Brennan, A. Chignell, M. Eklund (on leave fall 2008-spring 2009), G. Fine, H. Hodes, T. Irwin, M. Kosch, C. Mag Uidhir, R. W. Miller, M. Moody-Adams, D. Pereboom, N. Sethi, N. Silins, N. Sturgeon. 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 1000s or 2000s is suitable for beginning study in the field. Sections of PHIL 1100, 1120, and 1130 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 1100, but many students with special interests may find that the best introduction to philosophy is a 2000-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 2200, 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 2220 or a course on the empiricists, the rationalists, or Kant), and a minimum of three courses numbered above 3000. Students admitted to the major (after fall 1996) are required to take a minimum of six philosophy courses numbered above 2000, and may not count more than one section of PHIL 1110, 1120, or 1130 toward the major. Courses numbered in the 1900s, 2900s, and 3900s do not count toward the major. A course in formal logic (e.g., PHIL 2310), 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 advisors. 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 4900 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 4900 both semesters of their senior year to write a satisfactory honors essay.* PHIL 4900 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

First-Year Writing Seminars in Philosophy

Fall and spring, 3 credits. Consult John S. Knight Institute brochure for times, instructors, and descriptions.

PHIL 1110 Introduction to Philosophy # (KCM-AS)

Fall, spring, and summer, 3 credits. Fall, K. Bennett; spring, N. Sturgeon; summer, K. Bennett and M. Eklund.

A general introduction to some of the main topics, texts, and methods of philosophy. Topics may include the existence of God, the nature of mind and its relation to the body, causation, free will, knowledge skepticism, and justice and moral obligation. Readings may be drawn from the history of philosophy and contemporary philosophical literature.

PHIL 1450 Contemporary Moral Issues (KCM-AS)

Summer, 3 credits. N. Sethi.

An introduction to some of the main contemporary moral issues. Topics may for example include animal rights, abortion, euthanasia, capital punishment, sexual morality, genetic engineering, and questions of welfare and social justice.

PHIL 1512 Philosophy and Film (also FILM 1512)

Summer, 3 credits. C. Maguidhir.

This course uses film to examine and highlight fundamental problems in philosophy as well as pay special attention to philosophical issues in the medium of film. Philosophical topics covered may include artificial intelligence, personal identity, free will, skepticism, philosophy of time, the problem of evil, film and emotion, and film and art.

PHIL 1910 Introduction to Cognitive Science (also COGST 1101, CS 1710, LING 1170, PSYCH 1102) (KCM-AS)

Fall, 4 credits. M. Spivey.

For description, see COGST 1101.

PHIL 1940 Global Thinking (also GOVT 2947) (KCM-AS)

Fall, 4 credits. R. Miller.

An interdisciplinary study of central issues of international justice. Topics discussed may include global climate change, economic development in the era of globalization, the ethics of war, fairness in international cooperation, and social, political and economic processes.

PHIL 2200 Ancient Philosophy (also CLASS 2661) # (KCM-AS)

Fall and summer, 4 credits. Fall,

T. Brennan; summer, S. MacDonald.

An introductory survey of ancient Greek philosophy from the so-called Presocratics (6th century BCE) through the Hellenistic period (1st century BCE) with special emphasis on the thought of Socrates, Plato, and Aristotle.

PHIL 2220 Modern Philosophy # (KCM-AS)

Spring, 4 credits. D. Pereboom.

An introductory survey of ancient Greek philosophy from the so-called Presocratics (6th century BCE) through the Hellenistic period (1st century BCE) with special emphasis on the thought of Socrates, Plato, and Aristotle.

PHIL 2300 Puzzles and Paradoxes (KCM-AS)

Spring, 4 credits. Staff.

The course provides an overview of a number of famous philosophical puzzles and paradoxes and important attempts to solve them. Among the paradoxes that may be discussed are Zeno's paradoxes of space, time and motion, the paradox of the heap, the liar paradox, Russell's set-theoretic paradox, and various paradoxes concerning knowledge and rationality.

PHIL 2310 Introduction to Deductive Logic (MQR)

Spring, 4 credits. H. Hodes.

Sentential languages, the truth-functional connectives, and their logic; first-order languages, the quantifiers 'every' and 'some', and their logic.

PHIL 2410 Ethics (KCM-AS)

Fall, 4 credits. T. Irwin.

An introduction to the philosophical study of ethical reasoning and ethical theories. Topics may include ethical skepticism, ethical relativism and ethical objectivity; ethical egoism, utilitarianism, deontological theories and virtue ethics. Readings may be drawn from contemporary debates as well as from the long history of philosophical writing about ethics.

PHIL 2420 Social and Political Philosophy (KCM-AS)

Spring, 4 credits. E. Taylor.

This course will examine key issues in social and political philosophy. Topics may include the legitimacy of the state; political obligation; the nature and demands of justice; equality; liberty and autonomy. Selected readings may be drawn from historical as well as contemporary sources.

PHIL 2450 Ethics and Health Care (KCM-AS)

Spring, 4 credits. Prerequisites: none. Open to freshmen. N. Sethi.

An introduction to the philosophical study of ethical problems that arise from the practice of medicine as such or that arise in response

to developments within medicine and the larger world.

PHIL 2460 Ethics and the Environment (also BSOC/STS 2061) (KCM-AS)

Spring, 4 credits. Limited to 40 students.

Open to all undergraduates; freshmen by permission of instructor. S. Pritchard.

For description, see BSOC 2061.

PHIL 2490 Feminism and Philosophy (also FGSS 2490) (KCM-AS)

Fall, 4 credits. N. Sethi.

This class will explore and examine feminist re-reading of some key issues in traditional philosophy. Our focus will be on the role of gender in the construction of philosophical problems and concepts as well as on the various ways in which traditional philosophy reflects bias against women. Topics include feminist theories of knowledge and science, ethics, law and political theory.

PHIL 2520 Asian Philosophy

Fall, 4 credits. S. Lee.

An introductory survey of various Asian philosophical traditions. Topics will include the foundations of the Indian philosophical tradition expressed in the Vedas and the Upanishads; the origination and development of Buddhist philosophy; the Chinese philosophical tradition with an emphasis on Confucianism and Taoism. Readings will include primary sources as well as secondary texts.

PHIL 2610 Knowledge and Reality (KCM-AS)

Spring, 4 credits. Prerequisite: none. Open to freshmen. Staff.

An introduction to philosophical questions about the nature of knowledge and reasonable belief, about sources of knowledge and reasonable belief such as perception, memory, reasoning and testimony, and about the extent and source of our knowledge about our own minds.

PHIL 2620 Introduction to Philosophy of Mind (KCM-AS)

Fall, 4 credits. N. Silins.

An introduction to some of the central issues in philosophy of mind. Questions to be addressed may include: What is the relation between the mind and the body? How can consciousness fit into our picture of the physical world? What is the difference between a reflex and an intentional action? Readings are typically drawn from recent sources.

PHIL 2860 Science and Human Nature (also STS 2861) (KCM-AS)

Spring, 4 credits. R. Boyd.

An examination of attempts in the biological and social sciences to offer scientific theories of human nature and human potential and to apply such theories to explain important social and psychological phenomena.

Intermediate or Advanced Courses

Some of these courses have prerequisites.

PHIL 3202 Plato (also CLASS 3669) # (KCM-AS)

Fall. 4 credits. Prerequisites: at least one previous course in philosophy at the 2000 level or above; or permission of the instructor. G. Fine.

We will study several of Plato's major dialogues, including the Apology, the Meno, Phaedo, and Republic. Topics to be covered include: knowledge and reality; morality and happiness; the nature of the soul.

PHIL 3203 Aristotle (also CLASS 3664) # (KCM-AS)

Fall. 4 credits. Prerequisite: at least one PHIL course at the 2000 level or above; or permission of the instructor. T. Brennan.

We will study several of Aristotle's major works, including the Categories, Physics, Posterior Analytics, Metaphysics, and Nicomachean Ethics. Topics to be covered include: nature and change; form and matter; the nature of happiness; the nature of the soul; knowledge and first principles.

PHIL 3220 Modern Rationalism

Spring. 4 credits. Prerequisite: One PHIL course, preferably 2220, 3221, or an equivalent. Staff.

A mid-level look at the epistemology and metaphysics of the classical Continental rationalists. Topics typically include: ideas, skepticism, belief, knowledge, science, bodies, minds, God, causation, natural laws, afterlife, personal identity. Readings from some (but not all) of the following: Descartes, Malebranche, Spinoza, Leibniz, Wolff, the early Kant.

PHIL 3230 Kant # (KCM-AS)

Fall. 4 credits. Prerequisite: Two courses from the following list: 2200, 2220, 2240, 2250, 3202, 3203, 3204, 3210, 3220, 3221; otherwise, permission of instructor. A. Chignell.

An intensive study of the metaphysical and epistemological doctrines of the *Critique of Pure Reason*. Some editions of the course may also consider Kant's ethical views as laid out in the *Groundwork of the Metaphysics of Morals* and related works.

PHIL 3260 History of Analytic Philosophy

Spring. 4 credits. Prerequisite: two previous philosophy courses or permission of instructor. Staff.

An overview of some important authors and themes from the early years of analytic philosophy (from the late 19th century through the early 20th century). Authors discussed may include Gottlob Frege, Bertrand Russell, G. E. Moore and the early Ludwig Wittgenstein.

PHIL 3310 Deductive Logic (also MATH 2810) (MQR)

Spring. 4 credits. H. Hodes.

A mathematical study of the formal languages of propositional and predicate logic, including their syntax, semantics, and deductive systems. Various formal results will be established, most importantly soundness and completeness.

PHIL 3460 Modern Political Philosophy (also GOVT 3625) (KCM-AS)

Fall. 4 credits. R. Miller.

This course will primarily focus on studying and scrutinizing general conceptions of justice. Topics explored typically include liberty, economic equality, democracy, community, the general welfare, and toleration. We will also look at implications for particular political controversies such as abortion, welfare programs, and pornography.

PHIL 3510 Aesthetics (LA-AS)

Spring. 4 credits. C. Mag Uidhir.

This course will cover main issues in contemporary philosophy of art at an intermediate to advanced level. Topics may include definitions of art, intention and interpretation, fictionality, values of art, aesthetics of nature, as well as specific issues in the philosophy of music, literature, and film.

PHIL 3640 Metaphysics (KCM)

Fall. 4 credits. K. Bennett.

This course will cover various topics in metaphysics at an intermediate to advanced level. These topics may include causation, persistence, modality, time, properties, dispositions, dependence relations, etc.

PHIL 3710 Philosophy of Language (also LING 3332)

Fall. 4 credits. Prerequisite: one philosophy course or permission of instructor. Staff.

An introduction to some of the main issues in the philosophy of language. Topics may include names, definite descriptions, belief ascriptions, truth-conditional theories of meaning, pragmatics, and metaphor. Both historical and contemporary readings are considered.

PHIL 3810 Philosophy of Science (also STS 3811) (KCM-AS)

Fall. 4 credits. R. Boyd.

This course will cover various topics in the philosophy of science.

PHIL 3900 Independent Study

Fall or spring. Variable credit.

To be taken only in exceptional circumstances. Must be arranged by the student with his or her advisor 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 4003 German Philosophical Texts

Fall and spring. 4 credits. Prerequisites: Basic reading (not necessarily speaking) knowledge of German, and the permission of the instructor. Open to upper-level undergraduates.

Reading, translation, and English-language discussion of important texts in the German philosophical tradition. Readings for a given term are chosen in consultation with students.

PHIL 4200 Topics in Ancient Philosophy (also CLASS 4662)

Spring. 4 credits. T. Brennan.

Advanced discussion of topics in ancient philosophy.

PHIL 4220 Modern Philosophy

Fall. 4 credits. S. Lee.

Advanced discussion of topics or authors in "modern" Western philosophy (roughly the 17th and 18th centuries).

PHIL 4310 Mathematical Logic (also MATH 4810) (MQR-AS)

Fall. 4 credits. Staff.

For description, see MATH 4810.

PHIL 4610 Epistemology (KCM-AS)

Spring. 4 credits. Staff.

An intensive seminar on a special topic in epistemology to be determined by the instructor. Potential topics include: what are the limits of knowledge? What is the extent and nature of our knowledge of our own minds? How do we gain knowledge through particular sources such as perception, testimony, memory, or reasoning? Readings may be drawn from historical or contemporary sources.

PHIL 4710 Problems in the Philosophy of Language

Fall. 4 credits. W. Breckenridge.

For description, see department web site.

PHIL 4720 Pragmatics (also LING 4425) (KCM-AS)

Fall. 4 credits. D. Abusch.

For description, see LING 4425.

PHIL 4810 Problems in the Philosophy of Science (KCM-AS)

Spring. 4 credits. R. Boyd.

Advanced discussion of some problem or problems in the Philosophy of Science.

PHIL 4900 Informal Study for Honors

Fall and spring. 4 credits. Prerequisite: senior honors students.

See "Honors" at the beginning of the Philosophy section.

PHIL 6010 Greek Philosophical Texts (also GREEK 7161)

Fall and spring. Variable credit.

Prerequisites: knowledge of Greek and permission of instructor. Staff. Reading and translation of Greek philosophical texts.

PHIL 6020 Latin Philosophical Texts (also LATIN 7262, RELST 4100)

Fall and spring. Variable credit.

Prerequisites: knowledge of Latin and permission of instructor. Staff. Reading and translation of Latin philosophical texts.

PHIL 6030 German Philosophical Texts (also GERST 6131)

Fall and spring. Variable credit. Open to upper-level undergraduates. Prerequisite: basic reading (not necessarily speaking) knowledge of German. A. Chignell.

Reading, translation, and English-language discussion of important texts in the German philosophical tradition. Readings for a given term are chosen in consultation with students.

PHIL 6200 Seminar in Ancient Philosophy (also CLASS 7173)

Fall. 4 credits. G. Fine.

Graduate seminar covering a topic in ancient philosophy.

PHIL 6410 Seminar in Ethics and Value Theory

Fall and spring, 4 credits. Prerequisite: this course is a seminar for Philosophy graduate students; others may enroll only with permission of instructor. Fall, N. Sturgeon; spring, E. Taylor.

Graduate seminar covering a topic in ethics and value theory.

PHIL 6420 Seminar in German Philosophy

Spring, 4 credits. A. Chignell.

Graduate-level seminar covering topics in German philosophy.

PHIL 6430 Seminar in Social and Political Philosophy

Spring, 4 credits. R. Miller.

Graduate seminar covering a topic in social and political philosophy.

PHIL 6640 Seminar in Metaphysics

Fall, 4 credits. D. Pereboom

Graduate seminar covering a topic in metaphysics.

PHIL 6710 Seminar in Philosophy of Language

Spring, 4 credits. W. Breckenridge.

Graduate seminar covering a topic in philosophy of language.

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, T. A. Arias, I. Bazarov, E. Bodenschatz, P. Brouwer, D. G. Cassel, E. Cassel, I. Cohen, C. Csaki, J. C. Davis, G. F. Dugan, V. Elser, E. Flanagan, R. Fulbright, R. S. Galik, A. Giambattista, L. K. Gibbons, P. Ginsparg, B. Greene, Y. Grossman, S. M. Gruner, L. N. Hand, D. L. Hartill, C. L. Henley, G. Hoffstaetter, P. Krasicky, A. LeClair, G. P. Lepage, M. U. Liepe, L. McAllister, P. L. McEuen, E. Mueller, M. Neubert, H. Padamsee, J. M. Parpia, J. R. Patterson, M. Perelstein, D. C. Ralph, B. Richardson, R. C. Richardson, D. L. Rubin, A. Ryd, K. Schwab, K. Selby, J. P. Sethna, K. M. Shen, A. J. Sievers, E. Siggia, P. C. Stein, R. M. Talman, J. Thom, R. Thorne, H. Tye, C. Umrigar, M. D. Wang, I. Wasserman, P. Wittich, T.-M. Yan

The concepts and methods of physics have an impact on nearly all areas of human endeavor. Thus, the Department of Physics offers courses in physics for the entire Cornell community. There are general education courses for non-scientists, well-designed introductory sequences for science and engineering majors, more advanced courses for physics majors, and rigorous programs of graduate study, up to doctoral-level independent research.

Undergraduate and graduate students benefit from outstanding faculty and world-class research facilities in the Laboratory of Atomic and Solid State Physics (LASSP) and the Laboratory of Elementary Particle Physics (LEPP). Physics faculty and students conduct research in condensed-matter physics, nanophysics, biophysics, atomic physics, X-ray physics, high-energy particle physics, accelerator physics and astrophysics. Students are invited to attend weekly research seminars and colloquia that showcase the work of the national and international physics communities. Undergraduates are encouraged to participate in research, and many find summer employment within the department. For more information, visit www.physics.cornell.edu/undergraduate.

Courses for Non-Physics Majors

- PHYS 1101-1102 is a self-paced auto-tutorial course sequence designed for students who recognize the need for a basic understanding of physics, but who do not have preparation in calculus and who do not intend to take further physics courses.
- PHYS 2207-2208 and 1112-2213-2214 are introductory physics courses for students who want a solid grounding in physics and a chance to develop their calculus-based problem solving skills. Non-majors considering more advanced work in physics are encouraged to take 1112-2213-2214 or 2207-2213-2214.
- Courses beyond the introductory level that may be of interest to non-majors include PHYS 3316 Modern Physics I, PHYS 3330 Modern Experimental Optics, and PHYS 3360 Electronic Circuits.
- General education courses currently include PHYS 1201, 'Why the Sky is Blue: Aspects of the Physical World', PHYS 1203, 'Physics of the Heavens and Earth' and PHYS 1204, 'The Physics of Musical Sound'.

Students may obtain advanced placement and credit, as outlined in "Advanced Placement of Freshmen," and transfer credit for physics courses taken elsewhere. Students seeking transfer credit or advice on the use of AP credit should consult the Physics director of undergraduate studies.

The Physics Major: Two Routes to a Promising Future

The analytical and problem solving skills and the fundamental conceptual and practical understanding of how the world works provided by an education in physics have allowed physics majors to pursue careers—and have major impacts—not just in physics, but in engineering, education, medicine and the life sciences, the military services, computer and information sciences, earth and environmental sciences, law, finance and economics, management consulting, philosophy of science, forensics and public policy. Reflecting this breadth of opportunity, the Physics Department offers two approaches to the major:

1. The **concentration within physics** is the principal path to professional or graduate work in physics and closely related fields, and is also the best choice for students who wish to obtain maximum benefit from rigorous studies in physics.

The inside concentration consists of the core physics courses plus electives taken within the Physics Department.

2. The **concentration outside physics** provides more flexibility for those who want to develop skills in physics but whose career interests lie elsewhere. For example, a pre-medical or biophysics student may concentrate in biology; a pre-law student may concentrate in business, history, or public policy; and a student planning graduate work in econometrics or on pursuing an M.B.A. may concentrate in economics. Students interested in education careers (and in capitalizing on the critical national shortage of high school physics teachers) may concentrate in education, allowing them to complete a masters degree in Physics Education with New York State Teacher certification in one additional year at Cornell.

Physics majors—especially those concentrating within physics—are advised to start the introductory physics sequence in the first semester of their freshman year, as a delayed start reduces flexibility in future course scheduling. Students who switch to the physics major after taking introductory physics in their sophomore year can usually still complete an outside concentration. 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. Grades of at least C- (or S for S-U only courses) are required in all courses counting toward the physics major.

Advising

Prospective majors are urged to meet with the Physics Director of Undergraduate Studies for advice on advanced placement credit and on program planning. Based on their specific interests, students will be matched by the DUS with a major advisor. The student and major advisor will then work out the details of the major course program.

Courses for Physics Majors

The Physics Core—All physics majors must complete a core of physics and mathematics courses, as follows:

- A three-semester introductory physics sequence, either PHYS 1112-2213-2214, or its more analytic 'honors' version 1116-2217-2218. PHYS 2207 students with life/chemical/health science interests who decide to switch to the physics major may complete 2207-2213-2214. A transition from 2208 to 2214 is also possible for students with very strong math backgrounds.
- Mathematics courses covering single and multivariable calculus, linear algebra, series representations, and complex analysis: MATH 1910 or 1120; 1920 or 2210; 2930 or 2220; and 2940 or 2210; or their equivalents. Inside concentrators should complete at least one additional year of applicable mathematics such as AEP 3210 and 3220.
- Five upper-level courses beyond the three-semester introductory sequence, consisting of: (1) the two-course sequence in modern physics (PHYS 3316-3317), (2) at least three semester hours of laboratory work selected from PHYS 3310, 3330,

3360, 4410, or ASTRO 4410, (3) an intermediate course in classical mechanics (PHYS 3314 or 3318), and (4) an intermediate course in electromagnetism (PHYS 3323 or 3327). Students who complete the 1112-2213-2214 or 2207-2213-2214 introductory sequence are advised to complete the 1-credit course PHYS 2216 before taking PHYS 3316.

In addition to the core, each physics major must complete at least 15 semester hours of credit in an area of concentration that has been agreed upon by the student and major faculty advisor.

Concentration within Physics

Students planning professional or graduate work in physics are encouraged to take the more advanced and analytically rigorous versions of the core courses—PHYS 1116, 2217, 2218, 3318 and 3327. Students with weaker high school preparation may start in PHYS 1112 and then switch to the advanced sequence in later semesters. The best-prepared students, who may qualify for advanced placement credit for PHYS 1112 and/or 2213, are still strongly encouraged to start with 1116.

For a concentration within physics, the minimum 15 hours beyond the core must be composed of physics courses with numbers greater than 3000. These 15 hours must include the senior laboratory course PHYS 4410 in addition to one of the lab courses listed for the core, so that a physics concentration requires a minimum of 7 credit hours of laboratory work. The accompanying table shows some typical course sequences that fulfill the major requirements. The sequence followed by each student will depend upon his or her interests and pre-college preparation, and will be determined in consultation with the major advisor. Majors are strongly encouraged to participate in the department's research activities. If this activity is done as an independent project, PHYS 4490, up to 8 credit hours can be applied toward the concentration.

Concentration outside of Physics

For outside concentrations, the courses to be counted in the minimum 15 credit hours beyond the core must have internal coherence and lead to mastery in the area of concentration. The course sequence must be worked out with and approved by the major faculty advisor. At least 8 of the 15 credit hours must be in courses numbered above 3000. Past areas of concentration include astronomy, business, chemical physics, computer science, econometrics, education, geophysics, history, and philosophy of science, law, meteorology, and public policy. A combined biology/chemistry concentration is common for premedical 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 (M.A.T.) degree. Information about the education concentration and M.A.T. can be obtained from the Department of Education's Cornell Teacher Education Program, from the physics department's Teacher in Residence, or

from the Physics director of undergraduate studies.

The core for students with outside concentrations may follow either PHYS 1112-2213-2214, 3314, and 3323, or the advanced 1116-2217-2218, 3318, and 3327. Students concentrating in astronomy who might continue on to graduate school in that field are encouraged to take PHYS 3318 and 3327 in the core and ASTRO 4410, 4431, and 4432 toward the concentration.

Honors

A student may be granted honors in physics upon the recommendation of the Physics Advisors 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. However, 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

The grouped courses listed in the chart below have largely similar content. Students should select courses for their academic program carefully, as they may receive credit for only one course in each group.

PHYS 1101, 1112, 1116, 2207

PHYS 1102, 2208, 2213, 2217

PHYS 2214, 2218

PHYS 3314, 3318

PHYS 3323, 3327

PHYS 1116, 2216

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	1112	1116	1112	
2nd – Spring	2213	2217	4213	1112
3rd – Fall	2214, 2216	2218	2414, 4216	2213
4th – Spring	3316, 3x0	3316, 3x0	3x0	2214, 2216
5th – Fall	3317, 3327, 3x0	3317, 3327, 3x0	3316	3x0, 3316
6th – Spring	3314/3318, 4443	3318, 4443	3314	3314, 3x0
7th – Fall	3341, 4410	3341, 4410	3317, 3323	3317, 3323
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 1112-2213-2214 and 1116-2217-2218 are possible, although the combination 1112-2213-2218 is difficult. PHYS 2207 may be substituted for PHYS 1112. Students taking 2217 after 1112 must co-register for 2216.
- Students taking the honors sequence 1116-2217-2218 are strongly encouraged to start with PHYS 1116. Exceptionally well-prepared students may be able to begin work at Cornell with PHYS 2217. Such students should visit the department office for advice in planning a course program.
- Physics electives for the major include 3360, 4444, 4454, 4455, 4480, 4490, 5525, 5553, 5561, 5572, the senior seminars 4481-4489, ASTRO 3332 or 4431-4432, and AEP 4340.
- **One** semester of intermediate laboratory, listed here as 3x0, is required.
- Well-prepared sophomores wishing to take PHYS 3318 should consult the instructor before registering.

In addition, students with credit for PHYS 1101, 1112, 1116, or 2207, or an advanced placement equivalent who wish to enroll in PHYS 1200-1206, 1209, or 1210 must obtain written permission from the instructor and the Physics director of undergraduate studies.

Course Prerequisites

Achieving success in a physics course is easier if you have the proper preparation. Each physics course description lists prerequisite courses that develop mastery in the needed mathematics and physics. Students who wish to enroll in a course but lack the listed prerequisites can often succeed with an appropriate work plan, especially if they have other relevant prior experience. These students must discuss their preparation with the course instructor and with their advisor before enrolling.

Courses

PHYS 1012 PHYS 1112 Supplement

Spring. 1 credit. S-U grades only.

R. Lieberman.

Provides backup instruction for PHYS 1112. Recommended for students who either feel insecure about taking PHYS 1112 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 1013 PHYS 2213 Supplement

Fall. 1 credit. S-U grades only.

R. Lieberman.

Provides backup instruction for PHYS 2213. Description is the same as for PHYS 1012, except the material covered is electricity and magnetism.

PHYS 1101 General Physics I (PBS)

Fall, summer (eight-week, six-week, or first four weeks only for those doing PHYS 1102 in the second four weeks). 4 credits.

Enrollment may be limited and freshmen are excluded. 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 1101. Includes less mathematical analysis than PHYS 2207 but more than PHYS 1200–1206, 1209, 1210. B. Richardson.

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, tutorials 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 1101: kinematics, forces and dynamics, momentum, energy, fluid mechanics, waves and sound, thermal physics, kinetic theory, and thermodynamics. At the level of *College Physics*, second ed., by Giambattista, Richardson, and Richardson.

PHYS 1102 General Physics II (PBS)

Spring, summer (eight-week, six-week, or second four weeks only for those doing PHYS 1101 in first four weeks). 4 credits.

Enrollment may be limited. Prerequisite: for PHYS 1102, PHYS 1101 or 1112 or 2207. Includes less mathematical analysis than PHYS 2208 but more than PHYS 2200–2206, 2209, 2210. B. Richardson.

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, tutorials, 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. Major topics for 1102: electricity and magnetism, optics, relativity, quantum, nuclear, and particle physics. At the level of *College Physics*, second ed., by Giambattista, Richardson, and Richardson.

[PHYS 1103 General Physics (PBS)]

Summer. 4 credits. Next offered 2009–2010.

Basic principles treated quantitatively but without calculus. Topics include kinematics; forces and Newton's Laws; momentum, angular momentum, and energy; thermal physics and fluid mechanics; sound and waves, thermodynamics.]

PHYS 1112 Physics I: Mechanics (PBS)

Fall, spring, summer (six-week session). 4 credits. Primarily for engineering students and prospective physics majors.

Prerequisite: MATH 1910 or 1120. Recommended: co-registration in MATH 1920. Fall, J. Thom; spring, staff; summer, 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, 12th ed.

PHYS 1116 Physics I: Mechanics and Special Relativity (PBS)

Fall, spring. 4 credits. More analytic than PHYS 1112; 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 1116 and PHYS 1112 (in either direction) are encouraged during first three weeks of instruction. Fall, L. Gibbons; spring, K. Shen.

At the level of *An Introduction to Mechanics* by Kleppner and Kolenkow.

PHYS 1117 Concepts of Modern Physics

Fall. 1 credit. Enrollment may be limited. Corequisite: PHYS 1112 or 1116 or 2213 or 2217. 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 scientific methodology, symmetry and conservation laws, quantum theory, the unification of forces and matter in the Standard Model, and big-bang cosmology.

PHYS 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 1190 permission form in 121 Clark Hall with physics department course coordinator.

Students perform the laboratory component of one of the introductory courses (PHYS 1112, 2207, 2208, 2213, 2214) 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 1201 Why the Sky Is Blue: Aspects of the Physical World (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 1202 How Physics Works (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 1203 Physics of the Heavens and the Earth—A Synthesis (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 1204 Physics of Musical Sound (also MUSIC 2111) (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 2207 Fundamentals of Physics I (PBS)

Fall. 4 credits. Prerequisites: high school physics plus MATH 1120 or 1910, or solid grasp of basic notions of introductory calculus. Corequisite: math course approved by instructor. M. Liepe.

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, eighth ed., by Halliday, Resnick, and Walker.

PHYS 2208 Fundamentals of Physics II (PBS)

Spring, 4 credits. Prerequisites: PHYS 2207 or 1112 or 1101; substantial contact with introductory calculus (e.g., MATH 1120 or 1910). 2207-2208 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. R. Fulbright. Covers electricity and magnetism, and topics from geometrical and physical optics, quantum and nuclear physics. At the level of *Fundamentals of Physics*, Vol. II, eighth ed., by Halliday, Resnick, and Walker.

PHYS 2213 Physics II: Heat/Electromagnetism (PBS)

Fall, spring, summer (six-week session). 4 credits. Primarily for students of engineering and prospective physics majors. Prerequisite: PHYS 1112 and MATH 1920 or 2220. Fall, M. Perelstein; spring, P. Krasicky; summer, R. Wheeler. 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, 12th ed.

PHYS 2214 Physics III: Optics, Waves, and Particles (PBS)

Fall, spring, summer (six-week session). 4 credits. Primarily for engineering students and prospective physics majors. Prerequisites: PHYS 2213 and MATH 2930. Fall, A. Giambattista; spring, staff; summer, D. Briota. Physics of oscillations and wave phenomena. Driven oscillations and resonance, mechanical waves, sound waves, electromagnetic waves, reflection and transmission of waves, standing waves, beats, Doppler effect, polarization, interference, diffraction, transport of momentum and energy, wave properties of particles, and introduction to quantum physics with applications to phenomena in physics, engineering, and biology.

PHYS 2216 Introduction to Special Relativity

Fall, spring. Classes are held in the first 5-7 weeks. 1 credit. Enrollment may be limited. Co-registration in this course is requirement for registration in PHYS 2217, unless the student has taken a relativity course at level of PHYS 1116 or ASTRO 1106. Students cannot get credit for PHYS 2216 if they have taken PHYS 1116. Prerequisites: PHYS 1112 or 2207 or permission of instructor. S-U grades only. 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 2217 Physics II: Electricity and Magnetism (also AEP 2170) (PBS)

Fall, spring, 4 credits. Enrollment may be limited. Intended for students who have done very well in PHYS 1112 or 1116 and in mathematics and who desire more analytic treatment than that of PHYS 2213. Prospective physics majors encouraged to register. Prerequisites: MATH 1920 or 2220. Corequisite: MATH 2930 or equivalent. Placement quiz may be given early in semester, permitting students who find PHYS 2217 too abstract or analytical to transfer into PHYS 2213. 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 1116 or is currently enrolled in PHYS 2216 and that student has covered material of MATH 1920. Fall, M. Wang; spring, staff.

At the level of *Electricity and Magnetism*, Vol. 2, by Purcell (Berkeley Physics Series).

PHYS 2218 Physics III: Waves and Thermal Physics (PBS)

Fall, spring, 4 credits. Enrollment may be limited. Intended for students who have done very well in PHYS 1116 and 2217 and in mathematics and who desire more analytic treatment than that of PHYS 2214. Prospective physics majors are encouraged to register. Prerequisites: PHYS 2217 (with grade of B or higher) and course in differential equations (MATH 2930) or permission of instructor. Fall, J. C. Davis; spring, staff.

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, sound, elastic media, and light. Covers solutions of these wave equations and Fourier series and transforms. The second part introduces thermodynamics and statistical mechanics, including heat engines, the Carnot cycle, and the concepts of temperature and entropy. Evening exams may be scheduled. At the level of *Physics of Waves* by Elmore and Heald and *Thermal Physics* by Schroeder.

PHYS 3310 Intermediate Experimental Physics (PBS)

Spring, 3 credits. Enrollment may be limited. Prerequisite: PHYS 2208 or 2213. Students select from a variety of experiments. An individual, independent approach is encouraged. Facilities of the PHYS 4410 lab are available for some experiments.

PHYS 3314 Intermediate Mechanics (PBS)

Spring, 4 credits. Prerequisites: PHYS 2208 or 2214 (or equivalent) and MATH 2940 (or equivalent). Assumes prior introduction to linear algebra and Fourier analysis. Intended for physics majors with concentration outside of physics or astronomy; PHYS 3318 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 3316 Basics of Quantum Mechanics (PBS)

Fall, spring, 3 credits. Prerequisites: PHYS 2214 or 2218; PHYS 1116 or 2216; and co-registration in at least MATH 2940 or equivalent. Assumes that majors registering in PHYS 3316 will continue with PHYS 3317. Fall, G. Dugan; spring, M. Liepe. 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; wave packets, scattering and tunneling effects, angular momentum, spin, and magnetic moments. At the level of *An Introduction to Quantum Physics* by French and Taylor.

PHYS 3317 Applications of Quantum Mechanics (PBS)

Fall, 3 credits. Prerequisite: PHYS 3316. K. Schwab. 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 3318 Analytical Mechanics (PBS)

Spring, 4 credits. Prerequisites: PHYS 1116 or permission of instructor; AEP 3210 or appropriate course(s) in mathematics. Intended for junior physics majors concentrating in physics or astronomy. PHYS 3314 covers similar material at less demanding level. Assumes prior exposure to Fourier analysis, linear differential equations, linear algebra, and vector analysis. Staff.

Newtonian mechanics of particles and systems of particles, including rigid bodies; oscillating systems; gravitation and planetary motion; moving coordinate systems; Euler's equations; Lagrange and Hamilton formulations; normal modes and small vibrations; introduction to chaos. At the level of *Classical Mechanics* by Goldstein, *Classical Dynamics* by Marion and Thorton, and *Analytical Mechanics* by Hand and Finch. Supplementary reading is assigned.

PHYS 3323 Intermediate Electricity and Magnetism (PBS)

Fall, 4 credits. Prerequisites: PHYS 2208 or 2213/2214 (or equivalent) and MATH 2930/2940 (or equivalent). Recommended: co-registration in AEP 3210 or appropriate mathematics course. Intended for physics majors with concentration outside of physics or astronomy; PHYS 3327 covers similar material at more analytical level. A. Sievers.

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 3327 Advanced Electricity and Magnetism (PBS)

Fall. 4 credits. Prerequisites: PHYS 2217/2218 or permission of instructor. Corequisite: AEP 3210 or appropriate mathematics course(s). Intended for physics majors concentrating in physics or astronomy. PHYS 3323 covers similar material at less demanding level. Assumes knowledge of material at level of PHYS 2217 and makes extensive use of vector calculus, and some use of Fourier transforms and complex variables. P. Brouwer.

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 3330 Modern Experimental Optics (also AEP 3300) (PBS)

Fall. 4 credits. Limited enrollment. Prerequisite: PHYS 2214 or equivalent. G. Hoffstaetter.

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 3341 Thermodynamics and Statistical Physics (PBS)

Fall. 4 credits. Prerequisites: PHYS 2214, 3316, and MATH 2940. I. Cohen.

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.

PHYS 3360 Electronic Circuits (also AEP 3630) (PBS)

Fall, spring. 4 credits. Prerequisites: undergraduate course in electricity and magnetism (e.g., PHYS 2208, 2213, or 2217) 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, I. Bazarov.

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, 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 4400 Informal Advanced Laboratory

Fall, spring. 1-3 credits, variable. Prerequisites: two years physics or permission of instructor. Fall, P. McEuen; spring, D. Hartill.

Experiments of widely varying difficulty in one or more areas, as listed under PHYS 4410, may be done to fill the student's special requirements.

PHYS 4410 Advanced Experimental Physics (PBS)

Fall, spring. 4 credits. Prerequisite: senior standing or permission of instructor; PHYS 2214 (or 3310 or 3360) plus 3318 and 3327, or permission of instructor. Fall, P. McEuen; spring, D. Hartill.

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 4443 Intermediate Quantum Mechanics (PBS)

Spring. 4 credits. Prerequisites: PHYS 3327 or 3323; and PHYS 3316 and AEP 3210 or appropriate mathematics course(s); co-registration in PHYS 3314 or 3318; or permission of instructor. Assumes prior experience in linear algebra, differential equations, and Fourier transforms. Staff.

Provides an introduction to concepts and techniques of quantum mechanics, at the level of *An Introduction to Quantum Mechanics* by Griffiths.

PHYS 4444 Introduction to Particle Physics (PBS)

Spring. 4 credits. Prerequisite: PHYS 4443 or permission of instructor. Staff.

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 4445 Introduction to General Relativity (also ASTRO 4445) (PBS)

Fall. 4 credits. Offered as alternative to more comprehensive, two-semester graduate sequence PHYS 6553 and 6554. L. McAllister.

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 textbook *Gravity: An Introduction to Einstein's General Relativity* by Hartle.

PHYS 4454 Introductory Solid-State Physics (also AEP 4500) (PBS)

Fall. 4 credits. Prerequisite: PHYS 4443, AEP 3610, or CHEM 7930 highly desirable but not required. J. Silcox.

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 4455 Geometrical Concepts in Physics (PBS)

Spring. 4 credits. Prerequisite: PHYS 3323 or equivalent and at least co-registration in PHYS 3318 or permission of instructor.

Usually offered every other spring.

Most non-quantum physical theories are based on one or another form of geometry: Newtonian mechanics on Euclid, electromagnetism on Minkowski, general relativity on Riemann, string theory on higher dimensionality. This course surveys the unification of classical physics that accompanies the application of Hamilton's principle of least action to these various geometries. At the level of *Geometric Mechanics* by Talman.

[PHYS 4456 Introduction to Accelerator Physics and Technology (also PHYS 7656) (PBS)]

Fall. 3 credits. Prerequisites: PHYS 3323 or 3327 and PHYS 3314 or 3318. Next offered 2009-2010. G. Hoffstaetter.

Fundamental physical principles of particle accelerators and enabling technologies, with a focus on basic effects in linear and circular accelerations as high-energy physics colliders and X-ray sources.]

PHYS 4480 Computational Physics (also ASTRO 7690, PHYS 7680) (PBS)

Spring. 3 credits. Assumes familiarity with standard mathematical methods for physical sciences and engineering (differential equations, Fourier transforms, and linear algebra) and with some form of computer programming (e.g., C++, Octave, Mathematica, or Python). S-U grades only. J. Sethna.

Covers numerical methods for ordinary and partial differential equations, linear algebra and eigenvalue problems, integration, nonlinear equations, optimization, and fast Fourier transforms. Find out how and why the "black-box" numerical routines you use work, how to improve and generalize them, and

how to fix them when they don't. Based on the text *Numerical Recipes* by William H. Press, Saul A. Teukolsky, William T. Vetterling, and Brian P. Flannery..

[PHYS 4481 Quantum Information Processing (also CS 4812, PHYS 7681)]

Spring. 3 credits. Prerequisite: familiarity with theory of finite-dimensional vector spaces over complex numbers. Next offered 2009-2010.

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.]

[PHYS 4487 Selected Topics in Accelerator Technology (also PHYS 7687)]

Fall. 2 credits. Prerequisite: PHYS 3323 or 3327. S-U grades only. Next offered 2009-2010.

Fundamentals of accelerator technology. Consists of a series of topical seminars covering the principal elements of accelerator technology.]

PHYS 4488 Advanced Topics in Accelerator Physics (also PHYS 7688)

Spring. 3 credits. S-U grades only. G. Hoffstaetter.

After an introduction to the history of particle accelerators and to their fundamental physical principles, special topics in accelerator physics will be covered. Such topics are: microwave structures in particle acceleration, linear and nonlinear beam dynamics, collective effects and beam instabilities, characteristics of synchrotron radiation and X-ray experiments, a project in storage ring design, and experiments with charged particle beams at Cornell's accelerator laboratory.

PHYS 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 6500 Informal Graduate Laboratory

Fall, spring. Variable to 2 credits. Prerequisite: permission of instructor. Fall, P. McEuen; spring, D. Hartill.

Experiments of widely varying difficulty in one or more areas, as listed under PHYS 6510, may be done to fill special requirements.

PHYS 6501 Contemporary Physics for Teachers

Summer. 2 credits.

Lectures are given by Cornell faculty on topics including: atomic-scale imaging, the Standard Model, and nanofabrication of integrated circuits. Hands-on activities developed by Cornell scientists working with teachers are presented by teachers. Activities are tied to the New York State Physics Core Curriculum where possible.

PHYS 6502 Topics in Physics for Teachers

Summer. 1 credit.

This is a lecture and laboratory course open to CIPT alumni and other high school physics teachers. The course is organized around daily

themes that may include atomic games, physics with water, and discrepant events. Lectures are given by Cornell faculty; hands-on activities developed by Cornell scientists working with teachers are presented by teachers. Lab activities may include: a pinball game analogy to the Bohr model, interference in thin films, projectile motion with water, and energy conversion in a mousetrap. Activities are tied to the NYS Physics Core Curriculum where possible.

PHYS 6503 Physics Education for Teachers

Summer. 1 credit. Primarily intended for graduate students.

This rigorous 35-hour (one-week) course is designed specifically for secondary science teachers to increase physical science content knowledge as aligned with the NYS Intermediate core curriculum. The course will promote the interaction of teachers with scientists to foster a greater understanding of the scientific process through the exposure to real-world research. Presentations and discussions will cover topics appropriate to the curriculum and will emphasize technological advancements and applications. Topics include properties of matter, energy and electromagnetic spectrum, conservation of energy, electricity and magnetism, science process skills, scientific inquiry and engineering design. Model hands-on classroom activities designed to increase student learning and will integrate inquiry-based pedagogical techniques. This course will not satisfy any Cornell Physics degree requirements.

PHYS 6510 Advanced Experimental Physics

Fall, spring. 3 credits. Optional lec associated with PHYS 4410 available. Fall, P. McEuen; spring, D. Hartill.

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 6520 Projects in Experimental Physics

Fall, spring. Variable to 3 credits. Prerequisite: PHYS 6510. 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 6510.

[PHYS 6525 Physics of Black Holes, White Dwarfs, and Neutron Stars (also ASTRO 6511)]

Spring. 4 credits. Prerequisite: none. Next offered 2009-2010. D. Lai. For description, see ASTRO 6511.]

PHYS 6553 General Relativity I (also ASTRO 6509)

Fall. 4 credits. Prerequisite: knowledge of special relativity and methods of dynamics at level of *Classical Mechanics* by Goldstein. E. Flanagan.

A comprehensive introduction to Einstein's theory of relativistic gravity. Topics include differential geometry, foundations of general relativity, formulation of laws of physics in gravitational fields, conservation laws, and physical predictions and experimental tests of the theory. This course focuses on the formal structure of the theory.

PHYS 6554 General Relativity II (also ASTRO 6510)

Spring. 4 credits. Prerequisite: PHYS 6553 or permission of the instructor.

This course is a continuation of PHYS 6553 and ASTRO 6509 that covers a variety of advanced topics and applications of general relativity in astrophysics, cosmology and high energy physics. Topics include relativistic stars, gravitational collapse and black holes, gravitational waves, solar system tests of gravitational theories, foundations of numerical relativity, cosmological models and their perturbations, alternative theories of gravity, and black hole thermodynamics.

PHYS 6561 Classical Electrodynamics

Fall. 3 credits. C. Csaki.

Covers special relativity, Maxwell's equations, electromagnetic potentials, Green's functions, electromagnetic waves, and radiation theory. The practical application of appropriate mathematical methods is emphasized. At the level of *Classical Electrodynamics* by Jackson.

PHYS 6562 Statistical Mechanics

Spring. 4 credits. Primarily for graduate students. Prerequisites: good knowledge of quantum mechanics, classical mechanics, and undergraduate-level thermodynamics or statistical mechanics class. Staff.

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 6572 Quantum Mechanics I

Fall. 4 credits. T. M. Yan.

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 4443 is assumed, but the course is self-contained.

PHYS 6574 Applications of Quantum Mechanics II

Spring. 4 credits. Knowledge of concepts and techniques covered in PHYS 6561 and 6572 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 6599 Cosmology (also ASTRO 6599)

For description, see ASTRO 6599.

PHYS 7635 Solid-State Physics I

Fall. 3 credits. Prerequisites: good undergraduate solid-state physics course (e.g., PHYS 4454), 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. The focus is to enable graduate research at the current frontiers of condensed matter physics.

PHYS 7636 Solid-State Physics II

Spring. 3 credits. Prerequisite: PHYS 7635. Staff.

Continuation of PHYS 7635. Topics from quantum condensed matter physics not included in that course, which may include Fermi Liquid Theory, magnetism, superconductivity, broken symmetries, elementary excitations, topological defects, superfluids, the quantum Hall effect, mesoscopic quantum transport theory, Anderson localization, and other metal insulator transitions.

PHYS 7645 An Introduction to the Standard Model of Particle Physics

Spring. 3 credits. Y. Grossman.

This course is an introduction to the Standard Model of particle physics. Familiarity with Feynman rules, Lagrangians, and relativistic wave equations at the level of PHYS 7651 is assumed. Topics covered include strong and electro-weak interactions, Higgs mechanism, and phenomenology of weak interactions, the quark model, particle accelerators and detectors. The course is taught at the level of *Electroweak Interactions: An Introduction to the Physics of Quarks and Leptons* by Peter Renton and *Introduction to High-Energy Physics* by Donald H. Perkins.

PHYS 7646 Topics in High-Energy Particle Physics

Spring. 3 credits. Staff.

Covers topics of current interest, such as high-energy electron and neutrino interactions, electron positron annihilation, and high-energy hadronic reactions.

PHYS 7651 Relativistic Quantum Field Theory I

Fall. 3 credits. Undergraduates letter grades only; grads S–U or letter grades. Y. Grossman.

Topics include consequences of causality and Lorentz invariance, quantization of Klein-Gordon and Dirac fields, perturbation theory, Feynman diagrams, calculation of cross sections and decay rates, and an introduction to radiative corrections and renormalization with applications to electromagnetic and interactions. At the level of *An Introduction to Quantum Field Theory* by Peskin and Schroeder.

PHYS 7652 Relativistic Quantum Field Theory II

Spring. 3 credits. C. Csaki.

A continuation of PHYS 7651. 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, anomalies, solitons, and instantons. At the level of *An Introduction to Quantum Field Theory* by Peskin and Schroeder.

PHYS 7653 Statistical Physics

Fall. 3 credits. Prerequisites: quantum mechanics at level of PHYS 6572, statistical physics at level of PHYS 6562. J. Sethna.

Survey of topics in modern statistical physics selected from phase transitions and the renormalization group, linear response and fluctuation-dissipation theories; quantum statistical mechanics; and nonequilibrium statistical mechanics; soft matter and/or biological applications.

PHYS 7654 Basic Training in Condensed Matter Physics

Spring. 3 credits. Prerequisites: PHYS 6562, 6574, 7635, 7636, and 7653, or permission of instructor. S–U grades only. Staff.

Advanced topics in condensed-matter physics are taught by several members of the faculty. Past modules include random matrix theory, the quantum Hall effect, disordered systems and computational complexity, asymptotic analysis, superfluid physics, generalized rigidity, many-body methods applied to nanotubes, constraint problems, quantum optics, Luttinger liquids, and quantum antiferromagnets. Future topics may include dilute cold gases and exotic quantum phenomena, thermodynamic Green's functions, $1/N$ expansions, density functional theory, instantons, dynamical mean-field theory, conformal field theory, Fermi liquid theory and superconductivity, localization and disordered metals, renormalization groups, duality transformations, and Chern-Simons gauge theory. Detailed course content will be announced at the end of the fall semester.

[PHYS 7656 Introduction to Accelerator Physics and Technology (also PHYS 4456)]

Next offered 2009–2010.

For description, see PHYS 4456.]

[PHYS 7661 Advanced Topics in High-Energy Particle Theory

Fall. 3 credits. Prerequisite: PHYS 7652.

S–U grades only. Next offered 2009–2010.

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.]

[PHYS 7665 Seminar: Astrophysics Gas Dynamics (also ASTRO 7699)]

Next offered 2009–2010.

For description, see ASTRO 7699.]

PHYS 7667 Theory of Stellar Structure and Evolution (also ASTRO 6560)

Fall. 4 credits. D. Chernoff.

For description, see ASTRO 6560.

PHYS 7680 Computational Physics (also ASTRO 7690, PHYS 4480)

For description, see PHYS 4480.

PHYS 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 7681 Quantum Information Processing (also CS 4812, PHYS 4481)

For description, see PHYS 4481.

PHYS 7682 Computational Methods for Nonlinear Systems (also CIS 6229)

Fall. 3 credits. Enrollment may be limited. C. Myers.

Graduate computer laboratory, focusing on tools for computation, simulation, and analysis of complex, nonlinear systems arising in a broad range of fields including physics, biology, engineering, applied mathematics, and computer science. 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 7687 Selected Topics in Accelerator Technology (also PHYS 4487)]

Next offered 2009–2010.

For description, see PHYS 4487.]

PHYS 7688 Advanced Topics in Accelerator Physics (also PHYS 4488)

For description, see PHYS 4488.

PHYS 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

S. L. Bem, M. Christiansen, T. Cleland, J. E. Cutting, 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, D. A. Pizarro, H. S. Porte, D. T. Regan, E. A. Regan, H. Segal, D. Smith, M. Spivey, B. J. Strupp, V. Zayas

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 advisor, 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 advisors, 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 cognition and development (PCD)**
2. **Behavioral and evolutionary neuro science (BEN)**
3. **Personality and social psychology**

The following classification of Department of Psychology offerings is intended to help students and their advisors choose courses that will ensure that such breadth is achieved.

1. **Perceptual cognition and development:** PSYCH 1102, 2050, 2090, 2140, 2150, 2810, 3050, 3160, 3420, 4120, 4140, 4160, 4180, 4260, 4270, 4280, 4320, 4360, 4650, 4920.
2. **Behavioral and evolutionary neuro science:** PSYCH 2230, 3220, 3240, 3260, 3320, 3610, 3960, 4200, 4240, 4250, 4290, 4310, 4350, 4400, 4440, 4920.
3. **Personality and social psychology:** PSYCH 2650, 2750, 2800, 3250, 3270, 3280, 3800, 3850, 4050, 4230, 4300, 4520, 4810, 4820, 4850, 4910.
4. **Other courses:** PSYCH 1101, 1990, 2820, 3470, 3500, 4100, 4400, 4410, 4700, 4710, 4720, 4730, 4780. The major advisor determines to which group, if any, these courses may be applied.

With the permission of the advisor, 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 3500.
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 advisors 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 advisor.

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. Advisors will assist students in the selection of a coherent set of courses from social organization, cultural anthropology, experimental psychology, social methodology, and several aspects of personality and social psychology. Seniors in the concentration may elect advanced and graduate seminars, with the permission of the instructor.

Undergraduate honors program. The honors program is designed for 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 4710 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.

Computing in the Arts Undergraduate Minor

A minor in Computing in the Arts with an emphasis on psychology is available both to psychology majors and to students majoring in other subjects.

Courses

PSYCH 1101 Introduction to Psychology: The Frontiers of Psychological Inquiry (SBA-AS)

Fall, summer (six-week). 3 credits.

Attendance at lec mandatory. Students who wish to take disc seminar should also enroll in PSYCH 1103. 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 1102 Introduction to Cognitive Science (also COGST 1101, CS 1710, LING 1170, PHIL 1910) (KCM-AS)

Fall, summer (six-week). 3 or 4 credits (4-credit option involves writing sex instead of exams). B. Bienvenue.

For description, see COGST 1101.

PSYCH 1103 Introductory Psychology Seminars

Fall. 1 credit. Limited to 200 students.

Corequisite: PSYCH 1101. 12 different time options. J. B. Maas and staff.

Weekly seminar that may be taken in addition to PSYCH 1101 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 1101.

[PSYCH 1110 Brain, Mind, and Behavior (also BIONB/COGST 1110) (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. Next offered 2009–2010. E. Adkins Regan and R. Hoy.

For description, see COGST 1110.]

PSYCH 1650 Computing in the Arts (also CIS/CS/ENGRI 1610, DANCE 1540, FILM 1750, MUSIC 1465)

Fall. 3 credits. G. Bailey.

For description, see CS 1610.

PSYCH 2050 Perception (also PSYCH 6050)

Fall. 3 credits. Open to all students.

Graduate students, see PSYCH 6050.

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 2090 Developmental Psychology (also PSYCH 7090) (KCM-AS)

Spring. 4 credits. Graduate students, see PSYCH 7090. 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 from both psychobiological and cognitive perspectives. We will use a comparative approach to assess principles of development change. The course focuses on the development of perception, action, cognition, language and social understanding in infancy and early childhood.

PSYCH 2140 Cognitive Psychology (also COGST 2140/6140, INFO 2140, PSYCH 6140) (KCM-AS)

Fall. 3 credits. Limited to 175 students.

Prerequisite: sophomore standing.

Graduate students, see PSYCH 6140.

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.

PSYCH 2150 Psychology of Language (also COGST 2150, LING 2215) (KCM-AS)

Spring. 3 credits. Prerequisites: 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. 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 2230 Introduction to Biopsychology (PBS: supplementary list)

Fall. 3 credits. Prerequisites: none. May be used to satisfy psychology major breadth requirement and as alternative prerequisite for upper-level biopsychology courses.

D. Smith.

Introduction to psychology from a biological perspective, which focuses on brain mechanisms of behavior. Topics include the structure and function of the nervous system, physiological approaches to understanding behavior, hormones and behavior, biological bases of sensation and perception, learning and memory, cognition, emotion, and communication..

Introductory courses in social and personality psychology. Each of the following three courses (2650, 2750, 2800) 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 2610 Development of Social Behavior (also HD 2610)

Fall. 3 credits. Prerequisites: HD 1150, PSYCH 1101. J. Mikels.

For description, see HD 2610.

PSYCH 2650 Psychology and Law (SBA-AS)

Fall. 3 credits. 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 2750 Introduction to Personality Psychology (also HD 2600) (SBA-AS)

Fall. 3 credits. Recommended: introductory psychology or human development.

V. Zayas.

A shared assumption among personality psychologists is that each person possesses a personality—i.e., characteristic ways of thinking, feeling, and behaving—that uniquely

distinguishes him or her from other people. Each individual's personality is the culmination of his or her genetic makeup, biology, early life experiences, learning and culture. In this undergraduate-level course, we will review the major theories and research paradigms (e.g., trait, biological, cognitive) of modern-day personality psychology. The course will emphasize contemporary research, theory, and methodology, as well as provide a review of historical accounts that have significantly contributed to current conceptualizations.

PSYCH 2800 Introduction to Social Psychology (SBA-AS)

Spring, summer (three-week). 3 credits.

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 2820 Community Outreach (also HD 2820)

Fall. 2 credits. Prerequisites: PSYCH 1101 or HD 1150. 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 3050 Visual Perception (also VISST 3305)

Spring. 4 credits. Limited to 25 students.

Prerequisite: PSYCH 2050 or permission of instructor. 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 3130 Problematic Behavior in Adolescence (also HD 3130)

Fall. 3 credits. Prerequisite: HD 1150 or PSYCH 1101. Recommended: HD 2160.

M. W. J. Haugaard.

For description, see HD 3130.

PSYCH 3150 Obesity and the Regulation of Body Weight (also NS 3150)

Spring. 3 credits. Limited to 30 students.

Prerequisites: one course each in psychology and nutrition; undergraduates by permission of instructor. S–U or letter grades. Offered alternate years.

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 3160 Auditory Perception (also PSYCH 7160) (KCM-AS)

Spring. 3 or 4 credits; 4-credit option involves lab project or paper. Limited to 30 students. Prerequisite: PSYCH 1020, 2050, 2090, or 2140 (or other psychology, linguistics, or biology courses by permission of instructor). Graduate students, see PSYCH 7160. 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 3220 Hormones and Behavior (also BIONB 3220, PSYCH 7220) (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 2230, BIONB 2210 or 2220, or one year introductory biology plus psychology course. Graduate students, see PSYCH 7220. Next offered 2010-2011. 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 3240 Biopsychology Laboratory (also BIONB 3240) (PBS)

Fall. 4 credits. Limited to 20 students. Prerequisites: junior or senior standing; PSYCH 2230 or BIONB 2210 or 2220, and permission of instructor. 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 3250 Adult Psychopathology (also HD 3700) (SBA-AS)

Spring. 3 credits. Prerequisite: sophomore, junior, or senior standing; any one course in psychology or human development. No S-U option. 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 3260 Evolution of Human Behavior (also PSYCH 6260) (PBS: Supplementary List)

Spring. 4 credits. Prerequisite: PSYCH 2230, or introductory biology, or introductory anthropology. Graduate students, see PSYCH 6260. 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 3270 Field Practicum I (also HD 3270) (SBA-AS)

Fall only. 3 credits. Limited enrollment. Prerequisites: PSYCH 3250 or HD 3700 (or taken concurrently), and permission of instructor. Students must commit to taking PSYCH 3280 in spring semester. Letter grades only. 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 3280 Field Practicum II (also HD 3280) (SBA-AS)

Spring. 3 credits. Limited enrollment. Prerequisites: PSYCH 3270 taken previous semester, PSYCH 3250 or HD 3700 (or taken concurrently), permission of instructor. Letter grades only. H. Segal. Continues the field practicum experience from PSYCH 3270.

[PSYCH 3300 Introduction to Computational Neuroscience (also BIONB/BME/COGST 3300) (PBS)]**PSYCH 3320 Biopsychology of Learning and Memory (also BIONB 3280, PSYCH 6320) (PBS)**

Spring. 3 credits. Limited to 60 students. Prerequisites: one year of biology and either a biopsychology course or BIONB 2220. Graduate students, see PSYCH 6320. 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 3400 Autobiographical Memory

Spring. 3 credits. Limited to 20 students. Prerequisites: any one course in psychology or human development. Staff. 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 3420 Human Perception: Applications to Computer Graphics, Art, and Visual Display (also COGST 3420, PSYCH 6420, VISST 3342)

Fall. 3 or 4 credits; 4-credit option involves term paper. Highly recommended: PSYCH 2050. Graduate students, see PSYCH 6420. 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 3470 Psychology of Visual Communications (SBA-AS)

Spring. 3 credits. Limited to 15 students. Prerequisites: PSYCH 1101 and permission of instructor. 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 3500 Statistics and Research Design (MQR)

Fall, summer (three-week). 4 credits. Limited to 120 students. 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 3610 Biopsychology of Normal and Abnormal Behavior (also NS 3610) (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 or letter grades. Next offered 2009-2010. B. J. Strupp. For description, see NS 3610]

PSYCH 3800 Social Cognition (SBA-AS)

Fall. 3 credits. Prerequisites: junior or senior standing; PSYCH 2800. 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 3850 The Psychology of Emotion (SBA-AS)

Fall. 3 credits. D. Pizarro. We've all been mad, sad, happy, and disgusted. Some of us get nostalgic at times, and some of us are easily embarrassed. We've been feeling these emotions nearly our whole lives, and this makes us all emotion experts of a sort. Nonetheless, these feelings can be mysterious. Where do they come from? Do people across all cultures experience similar emotions? How can we regulate our emotions? Do emotions make us less rational? Do they make us smarter? What triggers certain emotions? Are there gender differences in emotions? The science of emotion is fairly young, but there has been an enormous amount of progress in understanding emotional phenomena in the last few decades. In this course, we will tackle

the aforementioned questions and more. By the end of the course you should be familiar with the most influential theories of emotion—from the evolutionary explanations of emotion to the developmental and social factors involved in making us emotional creatures. So while we are all intuitive experts on emotion, by the end of the course you will have a different kind of expertise—one grounded in the most recent scientific discoveries in this exciting field.

[PSYCH 3960 Introduction to Sensory Systems (also BIONB 3960) (PBS)]

Spring. 4 credits. Limited to 35 students. Next offered 2010–2011. B. P. Halpern.

Somesthetic, auditory, and visual system neuroscience principles and methods of study are taught using the Socratic method. Original literature read and discussed.]

[PSYCH 4050 Intuitive Judgment (SBA-AS)]

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. Next offered 2010–2011. 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 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 4120 Laboratory in Cognition and Perception (also COGST 4120, PSYCH 6120) (KCM-AS)

Spring. 4 credits. Limited to 15 students. Prerequisite: statistics and one course in cognition or perception recommended. Graduate students, see PSYCH 6120. 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 4140 Comparative Cognition (also COGST 4140, PSYCH 7140) (KCM-AS)]

Spring. 3 or 4 credits; 4-credit option involves annotated bibliography or creation of relevant web site. Prerequisites: PSYCH 2050, 2090, 2140, 2230, 2920, or permission of instructor. Graduate students, see PSYCH 7140. Next offered 2009–2010. 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 4160 Modeling Perception and Cognition (also COGST 4160, PSYCH 6160)]

Spring. 4 credits. Prerequisites: PSYCH 2050, 2090, 2140, or 2150, or permission of instructor. Graduate students, see PSYCH 6160. Next offered 2009–2010. Staff.

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 4180 Psychology of Music (also MUSIC 4181, PSYCH 6180) (KCM-AS)

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 6180. 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 4200 Advanced Neurobiology Learning and Memory (also PSYCH 6200)

Spring. 3 credits. Prerequisites: PSYCH 2230 or HD 2200 and BIONB 2220. D. Smith.

This seminar will examine the neural mediation of learning and memory processes, broadly defined to include simple and complex forms of learning in humans and animals. After a historical overview, students will discuss cutting edge literature on the brain mechanisms of learning and memory. Topics will be decided upon by the participants and may include the cellular mechanisms of plasticity (e.g. LTP), neural circuits involved in Pavlovian conditioning and instrumental learning, spatial memory, emotional memory, working memory, episodic and semantic memory.

PSYCH 4230 Navigation, Memory, and Context: What Does the Hippocampus Do? (also PSYCH 6230) (SBA-AS)]

Spring. 4 credits. Prerequisites: intended for juniors, seniors, and graduate students. D. Smith.

Although the hippocampus has been the subject of intense scrutiny for nearly 50 years, there remains considerable disagreement about functional contributions the hippocampus makes to learning and memory process. This seminar will examine the diverse functions attributed to the hippocampus with an eye toward integrating the differing viewpoints in the literature. After a brief historical overview, students will discuss cutting-edge literature on the hippocampal role in spatial navigation, learning, and memory, and context processing.

PSYCH 4240 Neuroethology (also BIONB 4240) (PBS)]

Fall. 4 credits. Prerequisites: BIONB 2210 or 2220 or BIOG 1101–1102 and permission of instructor. S–U or letter grades. disc, one hour each week. C. D. Hopkins.

For description, see BIONB 4240.

PSYCH 4250 Cognitive Neuroscience (also BIONB 4230, PSYCH 6250) (KCM-AS)]

Fall. 4 credits. Prerequisites: introductory biology; biopsychology or neurobiology (e.g., PSYCH 2230 or BIONB 2210, 2220); and an introductory course in perception, cognition, or language (e.g., PSYCH 1020, 2090, 2140, or 2150). Graduate students, see PSYCH 6250. S–U or letter grades. 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 4260 Learning Language (also COGST 4260, PSYCH 7260) (KCM-AS)]

Spring. 4 credits. Prerequisite: PSYCH 2140 or permission of instructor. Letter grades only. S. Edelman.

A survey of a promising new synthesis in the understanding of the cognitive function that is at the core of the human nature: language. The material focuses on two aspects of the study of language: (1) psycholinguistic data and their interpretation, and (2) algorithmic studies and computational modeling. In psycholinguistics, students will read key papers that shed light on the nature of linguistic knowledge ("grammar") possessed by normal adult speakers, and on the learning of this knowledge by children. In computation, the focus is on learning grammar from raw data. The common thread to this course is realism: in psycholinguistics, we shall consider only those results obtained empirically by established psychological procedures (as opposed to intuition, either of experts or of lay speakers); in computation, the only approaches of interest to us are those that are algorithmically tractable, and that are effective when applied to realistic data.

[PSYCH 4270 Evolution of Language (also COGST 4270, PSYCH 6270)

Fall. 3 credits. Prerequisite: junior or senior standing; any one course in psychology or human development. Graduate students, see PSYCH 6270. S-U or letter grades. Offered alternate years; next offered 2009-2010. 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 4280 Connectionist Psycholinguistics (also COGST 4280, LING 4428/6628, PSYCH 6280)

Fall. 3 credits. Prerequisite: senior standing or permission of instructor. Graduate students, see PSYCH 6280. 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 4920 Olfaction and Taste: Structure and Function (also BIONB 4290, PSYCH 6290) (PBS)

Spring. 4 credits. Next offered 2009-2010. B. Halpern.

Explores structural and functional characteristics of smelling and tasting by reading and discussing current literature in these areas, using the Socratic method.]

PSYCH 4300 Moral Reasoning (also PSYCH 6300) (SBA-AS)

Spring. 4 credits. Prerequisites: open to junior and senior psychology majors and to graduate students; open to others by permission of instructor. D. Pizarro.

In recent years there has been a resurgence of interest in the science of morality. Recently, scientists across a wide range of disciplines have made discoveries that bear on the question of how and why humans have a sense of morality. The goals of this course are to offer an introduction to the science behind our moral sense. In order to achieve this goal, we will read articles on almost every area of scientific psychology. By the end of the course you should be well versed in the primary issues and debates involved in the scientific study of morality.

PSYCH 4310 Effects of Aging on Sensory and Perceptual Systems (also BIONB 4210, PSYCH 6310) (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, neuroscience, cognitive science. Graduate students, see PSYCH 6310. 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 Internet sites, a course packet, materials on reserve, and from the course Blackboard site. 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 4340 Sensory Construction (also PSYCH 6364)

Spring. 3 credits. Prerequisites: One introductory course in neurobiology (PSYCH 2230 or BIONB 2220) and one intro course in perception or cognition (PSYCH 1102, 2050, 2090, or 2140) or permission of instructor. T. Cleland.

Is it true that everything you encounter is stored somewhere in your memory, if only you could recall it? How does that information get into your brain in the first place? This course investigates how coherent sensory percepts are constructed from the physical features of sensory stimuli, the properties of animal sensors and neural circuits, the active allocation of cognitive and physiological resources to selective sampling, and the integration of sampled data, prior knowledge, and expectations. Emphasis is placed on integrating multiple approaches—including biophysical, neurobiological, evolutionary, cognitive, social, and legal—to the problem of complex perception, cognition and memory.

PSYCH 4350 Olfaction, Pheromones, and Behavior

Fall. 4 credits. Prerequisites: introductory biology and course in neurobiology and behavior or biopsychology or 3000-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 are 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 4360 Language Development (also COGST/HD 3370, LING 4436) (KCM-AS)

Fall. 4 credits. Open to undergraduate and graduate students. Graduate students should also enroll under HD 6330/LING 4700/PSYCH 6000, supplemental graduate seminar. Prerequisite: at least one course in developmental psychology, cognitive psychology, cognitive development, or linguistics. S-U or letter grades. B. Lust. For description, see HD 3370.

PSYCH 4370 Lab Course: Language Development (also COGST 4500, HD 4370, LING 4450)

Spring. 2 credits. Offered in conjunction with COGST/HD 4360 and LING 4436, Language Development. R. B. Lust. Optional supplement to the survey course Language Development (HD 3370, COGST/LING/PSYCH 4360). Provides students with a hands-on introduction to scientific research, including design and methods, in the area of first-language acquisition. For description, see COGST 4500.

PSYCH 4400 The Brain and Sleep (also PSYCH 6400)

Fall. 4 credits. Prerequisites: at least PSYCH 2230 or BIONB 2210. Recommended: additional course in biology, biopsychology, or neurobiology. S-U or letter grades. Graduate students, see PSYCH 6400. 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 4410 Laboratory in Sleep Research (also PSYCH 6410)

Spring. 4 credits. Lab fee: \$50. Graduate students, see PSYCH 6410. 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 4440 Neural Computation (also BIONB 4440)

Spring. 3 credits. Limited to 10 students. Prerequisites: PSYCH 2230 or BIONB 2220, or permission of instructor. S-U or letter grades. Offered alternate years. T. Cleland. Lecture and computer lab course covering the biophysical mechanisms underlying neural computation and information coding by neurons and networks. Students will study and develop computational models of single

neurons and small neural networks. An independent modeling project will be required.

PSYCH 4520 Trauma and Treatment (also PSYCH 6520) (SBA-AS)

Fall. 4 credits. Limited to 12 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 4650 Topics in High-Level Vision (also COGST 4650, PSYCH 6650) (KCM-AS)]

Spring. 4 credits. Graduate students, see PSYCH 6650. Offered alternate years; next offered 2009–2010. 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 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 or letter grades. Staff.

Practice in planning, conducting, and reporting independent laboratory, field, and/or library research.

PSYCH 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 section listed for that staff member; section list available from Department of Psychology. S–U or letter grades. Staff.

Advanced experience in planning, conducting, and reporting independent laboratory, field, and/or library research. One, and preferably two, semesters of PSYCH 4700 is required. The research should be more independent and/or involve more demanding technical skills than that carried out in PSYCH 4700.

PSYCH 4720 Multiple Regression

Spring, weeks 1–7. 2 credits. Prerequisite: one solid semester of introductory statistics. Recommended: analysis of variance. 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 4730 General Linear Model

Spring, weeks 8–14. 2 credits. Prerequisite: PSYCH 4720 or equivalent. 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 4780 Parenting and Child Development (also HD 4440, PSYCH 6780) (KCM-AS)]

Fall. 4 credits. Limited to 25 students. Intended for seniors and graduate students. Graduate students, see PSYCH 678. Next offered 2009–2010. 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 evaluates the role of public policies and intervention strategies that impact parents and children.]

PSYCH 4810 Advanced Social Psychology (also PSYCH 6810)

Fall. 4 credits. Limited to 15 students, by application. Priority given to senior psychology majors. Graduate students, see PSYCH 6810. D. T. Regan.

Readings are primary sources, namely selected articles from very recent issues of the best social psychological journals. Readings are chosen for their importance, their readability, and the likelihood that they will generate stimulating discussion.

PSYCH 4820 Automaticity (also PSYCH 6820) (SBA-AS)

Spring. 4 credits. Prerequisites: PSYCH 2800; 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 4850 The Self (also PSYCH 6850) (SBA-AS)

Spring. 4 credits. Limited to 15 students. Prerequisite: PSYCH 2750 or 2800 or permission of instructor, with priority given to seniors and graduate students. D. Dunning.

An enduring task in psychological inquiry has been to survey the ways in which a person's self-image influences emotion, thought, and action. What is self-esteem, and is it a good or a bad thing? How do concerns over self-image motivate people? Do people really know themselves accurately? How does a person's sense of self develop, and does it differ across cultures? Students will be introduced to these and other topics by reading original research articles, and should expect to take part in class discussions of the issues raised.

[PSYCH 4890 Seminar: Beliefs, Attitudes, and Ideologies (also PSYCH 6890) (CA-AS)]

Fall. 4 credits. Prerequisites: admission by application during spring pre-registration period for fall semester. Priority given to juniors, seniors, and graduate students. Next offered 2009–2010. Staff.

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 deaf culture, utilitarian ethics, and the ideology of science. Participants write weekly commentaries on the readings and a term paper examining a particular ideology.]

PSYCH 4910 Research Methods in Psychology (also COGST 4910, COGST/PSYCH 6910)

Spring. 4 credits. Limited to 15 students. Prerequisite: permission of instructor. V. Zayas.

Research methods are the tools that allow psychologists to test the validity of hypotheses. This course provides a survey of the methods used by scientists in personality and social psychology as well as related behavioral sciences to empirically test hypotheses. Specifically, this course will discuss the following topics: (i) philosophy of science, (ii) research designs and methods, (iii) data collection, analysis, and validity, (iv) report writing, and (v) recurrent and emerging trends and issues in the field of research methods and quantitative analysis. Students concentrate on completing a small research project in which they conduct an experiment, interpret its data, and write up the results.

[PSYCH 4920 Sensory Function (also BIONB 4920, PSYCH 6920) (PBS)

Spring. 4 credits. Limited to 25 students. Prerequisite: 3000-level neuroscience course, or BIONB 2220 or BIOAP 3110, or equivalent; knowledge of elementary physics, chemistry, and behavior. S-U or letter grades. Graduate students, see PSYCH 6920. Offered alternate years; next offered 2009-2010.

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.]

PSYCH 5310 Consciousness and Free Will (also BIONB 4330, COGST 4310)

Spring. 4 credits. Prerequisite: COGST/INFO/PSYCH 2140/6140. S. Edelman.

For description see COGST 4310.

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 6000 General Research Seminar**PSYCH 6050 Perception (also PSYCH 2050)**

Fall. 4 credits. Non-arts graduate students only. J. E. Cutting.

PSYCH 6100-6110 Perception**PSYCH 6120 Laboratory in Cognition and Perception (also PSYCH 4120)**

Spring. 4 credits. D. J. Field.

PSYCH 6121 Visual Perception**PSYCH 6140 Cognitive Psychology (also COGST/PSYCH 2140, COGST 6140)**

Fall. 3 credits. F. S. Edelman.

[PSYCH 6160 Modeling Perception and Cognition (also COGST/PSYCH 4160)

Spring. 4 credits. Next offered 2009-2010. Staff.]

PSYCH 6180 Psychology of Music (also MUSIC 4181, PSYCH 4180)

Fall. 4 credits. C. Krumhansl.

PSYCH 6181 Topics in Psycholinguistics**PSYCH 6200 Advanced Neurobiology and Memory**

Spring. 3 credits. D. Smith.

PSYCH 6210 Behavioral and Brain Sciences

Fall and spring. 4 credits each semester.

PSYCH 6220 Topics in Perception and Cognition**PSYCH 6230 Hormones and Behavior****PSYCH 6230 Navigation, Memory, and Context: What Does the Hippocampus Do? (also PSYCH 4230)**

Spring. 4 credits. D. Smith.

PSYCH 6250 Cognitive Neuroscience (also PSYCH 4250)

Fall. 4 credits. B. L. Finlay.

PSYCH 6260 Evolution of Human Behavior (also PSYCH 3260)

Spring. 4 credits. R. E. Johnston.

[PSYCH 6270 Evolution of Language (also COGST/PSYCH 4270)

Fall. 3 credits. Next offered 2009-2010. M. Christiansen.]

PSYCH 6271 Topics in Biopsychology

Fall or spring. Staff.

PSYCH 6280 Connectionist Psycholinguistics (also COGST/PSYCH 4280, LING 4428/6628)

Fall. 3 credits. W. M. Christiansen.

PSYCH 6290 Olfaction and Taste: Structure and Function (also BIONB/PSYCH 4290)

Spring. 4 credits. B. P. Halpern.

PSYCH 6300 Moral Reasoning (also PSYCH 4300)

Spring. 4 credits. D. Pizarro.

For description, see PSYCH 4300.

[PSYCH 6301 Structure in Vision and Language (also COGST 6300)

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; next offered 2009-2010. 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 6310 Effects of Aging on Sensory and Perceptual Systems (also BIONB 4210, PSYCH 4310)

Fall. 4 credits. B. P. Halpern.

PSYCH 6320 Biopsychology of Learning and Memory (also BIONB 3280, PSYCH 3320)

Spring. 4 credits. T. J. DeVoogd.

PSYCH 6340 Sensory Construction (also PSYCH 4340)

Spring. 3 credits. T. Cleland.

PSYCH 6350 Evolutionary Perspectives on Behavior**PSYCH 6400 The Brain and Sleep (also PSYCH 4400)**

Fall. 4 credits. H. S. Porte.

PSYCH 6410 Laboratory in Sleep Research (also PSYCH 4410)

Spring. 4 credits. H. S. Porte.

PSYCH 6420 Human Perception: Applications to Computer Graphics, Art, and Visual Display (also PSYCH/COGST 3420, VISST 3342)

Fall. 4 credits. D. J. Field.

PSYCH 6430 Statistics in Current Psychological Research**[PSYCH 6500 Special Topics in Cognitive Science (also COGST 5500)]****PSYCH 6520 Trauma and Treatment (also PSYCH 4520)**

Fall. 4 credits. S. Bem.

[PSYCH 6650 Topics in High-Level Vision (also PSYCH/COGST 4650)

Spring. 4 credits. Next offered 2009-2010. S. Edelman.]

[PSYCH 6780 Parenting and Child Development (also PSYCH 4780, HD 4440)

Fall. 4 credits. Next offered 2009-2010. M. Goldstein.]

PSYCH 6800 Experimental Social Psychology**PSYCH 6810 Advanced Social Psychology (also PSYCH 4810)**

Fall. 4 credits. D. T. Regan.

PSYCH 6820 Automaticity (also PSYCH 4820)

Spring. 4 credits. M. Ferguson.

PSYCH 6830 Affects and Cognition

Fall. 4 credits. A. M. Isen.

PSYCH 6850 The Self (also PSYCH 4850)

Spring. 4 credits. D. Dunning.

[PSYCH 6890 Seminar: Beliefs, Attitudes, and Ideologies (also PSYCH 4890)]**PSYCH 6910 Research Methods in Psychology (also COGST/PSYCH 4910)**

Spring. 4 credits. V. Zayas.

[PSYCH 6920 Sensory Function (also BIONB/PSYCH 4920)

Spring. 4 credits. Next offered 2009-2010. B. P. Halpern and H. C. Howland.]

[PSYCH 6960 Introduction to Sensory Systems (also BIONB/PSYCH 3960)

Spring. 4 credits. Next offered 2009-2010. B. P. Halpern.]

PSYCH 7000 Research in Biopsychology**PSYCH 7090 Developmental Psychology (also PSYCH 2090)**

Spring. 4 credits. M. Goldstein.

PSYCH 7100 Research in Human Experimental Psychology (also COGST 7100)**PSYCH 7130 Information Processing: Conscious and Nonconscious**

Spring. 4 credits. R. Staff.

[PSYCH 7140 Comparative Cognition (also COGST/PSYCH 4140)

Spring. 4 credits. Next offered 2009-2010. Staff.]

PSYCH 7160 Auditory Perception (also PSYCH 3160)

Spring. 4 credits. C. L. Krumhansl.

PSYCH 7200 Research in Social Psychology and Personality**PSYCH 7220 Hormones and Behavior (also BIONB/PSYCH 3220)**

Fall. 4 credits. E. A. Regan.

PSYCH 7260 Learning Language (also COGST/PSYCH 4260)

Spring. 4 credits. S. Edelman.

PSYCH 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, D. Pizarro, 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 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, D. Pizarro, 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 9000 Doctoral Thesis Research in Biopsychology**PSYCH 9100 Doctoral Thesis Research in Human Experimental Psychology****PSYCH 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 1101 Introduction to Psychology: The Frontiers of Psychological Inquiry

PSYCH 1102 Introduction to Cognitive Science

PSYCH 1128 Introduction to Psychology: Personality and Social Behavior

PSYCH 1990 Sports Psychology

PSYCH 2230 Introduction to Biopsychology

PSYCH 2800 Introduction to Social Psychology

PSYCH 3500 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, T. J. Hinrichs, D. Holmberg, P. R. Hyams, W. J. Kennedy, J. M. Law, S. MacDonald, K. S. March, L. Monroe, 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:

1. Schedule an appointment with the director of the Religious Studies Program, whose name and e-mail address can be found on the Religious Studies web site.
2. In addition to a copy of 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. a completed Religious Studies major application form
 - b. 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

- c. a College of Arts and Sciences advisor/major form, which will be signed by the director and advisor. The advisor 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 advisor whose area of expertise most closely matches the proposed interest of the student. An up-to-date approved advisor list is available in the Religious Studies office. Note that not all faculty members who cross-list courses with RELST can serve as RELST advisors. Working closely with one's RELST advisor 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 2250 Introduction to Asian Religions, RELST 2651 Holy War, Crusade and Jihad, and RELST 4449 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 2250 Introduction to Asian Religions

RELST 2651 Holy War, Crusade and Jihad

RELST 4449 History, Theory, and Methods in the Academic Study of Religion

The requirement for either or both RELST 2250/2651 may be satisfied by taking two or more courses in the relevant traditions with some attention to breadth:

The requirement for RELST 2250 may be satisfied by taking at least one course on South Asian traditions AND one course on East Asian traditions.

The requirement for RELST 2651 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 4449.

Seven Additional Courses

In selecting their additional courses for the major, students are expected to consult closely with their advisors 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

- 1. Eligibility.** 3.0 cumulative average and 3.5 average inside the major with no grade in the major below B-. Program director notifies eligible candidates during the spring semester of the junior year or before commencement of final year.
- 2. Honors Courses.** Candidates must sign into RELST 4995 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 advisor is on leave, the program will assign a committee member from the list of approved RELST advisors. The three members should be:
 - a. The professor who has agreed to work closely with the student over the year and to be the supervisor/grader of the project is chair of the committee.
 - b. The student's Religious Studies major advisor (required)
 - c. Another knowledgeable faculty member
 Sometimes the advisor 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 2110 Black Religious Traditions: Sacred and Secular (also AMST/HIST 2110)]

Spring 4 credits. Next offered 2009-2010. M. Washington.]

RELST 2204 Quranic Arabic (also NES 2204)

Spring. 4 credits. M. Younes.
For description, see NES 2204.

RELST 2212 Quran and Commentary (also NES 2212)

Spring. 3 credits. D. Powers
For description, see NES 2212.

RELST 2250 Introduction to Asian Religions (also ASIAN 2250) @ # (HA-AS)

Fall. 3 credits. D. Boucher.
For description, see ASIAN 2250.

RELST 2277 Meditation in Indian Culture (also ASIAN 2277) @ # (HA-AS)

Spring. 3 credits. D. Gold.
For description, see ASIAN 2277.

RELST 2420 Religion and Politics in American History (also HIST/AM ST 2420)

Fall. 4 credits. Limited to 15 students.
Prerequisite: permission of instructor.
L. Moore.

For description, see HIST 2420.

RELST 2622 Judaism from the Persian Period to the Rise of Islam (also NES 2622)

Spring. 3 credits. L. Jovanovic.
For description, see NES 2622.

[RELST 2651 Holy War, Crusade, and Jihad (also COML 2310, HIST 2691, JWST/NES 2651)]

Fall. 3 credits. Next offered 2009-2010.
R. Brann.]

RELST 2655 Intro to Islamic Civilization (also HIST 2530, NES 2655)

Fall. 3 credits. D. Powers.
For description, see NES 2655.

RELST 2662 Daily Life in the Biblical World (also ARKEO/JWST/NES 2662, LA 2520)

Fall. 3 credits. J. Zorn.
For description, see NES 2662.

RELST 2724 Introduction to the Hebrew Bible (also NES 2724, JWST 2724)

Fall. 3 credits. L. Jovanovic.
For description, see NES 2724.

RELST 3230 Myth, Ritual, and Symbol (also ANTHR 3420)

Spring. 4 credits. J. Fajans.
For description, see ANTHR 3420.

RELST 3260 Christianity and Judaism (also COML 3260)

Spring. 4 credits. C. Carmichael.
For description, see COML 3260.

RELST 3351 Indian Religious Worlds (also ASIAN 3351)

Fall. 4 credits. D. Gold.
For description, see ASIAN 3351.

RELST 3460 Modernization of the American Mind (also AMST/HIST 3460)

Fall. 4 credits. L. Moore.
For description, see HIST 3460.

RELST 3524 Israelite Prophecy (also NES 3524)

Spring. 4 credits. L. Monroe.
For description, see NES 3524.

RELST 3619 Near Eastern Christianities, 50-650 CE (also HIST/JWST/NES 3619)

Fall. 4 credits. K. Haines-Eitzen.
For description, see NES 3619.

RELST 3643 Greek and Roman Mystery Cults (also CLASS 3643)

Spring. 4 credits. K. Clinton.
For description, see CLASS 3643.

RELST 3651 Law, Society, and Culture in the Middle East (also HIST 3651/6651, NES 3551/6551)

Spring. 4 credits. D. Powers.
For description, see NES 3551.

RELST 4260 New Testament Seminar (also COML 4260)

Spring. 4 credits. C. Carmichael.
For description, see COML 4260.

RELST 4438 Monks, Texts, and Relics: Transnational Buddhism in Asia (also ASIAN 4438/6638)

Spring. 4 credits. A. Blackburn.
For description, see ASIAN 4438.

[RELST 4449 History and Methods of the Academic Study of Religion (also ASIAN 4449) # (KCM-AS)]

Spring. 4 credits. Requirement for Religious Studies majors. Next offered 2009-2010.
J. M. Law.
For description, see ASIAN 4449.]

RELST 4460 Indian Meditation Texts (also ASIAN 4460) @ # (KCM-AS)

Fall. 4 credits. D. Gold.
For description, see ASIAN 4460.

RELST 4462 Religion, Colonialism, and Nationalism (also ASIAN 4462/6662) (CA-AS)

Fall. 4 credits. A. Blackburn.
For description, see ASIAN 4462.

RELST 4639 Readings in Arabic Historical Texts (also NES 4639)

Fall. 4 credits. D. Powers.
For description, see NES 4639.

RELST 4787 Hellenistic Jewish Literature (also JWST/NES 4787)

Fall. 4 credits. L. Jovanovic.
For description, see NES 4787.

RELST 4821 Religious and Secular in American Culture (also AMST/HIST 4821)

Fall. 4 credits. L. Moore.
For description, see HIST 4821.

RELST 4990-4991 Directed Study

4990, fall; 4991, spring. 2-4 credits each semester. For majors in Religious Studies; permission of director required. Staff.

RELST 4995 Senior Honors Essay

Fall and spring (two semesters). 8 credits. Requirement for honors in Religious Studies. Staff.

RELST 6020 Latin Philosophical Texts (also PHIL 6020)

Fall. 4 credits. Staff.
For description, see PHIL 6020.

RELST 6653 Buddhist Narrative Literature (also ASIAN 6653)

Fall. 4 credits. D. Boucher.
For description, see ASIAN 6653.

RELST 7633 Gender and Late Antiquity (also CLASS/HIST/NES 7633, FGSS 7630)

Fall. 4 credits. K. Bowles and K. Haines-Eitzen.
For description, see CLASS 7633.

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

G. Aching, T. Alkire, S. Amigo-Silvestre, I. Auffret, M. Baraldi, K. Bättig von Wittelsbach, A. Berger, T. Beviá, O. Bezhanova (visiting), B. Bosteels, T. Campbell, F. Cervesi, D. Castillo, J. Culler (chair), L. Dubreuil, M. A. Garcés, M. Greenberg, L. Horne, C. Howie, P. Keller, R. Klein, C. Lawless, S. LoBello, K. Long, J. Luks, N. Maldonado-Méndez, T. McNulty, L. Meza-Riedewald, M. Migjel, L. Morató-Peña, J. Oliveira, J. E. Paz-Soldán, S. Pinet, R. Possen, K. Proux-García, M. K. Redmond, J. M. Rodríguez-García, J. Routier-Pucci, E. Sánchez-Blake, C. Sparfel, A. Stratakos-Tió, M. Stycos, P. Swenson, B. Teutli (associate chair), S. Tun, M. C. Vallois, C. Waldron, R. Welch (visiting). Emeriti: C. Morón Arroyo, J. Béreaud, A. Colby-Hall, N. Furman, A. Grossvogel, P. Lewis, A. Seznec. Adjunct Associate Professor: S. Tarrow.

The Department of Romance Studies offers courses in the following areas: Catalan, French, Hispanic, Italian, and Luso-Brazilian literatures; French, Italian, Portuguese, Quechua, and Spanish language; Francophone, Italian, Luso-Brazilian, and Hispanic cultures; 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 1210–1220 Elementary Catalan]
1210, fall; 1220, spring. 4 credits each semester. 1210 must be taken before 1220. Recommended: knowledge of another Romance language. Next offered 2009–2010. Staff.

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

T. Alkire, A. Berger, L. Dubreuil, M. Greenberg, C. Howie, R. Klein, S. LoBello, K. Long, J. Luks, T. McNulty, R. Possen, K. Proux-García, C. Sparfel, S. Tun, M. C. Vallois, C. Waldron. Emeriti: J. Béreaud, A. Colby-Hall, N. Furman, D. I. Grossvogel, P. Lewis, A. Seznec. Adjunct Associate Professor: S. Tarrow

The Major

The major in French is divided into two options: French cultural studies and French literature. While prospective majors should try to plan their programs as far ahead as possible, especially if they intend to study abroad, no students will be refused admission to the major merely because of a late start. See the director of undergraduate studies. This consultation is especially important for finding out what sequence of courses will follow the current choice of courses.

We are currently not admitting students to the French linguistics major. Students having such interests should apply for admission through

the field of linguistics. Courses in general linguistics are offered.

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 FREN 2190 and 2210 or equivalent courses (to be determined by the director of undergraduate studies).

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 FREN 3010, Advanced French I; or FREN 3050, French through Film (**only one may be taken for credit) or a properly accredited study abroad program or the passing of a special language test (the CASE examination) or permission of the director of undergraduate studies.
2. Take the two core courses for the major: FREN 3210, Readings in Modern French Literature and Culture; FREN 3220, Readings in Early Modern French Literature and Culture.
3. Take five or more additional courses in French literature or culture at the level of FREN 3150 or above that cover the following requirements.
 - One course on Francophone Literature or culture
 - One course on French Literature or culture pre-1789
 - One course at the 4000 level
 - Three courses conducted in French (i.e., no more than two courses conducted in English may be counted toward the major), and
 - Up to two courses offered by a department other than Romance Studies (for example Comparative Literature, History, Linguistics, Philosophy, Art History, or Visual Studies), provided the course includes a significant (at least 50 percent) French component.
2. Students must receive at least a B– in a course in order for that course to count for the major
3. *Note that one course may fulfill several of these requirements. For example, a 4000-level course on pre-1789 literature or culture will fulfill those two requirements.

Administration of the French Major

Students are admitted to the major by the director of undergraduate studies but are guided by their individual advisors. A copy of each student's progress is given to the director of undergraduate studies for approval and safe-keeping.

Minor in French Studies

Its purpose is to supplement a student's major with a complementary focus or concentration that is indicated on the graduate's transcript. The minor 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 minor 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 minor must attain proficiency (by taking a placement exam or completing a 2000-level course in French) and must take the core course The French Experience (FREN 2240) or an approved equivalent of the core course (approved alternatives will be listed on the program web site). Students may also petition the program director to use an advanced course conducted in French as their core course. Completion of the Minor requires, in addition to the core, three non-language courses on French and Francophone topics. Only one of the four courses required for the minor can be taken S–U.

Applications for the minor are accessible at the French Studies web site, www.einaudi.cornell.edu/french-studies/about/index.asp and should be submitted to the Department of Romance Studies (303B Morrill Hall) or to Callean Hile at clh2@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 Department of Romance Studies 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 FREN 2190 or its equivalent in advanced credit or placement by the Cornell CASE examination. Taking FREN 3010 or 3050, or even 3120 or 3130 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, Emory, and Duke Universities. EDUCO offers advanced students a challenging course of study and the experience of total immersion in French life and culture in Paris. Participants in this program may spend the year or semester as fully matriculated students at the Universities of Paris VII or IV and other institutions of higher learning in Paris, including the possibility of study at the Institut d'Etudes des Sciences 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 offered first to students planning to study abroad for the full academic year.

EDUCO maintains a center in Paris with full 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 beyond the required course work for the major. 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 advisors who have agreed to supervise their work. They may receive course credit by enrolling in FREN 4290-4300, 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 advisor 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.

Courses in the French Program

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.

Note: Students placed in the 2000-level course have the option of taking language and/or literature courses.

FREN 1210-1220 Elementary French

1210, fall; 1220, spring. 4 credits each term. Students who have previously studied French must have an LPF score lower than 37, or SAT II lower than 410, to be eligible for FREN 1210. Prerequisite for 1220: LPF score 37-44 or SAT II 410-480, FREN 1210. J. Luks (course coordinator) and staff. FREN 1210-1220 is a two-semester sequence of courses designed to provide a thorough grounding in French language and an introduction to intercultural competence as preparation for real-world application or eventual work in literary and/or cultural studies. Classes provide context- and genre-specific practice in speaking, listening, reading, writing, as well as analytical skills for grammar, with the goal of helping students to develop the necessary tools to become independent language learners.

FREN 1230 Continuing French

Fall or spring. 4 credits. Prerequisite: FREN 1220 or an LPF score of 45-55 or SAT II 490-590. Recommended courses after FREN 1230: FREN 2060 or 2090. Fall: K. Proux-García (course coordinator) and staff; spring: K. Proux-García. FREN 1230 is an all-skills course designed to improve pronunciation, oral communication, and reading ability; to establish a groundwork for correct writing; and to provide a substantial grammar review. The approach in the course encourages the student to see the language within the context of its culture.

FREN 2060 French Intermediate Reading and Writing

Fall or spring. 4 credits. *Satisfies Option 1 of language requirement.* Prerequisite: FREN 1230, LPF score 56-64, or SAT II 600-680. Conducted in French.

Recommended courses after FREN 2060: FREN 2100, 2190 or 2210. Students who have taken FREN 2060 are not eligible to take FREN 2090 for credit. S. Tun. This language course is designed for students who want to focus on their reading and writing skills. Emphasis is placed on grammar review and expansion, vocabulary development, and appreciation of different styles of language. Diverse text types are used, including a contemporary novel and student-selected material.

FREN 2090 French Intermediate Composition and Conversation I

Fall, spring, or summer. 4 credits. *Satisfies Option 1 of language requirement.* Prerequisite: FREN 1230, LPF score 56-64, or SAT II 600-680. Recommended courses after FREN 2090: FREN 2100, 2190, or 2210. Students who have taken FREN 2090 are not eligible to take FREN 2060 for credit. Fall: C. Sparfel (course coordinator), C. Waldron, and staff; spring: C. Sparfel (course coordinator), and staff; summer: C. Waldron.

This intermediate level course is designed for students who want to focus on their speaking and writing skills. Emphasis is placed on strengthening of grammar skills, expansion of vocabulary and discourse levels to increase communicative fluency and accuracy. The course also provides continued reading and listening practice as well as development of effective language learning strategies.

FREN 2100 Pronunciation of Standard French

Spring. 3 credits. **This course cannot serve to fulfill the language requirement.** Prerequisites: FREN 2060 or higher, or CASE Q+. T. Alkire.

This intermediate-level course focuses on accent reduction. Students will learn how to transcribe French sounds while simultaneously engaging in systematic listening and pronunciation exercises. The exercises target vowels, consonants and basic intonational patterns. Expressive intonation may be addressed near the end of the semester if time permits. Class work will include memorization of short dialogues and scenes from films. Students will achieve better pronunciation, greater fluency, and increased self-assurance in spoken French by the end of the course.

FREN 2190 French Intermediate Composition and Conversation II

Fall or spring. 4 credits. *Satisfies Option 1 of language requirement.* Prerequisite: FREN 2060 or 2090 or Q+ on the Cornell Advanced Standing Examination (CASE). Taught in French. FREN 2210 may be taken concurrently with 2190. Recommended courses after FREN 2190: FREN 2210, 3010, or 3050. Fall: S. LoBello (course coordinator) and staff, spring: S. LoBello (course coordinator) and staff.

This course emphasizes conversation based on short stories, poems, a play, a novel, newspaper articles, short videos and oral presentations by students. Improving grammatical accuracy and enriching vocabulary in oral and written expression of French occur in the lively classroom

discussions, as well as through written and oral analyses of the readings, compositions on student-selected topics, and through grammar review. Themes and emphases may vary from section to section.

FREN 2210 Introduction to Textual Analysis (LA-AS)

Fall or spring. 3 credits. *Satisfies Option 1 of language requirement.* Prerequisite: FREN 2060 or 2090 or CASE Q+. Conducted in French. Fall: M. C. Vallois and staff; spring: staff.

Designed to introduce students to methods of textual analysis, through 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 by a variety of authors from different periods.

[FREN 2240 The French Experience (CA-AS)]

Fall. 4 credits. Conducted in English. Next offered 2009-2010.

The French Experience is inevitably a misleading title: as if there were only one experience to speak of, and only one France: as if we could say with any precision what these are and why they might matter. This course intends to give students the chance to see that France has meant many different things to many different folks over time. From the Middle Ages to modernity, we'll take a look at a handful of texts—literary, historical, philosophical—that have wrestled with issues of identity and community. In the process, we'll have a chance to engage with what, if anything, France might mean for us now. Readings could include the romances of Chrétien de Troyes, the histories of Renaissance heretics and witches, the scandals and seductions of early modern aristocrats, ongoing debates surrounding philosophy and sovereignty, and various modern accounts—in print and on film—of love, language and citizenship. We'll give priority to texts and voices that challenge customary notions of Frenchness (white, male, Parisian, post-Enlightenment) as well as meditation upon the afterlife of those notions in the American imaginary (e.g., David Sedaris, *Le Divorce*.)

FREN 3010 Advanced French Composition and Conversation

Fall or spring. 4 credits. *Satisfies Option 1 of language requirement.* Prerequisite: FREN 2190 or Q++ on the Cornell Advanced Standing Examination (CASE). Recommended courses after FREN 3010: FREN 2210, 3120, or above. FREN 2210 may also be taken concurrently with 3010. Students who have taken FREN 3050 are not eligible to take FREN 3010 for credit. Either FREN 3010 or 3050 is required for the major. S. LoBello (course coordinator) and staff.

In this course, oral communication skills, writing practice, and a comprehensive review of fundamental grammatical structures are integrated with the reading of short stories and articles on current events taken from French magazines or newspapers, chosen for thematic or cultural interest. Students write weekly papers (essays or translations) and give at least one oral presentation in class.

FREN 3050 Advanced French through Film

Fall or spring. 4 credits. *Satisfies Option 1 of language requirement.* Prerequisite: FREN 2190 or Q++ on the Cornell Advanced Standing Examination (CASE). Recommended courses after FREN 3050: FREN 2210, 3120 or above. FREN 2210 may also be taken concurrently with 3050. Students who have taken FREN 3010 are not eligible to take FREN 3050 for credit. Either FREN 3050 or FREN 3010 is required for the major. C. Waldron.

This language course provides students with opportunities to further develop their written and oral communication, as well as their listening and reading skills, through the use of French contemporary films, related readings, and presentations by guest speakers. Particular emphasis is given to the cultural and historical context within viewed films, as it relates to contemporary French society.

FREN 3120 Advanced French Stylistics

Fall. 4 credits. *Satisfies Option 1 of language requirement.* Prerequisite: FREN 3010 or 3050, or Q++ on the Cornell Advanced Standing Examination (CASE). Students who have taken FREN 3130 are not eligible to take FREN 3120 for credit. T. Alkire.

This course on stylistics and translation aims to help students develop a richer, more nuanced and idiomatic command of both the spoken and written language. Systematic study of grammar is discontinued as more attention is devoted to topics such as descriptive and prescriptive stylistics, authorial style, varieties of spoken and written French and their literary representations, rhetorical figures, poetics, as well as translation theory and textual analysis. Writing exercises include pastiche, précis, explication de texte, an exercise de style, and theme. Additional exercises will target vocabulary development. Seminar-style participation in class discussions is expected, as are two oral presentations.

FREN 3130 Advanced French through News

Spring. 4 credits. *Satisfies Option 1 of language requirement.* Prerequisite: FREN 3010 or 3050, or placement by Cornell Advanced Standing Examination (CASE). Students who have taken FREN 3120 are not eligible to take FREN 3130 for credit. C. Waldron.

This course prepares students for interacting at an advanced level of proficiency in both speaking and writing. Students will increase their vocabulary and knowledge of idiomatic French, while discussing and debating topics of current interest as they are presented in French televised news broadcasts and other media. A flexible approach allows students to improve their language skills on an individualized basis.

FREN 3210 Readings in Modern French Literature and Culture (LA-AS)

Spring. 4 credits. *Satisfies Option 1 of language requirement.* Prerequisites: FREN 2210, 3010, or 3050, or CASE Q++ placement. Conducted in French. Staff.

This course is 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.

FREN 3220 Readings in Early Modern French Literature and Culture (LA-AS)

Fall. 4 credits. *Satisfies Option 1 of language requirement.* Prerequisite: FREN 2210, 3010, or 3050, or CASE Q++ placement. Conducted in French. M. Greenberg.

This course is designed to familiarize students with works from the Renaissance, the Classical period, and the Enlightenment, as well as the cultural and historical context in which these texts are created, reflecting 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. Students may read texts in the original languages or in translation.

FREN 3330 Contemporary French Thought (CA-AS)

Fall. 4 credits. *Satisfies Option 1 of language requirement.* Prerequisite: FREN 2210, 3010 or 3050 or CASE Q++ placement. Conducted in French. R. Klein.

Surveys the major contemporary poststructuralist, 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.

FREN 3390 The Haitian Experience

Spring. 4 credits. *Satisfies Option 1 of language requirement.* Prerequisite: FREN 2210, 3010 or 3050 or CASE Q++ placement. Conducted in French. Staff.

This course will present some of the major features of Haitian society, culture, religion, politics, and literature, from the end of the 18th century to the present. Topics will include: Toussaint Louverture and the Black Revolutions of the 1790's, voodoo, theories of race and Creole as a language. Works studied will include books and film from and about Haiti. An important part of the course will be devoted to the rich (but less well-known) body of 19th-century Haitian literature (such as Delorme, Durand, Firmin).

FREN 3530 Monsters A-X (Aristotle-X-files) (also COML/FGSS 3530) # (CA-AS)

Spring. 4 credits. Conducted in English.

This course will explore the classical, medieval, and early modern sources for our notions of monsters, including strange beasts, wild men, demons, witches, and cyborgs. What do these figures tell us about our own attitudes towards racial and gender differences, towards other species and towards nature more generally? Finally, what do these figures tell us about our idea of what constitutes life? Texts to be considered will include Aristotle, *On the Generation of Animals*, Pliny's *Natural History*, Victor Hugo's *Notre Dame de Paris*, Gaston Leroux's *Phantom of the Opera*, Ambroise Paré's *On Monsters and Marvels*, *Beowulf*, Bram Stoker's *Dracula*, and various episodes of the *X-Files* ("Detour," "Bad Blood," "El Mundo Gira," etc.) as well as critical material from Donna Haraway (*Simians, Cyborgs, and Women* and *Primate Visions*), Judith Butler (*Gender*

Trouble), and Julia Kristeva (*Powers of Horror*).

FREN 3740 Being Bad in the Renaissance (LA-AS)

Fall. 4 credits. *Satisfies Option 1 of language requirement.* Prerequisite: FREN 3210, 3220, or permission of instructor. Conducted in French. K. Long.

We will follow the tradition of the *histoires tragiques*, short stories that serve as sources for a number of Shakespeare's plays (Hamlet, Romeo and Juliet, Macbeth, among others) and that foreground bad behavior—murder, sexual transgressions, power struggles, and general mayhem. In our analysis of the *Heptameron* of Marguerite de Navarre, and the *histoires tragiques* of Matteo Bandello, Pierre Boaistuau, and François de Belleforest, we will also consider the hold that these bleak views of human nature had on the early modern imagination, and ponder the nature of evil in the early modern universe. All texts will be in French; the course will be conducted in French.

FREN 3970 Existentialism (CA-AS)

Fall. 4 credits. *Satisfies Option 1 of language requirement.* Prerequisite: FREN 2210, 3010 or 3050, or CASE Q++ placement, or permission of instructor. Conducted in French. R. Klein.

This course will examine the relevance of existentialist authors such as Camus, Sartre, de Beauvoir, Fanon, and Foucault's earliest writings. We will consider the contribution of existentialists to the various theoretical projects of trauma studies, as well as film noir. We will also consider the diverse genres of existentialism: philosophical essay, novel, short story, play.

FREN 4190-4200 Special Topics in French Literature

4190, fall; 4200, spring. 2-4 credits each semester. Prerequisite: permission of instructor. Staff.

Guided independent study of special topics.

FREN 4290-4300 Honors Work in French

4290, fall; 4300, spring (yearlong). 8 credits. R grade given at end of fall semester and final grade at end of spring semester. Open to juniors and seniors. Consult director of honors program for more information. Staff.

FREN 4350 Postcolonial Poetry and the Poetics of Relation (also COML 4290/6350, FREN 6350, SPAN 4350/6350) (LA-AS)

Fall. 4 credits. J. Monroe.

For description, see COML 4290.

FREN 4470 Old French: Theory and Practice (LA-AS)

Fall. 4 credits. Prerequisite: FREN 2210, 3010, or 3050, or CASE Q++, or permission of instructor. Some knowledge of modern French. C. Howie.

This course 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).

FREN 4500 Rehearsing the Enlightenment in France (also FREN 6500) # (CA-AS)

Fall. 4 credits. Prerequisite: FREN 2210, 3010, or 3050, or CASE Q++, or permission of instructor. M. C. Vallois.

Many scholars have examined the cultural and literary production of the period traditionally described as "The Age of Enlightenment" to question or demonstrate its influence on the event/texts/culture of the French Revolution and the birth of our modern democracy. The course will revisit in detail some specific and problematic texts (literary and others) of the age to question the pertinence and legitimacy of such claims in the 21st century. In so doing the course will scrutinize the "rehearsal" of the basic concepts/categories of "democracy," public/private, and sexual difference, that we usually take as being the center of our modernity.

FREN 4540 Montaigne and Skepticism # (KCM-AS)

Spring. 4 credits. Prerequisite: FREN 2210, 3010, or 3050, or CASE Q++, or permission of instructor. Conducted in French.

K. Long.

The Wars of Religion in France and throughout Europe offer the context of continual violence, trauma, and social upheaval, and the *Essais* of Michel de Montaigne respond to this context by elaborating a new form of skepticism, based on classical models, which creates a space for more humane ethics (including some of the earliest discussions of religious and racial tolerance) and for freedom of thought (a relatively new concept in the Western World), by means of radical questioning of the functioning of political, religious, and intellectual authority. What Montaigne offers is both a practical and intellectual model for coping with extreme and omnipresent violence and social conflict, a model that presents difference as a necessary condition of physical and psychic survival. We will read the *Journal de Voyage* as well as the *Essais*. All texts will be in French.

FREN 4700 Contemporary Readings of Ancients (also HIST 4700)

Fall. 4 credits. D. Rubenstein.

For description, see HIST 4700.

FREN 4760 Libertine Literature (also COML 4760, COML 6781, FREN 6780)

Spring. 4 credits. Conducted in English.

T. McNulty.

In France, the emergence of libertine literature as a distinct genre coincides with political and philosophical debates about universalism, the rights of man, and equality. What do the first libertine writers have to tell us about the nature of the human subject and its relationship to the law or to the universal? What are their insights into human eroticism, the relation between the sexes, violence and power? How does libertine literature deal with the female subject, and how, if at all, does the genre change in the hands of female authors? These questions will lead to a theoretical examination of the relationship between libertinage and the psychic structure of perversion (sadism, masochism, fetishism), understood as a contestation of the law or signifier and its castrating effects. Works by Sade, Mirabeau, Casanova, Sacher-Masoch, Rachilde, Lautréamont, Réage, and Bataille will

be read alongside critical texts by Freud, Lacan, Deleuze, Barthes, André Bersani, and others. We will also examine a few films, including Pasolini's "Salo: The 120 Days of Sodom," Kirby Dick's "Sick: The Life and Death of Bob Flanagan, Supermasochist," and Michael Haneke's "The Piano Teacher." Texts available in French and in English; discussion in English, with optional discussion section in French.

FREN 6210 Sexuality and Power in the 17th-Century Drama: Corneille, Racine, Molière (also FGSS 6210)

Fall. 4 credits. M. Greenberg.

This course will examine the politics of representation in Absolutist France. What is the relation between political ideology and sexual politics? And how was this relation both affirmed and undermined on the 17th-century stage?

FREN 6300 French Reading for Graduates

Spring. 3 credits. Prerequisite: graduate standing.

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.

FREN 6350 Postcolonial Poetry and the Poetics of Relation (also COML 4290/6350, FREN 4350, SPAN 4350/6350)

Fall. 4 credits. J. Monroe.

For description, see COML 4290.

FREN 6390-6400 Special Topics in French Literature

6390, fall; 6400, spring. 2-4 credits each semester. Staff.

Guided independent study for graduate students.

FREN 6500 Rehearsing the Enlightenment in France (also FREN 4500)

Fall. 4 credits. M. C. Vallois.

For description, see FREN 4500.

FREN 6970 The City in Ruins

Fall. 4 credits. Conducted in English.

N. Hertz.

As long as there have been cities, people have been fascinated by their destruction. We shall examine that fascination, beginning with the earliest Mesopotamian city-lament poems and concluding with contemporary responses to the ruins of the World Trade Center, of Baghdad (back to Mesopotamia, still lamentable after all these years!), and of the decay of inner-city neighborhoods. Topics will include: medieval iconography of ruins, the Renaissance rediscovery of Rome, 18th-century and Romantic painting and poetry, the combination of forces (urban renewal, urban welfare) that demolished sections of central Paris (1848-1871), and some recent speculative writing on ruins by Benjamin, Derrida, and Sebald.

Italian

T. Alkire, M. Baraldi, K. Bättig von Wittelsbach, T. Campbell, F. Cervesi, M. Migiel, R. Welch (visiting). 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 second 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 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; and (2) wish to do most of their course work in Italian.

Admission: the prerequisite for official admission to Track 1 of the Italian major is successful completion of any ITAL course at the 2000 level or higher conducted in Italian.

Students who wish to follow Track 1 in Italian are advised to consult with the director of undergraduate studies (DUS). The DUS will take into account the student's interest, preparation, and career goals and assign the student to an advisor. 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 advisor, the student will craft an individualized plan of studies that will meet the minimum requirements for Track 1 as listed here:

- At least 10 Italian literature or culture courses at the 2000 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 4000 level and one must focus on Italian texts before the 19th century. With the permission of the advisor, 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 3000 level or above.
- Competency in the Italian language (as demonstrated by examination or by course work approved by the DUS).

ITAL 4040, History of the Italian Language, and ITAL 4030, Linguistics Structure of Italian, may be counted toward the 10 courses required for the major. Note: An introductory course is prerequisite for ITAL 4030 and 4040.

Track 2: Italian Studies

Track 2 in Italian Studies is designed primarily for students who wish to pursue individual interests that do not fall within Track 1 of a major. Students select courses from Italian 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 director of undergraduate studies.

Admission: By the end of their sophomore year, prospective majors in Track 2 should have taken ITAL 2190, 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 ITAL 3130, Advanced Conversation and Composition, or its equivalent (such as ITAL 3300, Italian Writing Workshop);
2. Complete the core series of Italian Studies courses: ITAL 2900, Perspectives in Italian Culture (fall), ITAL 2950, Italian Cinema (spring), and ITAL 2970, Introduction to Italian Literature (spring);
3. Complete at least five courses (20 credits) from the approved list of Italian Studies courses at the 3000 level or above 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. Notes: Students must maintain a B- in each of the five Italian Studies courses; and
4. Select a committee of one or more faculty advisors to help formulate a coherent program of study. One of the advisors must come from the Italian section.

Students are encouraged to enrich the program by combining this option with other majors in related fields such as history of art, music, comparative literature, or architecture.

Minor in Italian Studies

In order to complete an undergraduate minor in Italian Studies, students must take at least five courses (a minimum of 15 credits) by selecting courses in consultation with the minor advisor, one of which must be ITAL 2900, 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. Language competence must be demonstrated by successfully completing ITAL 2190. Please note that courses taken as part of a study abroad program approved by the Study Abroad Dean may count toward meeting the above requirements.

Students wishing to enroll in the minor must register their intent by contacting the director of undergraduate studies, who will assign a faculty advisor to students.

Study Abroad in Italy: Italian studies faculty members strongly encourage students to consider studying abroad in Italy. 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 associated member. BCSP offers qualified undergraduate students an opportunity to study for a full academic year or a 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, and contemporary politics.

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.

Note: Students placed in the 2000-level course have the option of taking language and/or literature courses.

ITAL 1210-1220 Elementary Italian

1210, fall; 1220, spring. 4 credits each semester. Prerequisite: for ITAL 1220, 1210 or LPI 37-44 or SAT II 370-450. Intended for beginners or students placed by examination. At the end of ITAL 1220, students who score lower than 56 on the LPI take ITAL 1230; those with 56 or higher may enter the 2000-level sequence. M. Migiel (course coordinator), M. Baraldi, F. Cervesi, T. Alkire, and staff.

This introductory course provides a thorough grounding in all the language skills: listening, speaking, reading, and writing, with practice in small groups. Lectures cover grammar and culture.

ITAL 1230 Continuing Italian

Fall or spring. 4 credits. Prerequisite: ITAL 1220, or LPA 45-55 or SAT II 460-580. Fall, staff; spring, K. Bättig von Wittelsbach.

This is an all-skills course designed to improve speaking and reading ability, establish a groundwork for correct writing, and provide a substantial review of grammar.

ITAL 2090 Italian Intermediate Composition and Conversation I

Fall or spring. 4 credits. *Satisfies Option 1 of language requirement.* Prerequisite: ITAL 1230, or LPI 56-64, or SAT II 590-680, or CASE Q. Fall, K. Bättig von Wittelsbach (course coordinator) and T. Alkire; spring, K. Bättig von Wittelsbach.

This course provides a review of composition, reading, pronunciation, and grammar as well as guided practice in conversation. It emphasizes the development of accurate and idiomatic expression in the language.

ITAL 2190 Italian Intermediate Composition and Conversation II

Spring. 4 credits. *Satisfies Option 1 of language requirement.* Prerequisite: ITAL 2090 or equivalent. K. Bättig von Wittelsbach.

Guided conversation, composition, reading, pronunciation, and grammar review emphasize the development of accurate and idiomatic expression in the language.

ITAL 2270 Family Life in Renaissance Italy # (HA-AS)

Spring. 3 credits. Conducted in English. J. Najemy.

For description see HIST 2271.

ITAL 2900 Perspectives in Italian Culture (CA-AS)

Fall. 3 credits. "Core course" in track two of the Italian major, offered every year. Conducted in English with discussion section in Italian. C. Howie.

This course serves as an introduction to the close reading of, and critical engagement with, a range of sources from various periods of Italian literary and cultural history. In fact, since Italy doesn't really cohere as a political entity until late in the 19th century, this course could just as easily be called Perspectives in Pre-Italian Culture. The questions of perspective—of who's looking, what's being looked at, and what we're looking through—will haunt our readings from sources as varied as Dante's *Commedia*, the reception history of St. Francis of Assisi, medieval visionary women, Michelangelo's love lyrics, the novel (e.g. Moravia), the short story (e.g. Celati), film, and political philosophy. We'll pay special attention to the way in which desire, pleasure, excess, and resistance structure the articulation of Italian—or more local, frequently urban—identities, and we'll attempt to grapple with how, even as we get a kind of perspective on Italy, Italy always looks back at us with questions, desires, and a gaze of its own.

ITAL 2950 The Cinematic Eye of Italy (CA-AS)

Spring. 3 credits. *Satisfies Option 1 of language requirement.* Prerequisite: ITAL 2090 or permission of instructor. Conducted in Italian. T. Campbell.

An introduction to Italian cinema from the 1940s to today. Students will view representative works of the most important Italian directors in order to create a perspective on one of the world's major national cinematic traditions. We will pay close attention to the socio-political context of the films as well as considering the technical and formal issues that arise when studying Italian cinema. Emphasis will be given to Italian neo-realism, and contemporary Italian films.

ITAL 2970 Introduction to Italian Literature (LA-AS)

Spring. 3 credits. *Satisfies Option 1 of language requirement.* "Core course" in Italian Studies major. Prerequisite: ITAL 2090 or permission of instructor. Conducted in Italian. Staff.

The course aims to introduce students to Italian literature, mainly through readings in prose and poetry from the 20th century. The course includes significant practice in grammar, vocabulary building, and composition, and to this end, students are required to write five papers of medium length over the course of the semester.

ITAL 3020 Italian Practicum

Fall or spring. 1 credit. Staff.

Students enrolled in an Italian literature or culture course that is conducted in English may opt to take this practicum provided that they have already attained proficiency in the language.

ITAL 3130 Advanced Italian: Language in Italian Culture (LA-AS)

Fall. 4 credits. *Satisfies Option 1 of language requirement.* Prerequisite: ITAL 2190 or equivalent. Conducted in Italian. K. Bättig von Wittelsbach.

This course is designed to develop accuracy and fluency in oral and written expression, and to sharpen awareness of idiomatic and stylistic nuances in present-day Italian. The material discussed is drawn primarily from a wide range of social and cultural issues in modern Italy, and in the areas of Europe where Italian is an official (Switzerland) or a regional minority language (Istria). Some of the topics discussed are: the role of Italy in the European Community, the place of the minorities (especially that of more recent, non-European immigrants) in the Italian public life, the importance of art and artist in the contemporary Italian society, and the changing Italian language and its regional varieties. Listening and speaking skills are cultivated through the frequent use of authentic audio and visual materials. Readings range from fictional to analytical and argumentative, with writing assignments frequently emulating the text being read. Presentations and grammar review are also an important component of this course.

ITAL 3500 The Italian Renaissance (also HIST 3500) # (HA-AS)

Fall. 4 credits. Conducted in English. J. Najemy.

For description, see HIST 3500.

ITAL 3690 The History of Florence in the Time of the Republic, 1250-1530 (also HIST 3690) # (HA-AS)

Spring. 4 credits. Conducted in English. J. Najemy.

For description, see HIST 3690.

ITAL 3890 Modern Italian Novel (also ITAL 6890) (LA-AS)

Fall. 4 credits. *Satisfies Option 1 of language requirement.* Prerequisite: permission of instructor. Students who have taken ITAL 3890 previously may retake the course for credit, provided that the readings are different. Conducted in Italian. R. Welch.

Topic for Fall 2008: Narrating the City: The Case of Rome

In this course, we will examine a fervently articulated and debated social object—the city—and its uses in modern Italian narrative. We will situate our inquiry on the intersections of urban and narrative space in the “eternal city” of Rome—the locus of governmental and ecclesiastical power in modern Italy, and the inspiration for and site of countless imaginative renderings in art, literature, film and television. This course is concerned in particular with the space of Rome from the late 19th to the 20th century, and our readings will include novels, films and short stories that represent Rome as a site of working-class struggle, bourgeois rationality, aristocratic decadence, fascist power and resistance, racial and sexual marginality and/or affective (trans) formation. Our readings will address the following questions: if clearly defined boundaries delineate the city as a political space, what limits are at work in defining it within a narrative space? What kinds of inclusions, and exclusions shape a given urban space? What relationships—geographic, architectural, but also rhetorical and narrative—are forged between the city and its

periphery? Primary readings to include novels and films by Matilde Serao, Gabriele D'Annunzio, Alberto Moravia, Natalia Ginzburg, Roberto Rossellini and Pier Paolo Pasolini. Secondary readings to include essays by: Louis Althusser, Roland Barthes, Walter Benjamin, Marshall Berman, Giuliana Bruno, Michel De Certeau, and Michel Foucault.

ITAL 4050 Dangerous Bodies: Mothers, Criminals, Prostitutes, Peasants and (Re)production of Italians (also ITAL 6050)

Spring. 4 credits. Conducted in Italian. R. Welch.

In this course, we will trace a genealogy of the concept of a biological population of Italians through a selection of scientific, political and literary texts of the 19th and 20th centuries. The course is also intended as an introduction to the development of the Italian social sciences during the second half of the 19th century. To begin, we will consider some fundamental texts of Italian sociology and anthropology (Franchetti, Lombroso, Mantegazza). In particular, we will ask the following questions: what are the primary objects of inquiry? How do these texts participate, or not, in the biologization of these objects? What kinds of geographies, both corporeal and terrestrial, are at work and what does this tell us about the project of “making Italians”? Keeping in mind the 19th-century development of the biological population, we will turn to consider a selection of texts from the nationalist cannon (de Amicis, D'Azeglio) in order to examine how they posit a critical relationship between textual and bodily reproduction. The thematic of reproduction re-emerges in the racialist texts of the fascist period (Interlandi, Mussolini), which attempt to articulate with scientific precision the existence of an Italian population. After a brief consideration of some of these documents, we will turn to examine of how textual bodies (mothers, criminals, prostitutes and peasants) emerge in literary and cinematic texts from the post-World War II era to the present. We will pause to consider in particular relevant thematics such as: memories of fascist violence and resistance, the mafia, the urban and rural under-classes, and extra-European immigration to Italy.

ITAL 4190-4200 Special Topics in Italian Literature

4190, fall; 4200, spring. 2-4 credits each semester. Prerequisite: permission of instructor. Staff.

Guided independent study of special topics.

ITAL 4290-4300 Honors Work in Italian

4290, fall; 4300, spring (yearlong). 8 credits. R grade given at end of fall semester and final grade at end of spring semester. Open to junior and seniors. Consult director of honors program for more information. Staff.

ITAL 4500 Renaissance Poetry (also COML 4500/6500, ITAL 6500) # (LA-AS)

Fall. 4 credits. Conducted in English. W. J. Kennedy.

For description, see COML 4500.

ITAL 4680 Love and Sex in the Italian Renaissance (also HIST 4680) # (HA-AS)

Fall. 4 credits. Conducted in English. J. Najemy.

For description, see HIST 4680.

ITAL 6050 Dangerous Bodies: Mothers, Criminals, Prostitutes, Peasants, and (Re)production of Italians (also ITAL 4050)

Spring. 4 credits. Conducted in Italian. R. Welch.

For description, see ITAL 4050.

ITAL 6390-6400 Special Topics in Italian Literature

6390, fall; 6400, spring. 2-4 credits each semester. Staff.

Guided independent study for graduate students.

ITAL 6500 Renaissance Poetry (also COML 4500/6500, ITAL 4500)

Fall. 4 credits. Conducted in English. W. J. Kennedy.

For description, see COML 4500.

ITAL 6750 Thinking Life: Biopolitics and Contemporary Italian Thought

Spring. 4 credits. Conducted in English. T. Campbell.

In much recent philosophical work originating in Italy, no term is more spoken about or theorized than biopolitics. Whether it be Giorgio Agamben's negative biopolitics in works like *The Open*, Hardt and Negri's positively euphoric version of biopolitics in *Multitude*, Paolo Virno's own biopolitical grammar set forth in the 1990s, or more recently Roberto Esposito's affirmative, anti-idolatrous biopolitics in *Bios* and *Third Person*, the biopolitical is at the center of some of the most important interventions in political philosophy being done today. This seminar offers students the chance to become more acquainted with the different strands of contemporary biopolitical thought by offering a genealogical mapping of the term through its various political and philosophical manifestations. Beginning with Hannah Arendt's interpretation of bios politikos, continuing through Michel Foucault's crucial seminars ('Society Must be Defended' and the soon to be published English translation of *The Birth of Biopolitics*), we will be reading what amounts to a canon of the biopolitical. Readings will include Agamben's *The Coming Community*, *Homo Sacer*; and *The Open*, Hardt and Negri's *Empire* and *Multitude*, Esposito's *Communitas* and *Bios*, as well as the important interventions of Paol Virno and Maurizio Lazzarato. We'll also be devoting significant space to other non-Italian encounters with the biopolitical (Stoler, Mbembe, Montag, Sloterdijk). Questions to be discussed include: the relation of the biopolitical to the impolitical; idolatry and the dispositif of the person in post-Marxist thought; the biopolitics of neo-liberalism; modern immunities and the community; thanatopolitics as the ground for an affirmative biopolitics; and necro-power and necro-economics. All readings are available in English.

ITAL 6890 Modern Italian Novel (also ITAL 3890)

Fall. 4 credits. Prerequisite: permission of instructor. Students who have taken ITAL 6890 previously are permitted to retake the course for credit, provided that the readings are different. R. Welch.
For description, see ITAL 3890.

Portuguese

Faculty: L. Horne, J. Oliveira.

PORT 1210-1220 Elementary Brazilian Portuguese I-II

1210, fall; 1220, spring. 4 credits each semester. PORT 1210 is the prerequisite for PORT 1220. J. Oliveira.

This is a full-year introductory course, intended for students with no knowledge of Portuguese, and with limited or no knowledge of Spanish*. Stress is placed upon the development of the fundamental communication skills: listening, speaking, reading, and writing.

PORT 2090-2190 Intermediate Brazilian Portuguese for Spanish Speakers I-II @

2090, fall; 2190, spring. 4 credits each semester. *PORT 2090 satisfies Option 1 of language requirement.* Prerequisite for 2090: PORT 1220; Prerequisite for 2190: PORT 2090 or permission of instructor. J. Oliveira.

PORT 2090-2190 is a full-year course intended for students who have already taken the first level of Portuguese, or as an intensive introductory course for those who are native/near native speakers of Spanish*. An all-skills course with particular emphasis on Brazilian Portuguese spoken within the context of its culture, it presents a fast-paced review focused on improving grammatical accuracy, pronunciation and on enriching vocabulary.

PORT 3900 Brazilian Cinema: 1960s to the Present @ (LA-AS)

Spring. 4 credits. Conducted in English. L. Horne.

This course will explore the major trends in Brazilian cinema from the sixties to the present. We will begin by examining the different phases of the famous "Cinema Novo" followed by the most important films of the seventies and eighties and ending with a unit centered on the so-called "New Brazilian cinema" (1990-present). We will address diverse issues including the following: How has Brazilian cinema used allegory in order to represent national identity? How formal innovations have been related to the creation of a political cinema? What is the relation of "art" and "commercial film" within the context of Brazilian culture? How has the nation of the popular changed over these decades? Can we talk about a change from a utopic vision of the future to a dystopic or disenchanting one? How are melodrama, historical satire and realist aesthetic understood in the contemporary moment? We will analyze the films within the context of Brazilian cultural history along with readings on popular culture, cultural studies and film theory.

PORT 4190-4200 Special Topics in Brazilian Literature

4190, fall; 4200, spring. 2-4 credits. Prerequisite: permission of instructor. Guided independent study of specific topics. For undergraduates interested in special problems not covered in courses.

PORT 4600 Brazilian Literature Since 1850s (also PORT 6600)

Fall. 4 credits. L. Horne.

This seminar aims to provide an overview of Modern Brazilian literature and Brazilian critical theory for graduate students and advanced undergraduate students specializing in Latin America. It will cover the major literary movements and the essential canonical writers and cultural critics of 19th and 20th century Brazil. Some of the topics to be discussed are the formation of a national literature; literature and slavery; foreign models and rewritings; diverse definitions of national spaces and landscapes; relationships between aesthetic innovations and political issues and different literary definitions of frontiers, margins and exclusions. Authors to be read include Aluzio Azevedo, J. M. Machado de Assis, Mário de Andrade, Oswald de Andrade, Gilberto Freyre, Graciliano Ramos, Clarice Lispector, Caio Fernando Abreu, João Gilberto Noll and Ana Cristina César. We will also be reading accompanying texts by Antônio Candido, Silviano Santiago, Roberto Schwarz and Flora Süssekind among others.

PORT 6390-6400 Special Topics—Grad

6390, fall; 6400, spring. 2-4 credits.

L. Horne.

Guided independent study of specific topics.

PORT 6600 Brazilian Literature Since 1850s (also PORT 4600)

Fall. 4 credits. L. Horne.

For description, see PORT 4600.

Quechua

Faculty: L. Morató-Peña.

QUECH 1210-1220 Elementary Quechua

1210, fall; 1220, spring. 4 credits each semester. Prerequisite: for 1220, QUECH 1210. L. Morató-Peña.

Beginning conversation course in Quechua.

QUECH 1360 Quechua Writing Lab

Spring. 1 credit. Corequisite: QUECH 1220. Letter grades only. L. Morató-Peña.

Computer-assisted drill and writing instruction in elementary Quechua.

QUECH 2090-2190 Continuing Quechua @

2090, fall; 2190, spring. 3 credits each semester. *Satisfies Option 1 of language requirement.* Prerequisites: for 2090, QUECH 1220 or equivalent; for 2190: QUECH 2090 or equivalent. L. Morató-Peña.

Intermediate conversation and reading course. Study of the Huarochiri manuscript.

QUECH 3000 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor.

Times TBA with instructor. L. Morató-Peña.

Taught on a specialized basis to address particular student needs.

Romance Studies

Faculty: J. Luks, T. Paz-Soldán, M. K. Redmond.

ROMS 5070 Methodology of Romance Language Learning and Teaching

Spring. 3 credits. Required for all graduate TAs who will be teaching Romance languages for the first time at Cornell. J. Luks, M. K. Redmond, and M. Migiel.

Focuses on language teaching as facilitation of learning, thus on the learner's processing of language acquisition and the promotion of reflective teaching. Pedagogical approaches will be addressed from a learner-centered perspective involving effective language learning strategies and analysis.

ROM S 5080 Pedagogy Practicum

Fall. 1 credit. Required for all graduate TAs teaching language for the first time in the Department of Romance Studies. Staff.

This practicum is designed to better enable the TAs to meet the needs of their students in the understanding and acquisition of the linguistic forms, notions and functions covered in their course.

Spanish

G. Aching, S. Amigo-Silvestre, I. Auffret, T. Beviá, O. Bezhanova (visiting), B. Bosteels, D. Castillo, M. A. Garcés, J. Rodríguez-García, L. Horne, C. Lawless, L. Meza-Riedewald, N. Maldonado-Méndez, L. Morató-Peña, J. E. Paz-Soldán, S. Pinet, M. K. Redmond, J. Routier-Pucci, E. Sánchez-Blake, A. Stratakos-Tió, B. Teutli (associate chair). Emeritus: C. Morón Arroyo.

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 the major are encouraged to seek faculty advice as early as possible. For acceptance into the major, students should consult the director of undergraduate studies, who will admit them to the major, and assign them an advisor from the Spanish faculty. Spanish majors will then work out a plan of study in consultation with their advisors. Spanish majors have great flexibility in designing 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 course is determined.

SPAN 2190 is a prerequisite to entering the major in Spanish.

All majors will normally include the following core courses in their programs:

1. SPAN 2150, 2150, and 2170 (not necessarily in that order).
2. SPAN 3100 and 3110.

3. One of the two senior seminars offered each year. A minimum grade of B- is required in order for a course to count toward the major.

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 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 3000 level and above in any of those focus areas beyond the core, all courses to be approved through consultation with the major advisor. Courses should reflect interdisciplinary interests in the area and may include up to three other academic fields of interest. For example, a student interested in Latin American studies may want to include courses on such topics as Latin American history, government, 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 specializing in Spanish studies planning on spending a year or semester in Spain (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 or Jewish 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.

Minor in Spanish

The minor promotes a broad understanding of Spanish and Spanish American culture, literature, and society; it also encourages students to refine and practice their language skills. In order to complete the minor, students must take a minimum of 5 courses (15 credits), distributed as follows: Language competence must be demonstrated by successfully completing either SPAN 3100 (Advanced Spanish Conversation and Pronunciation) or SPAN 3110 (Advanced Spanish Writing Workshop). Students pursuing a minor must furthermore complete either SPAN 2200 (Perspectives on Latin America) or SPAN 2230 (Perspectives on Spain), as well as three elective courses to be chosen in consultation with the student's advisor. Among those electives, students are strongly encouraged to take at least one course at the advanced 3000-4000 level.

Students wishing to enroll in the minor must register their intent by contacting the minor advisor, who will assign a faculty advisor to each student.

Study Abroad in Spain: Cornell, the University of Michigan, and the University of Pennsylvania co-sponsor 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 courses in Spanish language and culture and take advantage of special lectures and field trips in Andalusia. 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 SPAN 2190 before departure. Completion of SPAN 3110 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, and Peruvians, as well as Spanish, and to participate in research and internships with grass-roots communities, government offices, and businesses.

New Summer program in Nicaragua:

Cornell is partnering with the Centro de Idiomas in Ocotol, Nicaragua to offer an exciting new experiential learning opportunity. The program combines Spanish language instruction (from beginning Spanish to more advanced conversational Spanish) and internships (choose from opportunities in agriculture, education, health or engineering). Participants also earn 3 Cornell credits (LATA 4970 or IARD 4970: Independent Study).

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 SPAN 4290-4300).

Courses in the Spanish Program

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.

Note: Students placed in the 2000-level course have the option of taking language and/or literature courses.

SPAN 1210 Elementary Spanish I

Fall or spring. 4 credits. Prerequisite: For students with no previous knowledge of Spanish or up to two years of high school Spanish. M. K. Redmond (course coordinator), and staff.

Class meets five times a week; four class sessions and one lecture. Using an integrated approach in small classes, this course develops listening, speaking, reading, and writing in a cultural context. Class sessions are conducted entirely in Spanish and the language is actively used in communicative, creative and critical thinking activities. Students read short cultural and literary texts to foster vocabulary acquisition and develop reading strategies. Students develop writing skills by writing and editing compositions on various subjects. Lectures introduce and clarify grammatical structures. Daily preparation and active participation are required. After this course, students may take SPAN 1220.

SPAN 1220 Elementary Spanish II

Fall or spring. 4 credits. Prerequisite: SPAN 1210, or LPS 37-44, or SAT II 370-450. Class meets five times a week: four class sessions and one lecture. T. Beviá and staff.

Using an integrated approach in small classes, this course develops listening, speaking, reading, and writing in a cultural context. The course begins with a fast-paced review of SPAN 1210 and then introduces new material. Class sessions are conducted entirely in Spanish and the language is actively used in communicative, creative and critical thinking activities. Students read cultural and literary texts to foster vocabulary acquisition, complete analytical exercises, and develop reading strategies. Students continue developing writing skills by writing and editing compositions. Lectures introduce and clarify grammatical structures. Daily preparation and active participation are required. After 1220, students may take 1230, 2070 or 2090 depending on their LPS score, which is the final exam.

SPAN 1230 Continuing Spanish

Fall, spring, or summer. 4 credits. Prerequisite: SPAN 1220, or LPS 45-55, or SAT II 460-580. Class meets four times a week. Fall, N. Maldonado-Méndez (course coordinator), S. Amigo-Silvestre, L. Morató-Peña, E. Sánchez-Blake, and staff; spring: N. Maldonado-Méndez (course coordinator), L. Morató-Peña, E. Sánchez-Blake, and staff; summer: A. Stratakos-Tiό. The goal of this low-intermediate course is to achieve a higher level of comprehension as well as to advance oral and written expression in a cultural context. Small classes are conducted entirely in Spanish and the language is actively used in communicative, creative, and critical thinking activities. Students engage in linguistic and literary analysis of texts to acquire new vocabulary, complete analytical exercises and develop reading strategies. Students continue developing writing skills by writing and editing compositions on various subjects and review grammatical structures on their own although the instructor may clarify as needed. Oral presentations, daily preparation and active participation are required. After this course, students may take SPAN 2000, 2070, or 2090.

SPAN 2070 Intermediate Spanish for the Medical and Health Professions

Fall or spring. 4 credits. *Satisfies Option 1 of language requirement.* Prerequisite: SPAN 1230, LPS 56–64, or SAT II 590–680, Q on CASE exam. Students who have taken SPAN 2000 or 2090 should speak to instructor. A. Stratakos-Tiö.

Provides a conversational grammar review, with dialogues, debates, compositions, and authentic readings on health-related themes. Special attention is given to relevant cultural differences and how cultural notions may affect medical care and communication between doctor and patient. The objective of 2070 is to provide practice in real-life application, such as taking a medical history, calming a patient, and how to speak to a Hispanic patient in a culturally acceptable manner. After this course, a student may take SPAN 2140, 2150, 2170, or 2190.

SPAN 2090 Intermediate Spanish I (Composition and Conversation)

Fall or spring. 4 credits. *Satisfies option 1 of language requirement.* Prerequisite: SPAN 1230, or LPS 56–64, or SAT II 590–680, or CASE Q. Not open to students who have taken SPAN 2070. Class meets three times a week. J. Routier-Pucci (course coordinator) and staff.

This intermediate course develops accurate and idiomatic oral and written expression in a cultural context. Students achieve a higher level of syntactical and lexical competence through the study of stylistics, reading and discussing literary texts, and viewing films. Particular emphasis is on writing academic essays with editing and peer/instructor feedback. Small classes are conducted entirely in Spanish and the language is actively used in communicative, creative and critical thinking activities. Students are responsible for reviewing grammatical structures on their own. Oral presentations, daily preparation, and active participation are required. After this course, students make take SPAN 2140, 2150, 2170, or 2190.

SPAN 2140 The Spanish Difference: Readings in Modern Iberian Literatures (LA-AS)

Fall or spring. 4 credits. *Satisfies Option 1 of language requirement.* Prerequisite: SPAN 2070 or 2090, or CASE Q+, or permission of instructor. Conducted in Spanish. J. M. Rodríguez-García and staff.

Introductory survey of modern Spanish literature. Students develop their analytical skills and learn basic literary concepts such as genre (drama, lyric, short story and novel) and style (romanticism, realism, etc.) as well as male/female perspectives and the translation of literature to film language. The survey introduces students to Spain's cultural complexity through readings of works by authors representative of its diverse linguistic and literary traditions.

SPAN 2150 The Tradition of Rupture: Latin American Writing from Modernism to the Present (also LATA 2150) @ (LA-AS)

Fall or spring. 4 credits. *Satisfies Option 1 of language requirement.* Prerequisite: SPAN 2070 or 2090, or CASE Q+ or permission of instructor. Conducted in Spanish. L. Horne and staff.

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, Cortázar, García Márquez, Poniatowska, and Valenzuela.

SPAN 2170 Early Hispanic Modernities: Readings in Medieval and Early Modern Iberian and Spanish-American Literatures (also LATA 2170) # (LA-AS)

Fall or spring. 4 credits. *Satisfies Option 1 of language requirement.* Prerequisites: SPAN 2070 or 2090, or CASE Q+, or permission of instructor. Conducted in Spanish. Staff.

This course explores major texts and themes of the Hispanic tradition from the 11th to the 17th centuries. We will examine general questions on literary analysis and the relationship between literature and history around certain events, such as medieval multicultural Iberia, the creation of the Spanish Inquisition in the 15th century and the expulsion of the Jews in 1492; the encounter between the Old and the New Worlds; the "opposition" of high and low in popular culture, and of the secular and the sacred in poetry and prose. Issues of representation regarding gender, identities, and subjectivity may also be studied. Readings may be drawn from medieval short stories and miracle collections; chivalric romances, Columbus, and literary as well as geographic discovery, Lazarillo de Tormes, Cervantes, Lope de Vega, Calderón, and Sor Juana Inés de la Cruz, among others.

SPAN 2190 Intermediate Spanish II (Composition and Conversation)

Fall or spring. 4 credits. *Satisfies option 1 of language requirement.* Prerequisite: SPAN 2070, or SPAN 2090, or CASE Q+. Class meets three times a week. L. Meza-Riedewald (course coordinator) and staff.

This advanced-intermediate course is designed to prepare students for study abroad and entry into the major. It prepares students for advanced level courses, in a native-speaker context. Students study stylistics, analyze, and discuss texts, view films, and acquire advanced reading strategies. Continued emphasis is on writing academic essays with editing and peer/instructor feedback. Small classes are conducted entirely in Spanish and the language is actively used in communicative, creative, and critical thinking activities. Students are responsible for reviewing grammar structures on their own and take greater command of their own language learning process. Oral presentations, daily preparation, and active participation are required. SPAN 2190 may be taken concurrently with SPAN 2140, 2150, or 2170.

SPAN 2200 Perspectives on Latin America (also LATA 2200) @ (CA-AS)

Spring. 3 credits. Highly recommended for Latin American studies concentrators. Conducted in English. 1-credit disc sec conducted in Spanish. E. Paz-Soldán.

Interdisciplinary, co-taught course offered every spring through the Latin American Studies 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 a research paper in their chosen focus area.

SPAN 2230 Perspectives on Spain (LA-AS)

Fall. 4 credits. *Satisfies Option 1.*

Prerequisite: SPAN 219 or permission of instructor. Conducted in Spanish. P. Keller.

An introduction to Spain's history, plural cultures, and present-day society. Through a series of key literary works, films, and other visual representations we will explore such topics as the place of tradition, religion, and the family in modern Spain. Our focus will be on the transformation of Spain from an authoritarian state under General Franco's dictatorship (1939–1975) into a remarkably diverse and pluralistic nation in which linguistic, cultural, political, and gender differences have been consecrated in a very progressive legislation. This course satisfies the main requirement for the concentration in Spanish, may be used as an elective for the major, and is crucial to those planning to study abroad in Spain in the near future.

SPAN 2310 Issues of Identity in Contemporary Spain

Fall. 3 credits. O. Bezhanova.

How do the works of art participate in the creation of identities? How do we construct our personal and collective identities through reading and writing? What mechanisms do we use in order to form our national, sexual, gender, linguistic, and other kinds of collective identities? Is there a conflict between our individuality and our collective identification? We will attempt to answer these and other questions by reading works of fiction by prominent Spanish writers as Juan Goytisola, Javier Marías, Antonio Muñoz Molina, Adelaida García Morales, Arturo Pérez Revete, Eduardo Mendoza, and Julio Llamazares. Also, we will watch and discuss films by Vicente Aranda, Héctor Carré, Fernando León de Aranoa, and Alejandro Amenábar.

SPAN 2320 Intellectuals and Ideologues: History of Ideas in the Twentieth-Century Spain

Spring. 3 credits. Conducted in English. O. Bezhanova.

Do ideas matter? How can intellectuals contribute to molding reality? What is ideology? Who participates in its creation? In this course, we will study some of the central issues that have been discussed by intellectuals in Spain in the 20th century. We will attempt to discover what rhetorical strategies and narrative means they used in order to disseminate their ideas. Readings include essays by Unamuno, Ortega y Gasset, Américo Castro, Juan Goytisola, Carmen Martín Gaité, María Zambrano, Javier Marías, and others. These essays raise a wide range of issues that have not lost their relevance until today.

SPAN 3010 Hispanic Theatre Production (also LATA 3010)

Fall or spring. 1–3 credits, variable. 3 credits satisfies Option 1 of language requirement and fulfills (LA-AS).

D. Castillo and 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 aspects 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 3 credits are awarded for 100 hours or more of work.

SPAN 3020 Spanish in the Disciplines (also LATA 3020)

Fall or spring. 1 credit. Staff. Spanish language discussion section supplementing the course materials during the lecture section including conversation in Spanish and discussion of course lecture in Spanish.

SPAN 3100 Advanced Spanish Conversation and Pronunciation

Fall or spring. 3 credits. *Satisfies Option 1 of language requirement.* Prerequisite: SPAN 2190 or CASE Q++ or equivalent. 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.

SPAN 3110 Advanced Spanish Writing Workshop

Fall or spring. 4 credits. *Satisfies Option 1 of language requirement.* Prerequisite: SPAN 2190 or CASE Q++ or equivalent. C. Lawless (course coordinator) and staff. This course, which is required for the major, is designed to help the learner develop increased accuracy and sophistication in writing in Spanish for academic purposes. To this end, there will be ample writing and revising practice, with a focus on specific grammatical and lexical areas, customized to the needs of the students enrolled in the course. SPAN 3110 may be taken concurrently with SPAN 2140, 2150, or 2170.

SPAN 3130 Spanish Writing Workshop for Advanced English/Spanish Bilinguals (LSP 3130)

Spring. 1 credit. Prerequisite: permission of instructor. N. Maldonado-Méndez and staff. Designed for the advanced bilingual seeking support in the development of written accuracy, this workshop can serve as a complement for a literature or culture course conducted in Spanish. Meets one hour per week, concurrently with one of the weekly sessions of SPAN 2000. Students enrolled in this course are expected to work autonomously, to keep up with the syllabus of SPAN 2000, and to come to class with focused questions drawn from writing tasks either assigned from other courses, or prepared as self-assigned exercises. The workshop will be conducted in a peer-editing format. The final exam will consist of preparing a term paper in Spanish that demonstrates progress achieved in written accuracy. Students who have taken other Spanish language courses in the department including SPAN 2000, and who have difficulties with writing identified as specific to the English/Spanish bilingual, are eligible to enroll in the 1 credit SPAN 3130 with the instructor's permission. Course may be repeated for credit.

SPAN 3170 Creative Writing Workshop (in Spanish)

Fall. 4 credits. *Satisfies Option 1 of language requirement.* Prerequisite: SPAN 2140, 2150, 2170, or 2190, 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.

SPAN 3250 Realist Novel in Spain

Fall. 4 credits. *Satisfies option 1 of language requirement.* Prerequisite: SPAN 2140, 2150, 2170, or 2190, or CASE Q++, or permission of instructor. Conducted in Spanish. O. Bezhanova.

The 19th century in Europe witnessed an explosion in the novelistic production. In Spain, the realist and the naturalist novel enjoyed an incomparable degree of popularity. This course examines the novels by some of the leading writers of the 19th-century Spain, such as Benito Pérez Galdós, Pedro Antonio de Alarcón, José María de Pereda, Emilia Pardo Bazán, Armando Palacio Valdés, and Leopoldo Alas. We will explore the narrative strategies and the thematic preoccupation that have ensured our continued interest in the literature of the 19th century.

SPAN 3600 Autobiographical Narrative and the Cuban Socialist Revolution

Fall. 4 credits. *Satisfies option 1 of the language requirement.* Prerequisite: SPAN 2140, 2150, 2170, or 2190, or CASE Q++, or permission of instructor. G. Aching.

This course examines the language through which various autobiographical subjects narrate their relationship to the Cuban Socialist Revolution from different perspectives. Beginning with Fidel Castro's pre-revolutionary speech, "La historia me absolverá," as an example of epic, republican discourse, the course focuses on Ernesto Che Guevara's description of the ideal relation between the revolutionary subject and socialism in "el hombre y el socialismo en Cuba"; Edmundo Desnoes' self-questioning narrator in the novel, *Memorias del subdesarrollo*; Miguel Barnet's ethnographic rendering of Esteban Montejo's life story in *Biografía de un cimarrón*; and Reinaldo Arenas' description of his life under the socialist regime as "persona non grata" in *Antes que anochezca*. The critical framework for these readings consists of a variety of reflections on subjectivity and autobiographical writing, such as Karl Marx's Communist manifesto, selected excerpts from Judith Butler's *The Psychic Life of Power*, and Sylvia Molloy's *At Face Value*. *Autobiographical Writing in Spanish America*.

SPAN 3790 Africanist Modernism: Negrismo and Négritude (also FREN 3790)

Spring. 4 credits. Conducted in English. G. Aching.

This course is a comparative study of texts for the French and Spanish speaking Caribbean from the 1920s to '40s (Aimé and Suzanne Césaire, Lydia Cabrera, Wilfredo Lam, Alejo Carpentier, and others). Students should have good reading knowledge of Spanish and French.

SPAN 3800 Poetry and Poetics of the Americas (also AMST 3820, COML 3800)

Spring. 4 credits. J. Monroe. For description, see COML 3800.

SPAN 3940 Spanish Cinema: The Sinister, The Satirical, and The Scandalous

Spring. 4 credits. *Satisfies option 1 of language requirement.* Prerequisite: SPAN 2140, 2150, 2170, or CASE Q++, or permission of instructor. Conducted in Spanish. P. Keller.

This course offers an in-depth survey of Spanish films directed and produced between the years of 1950 and 1975. In addition to studying what some argue to be Spain's three greatest directors of all time—the three "Bs" (Luis Buñuel, Juan Antonio Brademk, and Luis García Berlanga)—we will also examine films by Carlos Saura, Basilio Martín Patino, Vicente Escrivá, Victor Erice, and Fernando Fernán Gómez. The course will also focus on common thematic and stylistic tropes among directors considered to be at the forefront of the Nuevo cine español, or Spanish New Wave Cinema. Other topics to be discussed include: the politics of censorship, exile, aperturismo, the Salamanca and Barcelona schools, violence and language, dictatorship, the gaze and structure of desire. All film viewings are mandatory and will be scheduled outside of class. Supplemental readings will provide historical context and background, biographical information, and introduction theory and criticism.

SPAN 4130 Classics of Latino/a Literature (also LASP 4130) (LA-AS)

Fall. 4 credits. Prerequisite: SPAN 2140, 2150, 2170, or 2190, or CASE Q++, or permission of instructor. Conducted in Spanish. 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.

SPAN 4190-4200 Special Topics in Spanish Literature

4190, fall; 4200, spring. 2-4 credits each semester. Prerequisite: permission of instructor. Staff.

Guided independent study of special topics.

SPAN 4290-4300 Honors Work in Spanish

4290, fall; 4300, spring (yearlong). 8 credits. R grade given at end of fall semester and final grade at end of spring semester. Open to junior and seniors. Consult director of honors program for more information. Staff.

SPAN 4350 Postcolonial Poetry and the Poetics of Relations (also COML 4290/6350, FREN 4350/6350, SPAN 6350) (LA-AS)

Fall. 4 credits. J. Monroe. For description, see COML 4290.

**SPAN 4550 Don Quijote (also SPAN 6530)
(LA-AS)**

Spring. 4 credits. Prerequisite: SPAN 2170 and one of the following two courses: SPAN 2140 or 2150, or permission of instructor. Conducted in Spanish. M. A. Garcés.

Don Quijote is not only the first modern work of literature, as Foucault noted, but also the first European novel, as the Czech novelist Kundera hailed it. In fact, Foucault believed 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 Christians, Jews, and Muslims in early modern Spain, especially, with the conflicts between Christianity and Islam in the Iberian Peninsula and the Mediterranean. Four centuries before Freud, Cervantes questioned the meaning of madness, inspiring into the close bonds between delusions and fantasy, dreams and artistic production. Stressing a critique of creation with Cervantes' own creation, our close reading of *Don Quijote* will explore its links to the network of institutions, practices, and beliefs that constituted early modern Spanish culture.

SPAN 4590 Spanish Bildungsroman of the 20th Century (LA-AS)

Spring. 4 credits. Conducted in Spanish. O. Bezhanova.

For several decades, the scholars of literature have been pointing out that the genre of Bildungsroman has lost its relevance and will soon cease to exist. However, the number of Bildungsromane that appear in print and end up on bestseller lists keeps growing. In this course, we will explore Spanish Bildungsromane by Concha Espina, Carmen Laforet, Luis Martín-Santos, Espido Freire, Care Santos, José Ángel Maños, Susana Fortes, Lucía Extebarría and Ray Loriga. We will see how the genre has transformed in the course of the 20th century in order to adapt to the changing reality of the world. We will also explore the differences between the male and the female Bildungsroman in Spain.

SPAN 4670 Modern Lyric Forms (CA-AS)

Fall. 4 credits. This is the mandatory senior seminar for Spanish majors. Conducted in Spanish. J. M. Rodríguez-García.

Literature is just one of the many genres and media that artists have used to capture the ongoing transformations in our ways of looking at reality. The dialogue between literature and painting will be the main focus of this course, whose topics include the literary representation of still-life scenes; the modern artist's fascination with such disparate materials as clay and glass; the equation of artistic works with vessels—"vasos"—into which a meaning is poured; and the treatment of mass-produced commodities and gadgets as art works. The studied poems will most often be correlated with works in the visual arts that will be shown in class. We will also study two major texts by playwright Antonio Buero Vallejo that fictionalize the lives of the great Spanish painters Velázquez and Goya.

SPAN 4730 Narrative of Abandonment and Return in 20th Century Spain (CA-AS)

Fall. 4 credits. Conducted in Spanish. P. Keller.

This course offers a multi-genre reflection of contemporary Spanish history and culture by exploring texts centered on the themes of

trauma and memory. The main aim of the class will be to think about representations of collective and individual experiences of loss in recent Spanish history (the Civil War, dictatorship and post-dictatorship eras) through a literary/visual lens. Some of the topics for discussion will include exile, homecoming, nostalgia, mourning, failure, and hope. We will also discuss the idea of landscape as it relates to struggle for loss and recovery, specifically examining texts that depict wounded or scarred spaces, uninhabitable homes, abandoned towns, ghostly landscapes, and desolate cities. As such, an additional focus of the course will be to consider how trauma and memory, as underlying features of modern Spanish experience, are linked to the concept of "place," and thus to question the relationship between the poetics of place and the politics of loss. The course includes various canonical and non-canonical works dating from the 1930s to the present. Among the artists we will look at are Dalí, Buñuel, García Lorca, Cela, Llamazares, Erice, Martínez de Pisón, Saura, Suso de Toro, and Fontcuberta. Supplemental readings in theory and criticism will be assigned to complement primary texts.

SPAN 4800 The Return of the Real: New Realisms in Latin American Narrative (LA-AS)

Spring. 4 credits. Prerequisite: SPAN 2140, 2150, and 2170, or permission of instructor. This is the mandatory senior seminar for Spanish majors. Conducted in Spanish. L. Horne.

This course engages in an in-depth study of realism in recent narrative and film from Latin America. We will explore the main conceptual problems of this aesthetic current and its particularities in the context of contemporary Latin American culture. Among the topics dealt with are: the treatment of traditional realist themes—such as sex, poverty and violence—in a new context; the place of humor and the oniric in the new realisms; the problem of representation in image culture and written culture; exposed corporalities, ugliness and aesthetic pleasure; consumerism, globalization, and violence; different ways of including marginal subjectivities in the work of art. This course will provide students with theoretical concepts and vocabulary to better understand some of the principal cultural debates in contemporary Latin America. Authors to be read include César Aira, María Bellatín, Rafael Courtoise, Pedra Juan Gutiérrez and Fernando Vallejo.

SPAN 4820 Spanish-American Detective Fiction

Spring. 4 credits. E. Paz-Soldán.

Originally an exotic translated import from the Anglo-Saxon tradition, mystery fiction flourished in Spanish America in the 20th century, albeit on slightly different terms. The course surveys detective stories and novels—in the rational, hard-boiled, and parodic modes—by such leading authors as Borges, Puig, Fuentes, and Vargas Llosa, as well as by young authors like Leonardo Padura and Patricia Melo.

SPAN 6250 American Originals

Spring. 4 credits. This is the mandatory seminar for graduate students in Hispanic Literature. Conducted in Spanish. J. M. Rodríguez-García.

Through the comparative study of some of the most influential and acclaimed modernist

poets of the twentieth century, this course will explore such tensions as cosmopolitanism/autochtony, innovation/tradition, modernization/primitivism, translation/originality, religion/secularism and revolution/reconciliation. Other focal points include authors' conflicted fondness for fragmentariness and totality, and for the culturalist and vernacular registers of the language. The general questions of the poet and the city and the social and political responsibility of art will also receive consideration attention.

SPAN 6350 Postcolonial Poetry and the Poetics of Relation (also COML 4290/6350, FREN 4350/6350, SPAN 4350)

Fall. 4 credits. J. Monroe. For description, see COML 4290.

SPAN 6390–6400 Special Topics in Spanish Literature

6390, fall; 6400, spring. 2–4 credits each semester. Staff.

Guided independent study for graduate students.

SPAN 6530 Don Quijote (also SPAN 4550)

Spring. 4 credits. M. A. Garcés. For description, see SPAN 4550.

SPAN 6910 New Latin American Canon

Fall. 4 credits. This is the mandatory seminar for graduate students in Hispanic literature. Conducted in Spanish. E. Paz-Soldán.

In the last years there has been a critical discussion about the idea of the "canon" in a given literature. The aim of this course is twofold: on one hand, to discuss whether the concept of "canon"—a corpus of significant texts in a literary tradition—is still relevant for critical discourse, and, if so, what constitutes it today, and who makes it; on the other hand, to analyze, in the specific case of Latin American literature, some contemporary works and authors whose centrality/marginality in the "canon" has changed in recent years. Some of the writers to be discussed are: Clarice Lispector, Sergio Pitol, Fernando Vallejo, César Aira, Ricardo Piglia, Carmen Boullosa, Horacio Castellanos Moya, Roberto Bolaño, Antonio José Ponte, and Mario Bellatín.

RUSSIAN

N. Pollak, chair; P. Carden, director of undergraduate studies (on leave spring 2009) (226B Morrill Hall, 255-8350); S. Paperno, director of Russian language program (226E Morrill Hall); W. Browne, R. Krivitsky, S. Senderovich (on leave fall 2008), G. Shapiro (on leave spring 2009), V. Tsimberov. Visiting: C. Golkowski, G. Nehler

For updated information, consult our web sites:

(literature) www.arts.cornell.edu/russian
(language) 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 1121–1122, 2203–2204, and RUSSL 2209 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 1122 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 3303-3304 or the equivalent, and (2) 18 credits from 3000- and 4000-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 4491. 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. Options 1a and 1b:

1a. Any Russian-language (RUSSA) course totaling 3 or 4 credits at the 2000 level or above (with the exception of RUSSA 3300 Directed Study) satisfies the Arts and Sciences language requirement under Option 1a.

1b. After completing the prerequisites RUSSA 1121 and RUSSA 1122, students may satisfy the language requirement by taking RUSSL 2209. Students who qualify for RUSSL 2212 may satisfy the language requirement by taking that course. Other RUSSL courses that are taught in Russian may also be used when appropriate.

2. Option 2:

- In two semesters: RUSSA 1103 and 1121 in the fall, RUSSA 1104 and 1122 in the spring.
- In three semesters: RUSSA 1121 in the fall, 1122 in the spring, 2203 the following fall.
- In four semesters: RUSSA 1121 in the fall, 1122 in the spring, 1125 the following fall, 1126 the following spring.

Study Abroad

Students from Cornell frequently participate in the Council on International Educational Exchange and the American Council of Teachers of Russian 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 do 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: russian.cornell.edu.

Suggested tracks for first- and second-year Russian language study:

- First-year intensive: 1103 + 1121 in the fall, 1104 + 1122 in the spring
- First-year nonintensive: 1121 in the fall, 1122 in the spring
- Second-year intensive: 1125 + 2203 in the fall, 1126 + 2204 in the spring
- Second-year nonintensive: 2203 in the fall, 2204 in the spring
- Second-year "mostly reading; lighter load": 1125 in the fall, 1126 in the spring

RUSSA 1103-1104 Conversation Practice
1103, fall; 1104, spring. 2 credits each semester. Students must enroll in one sec of 1103 and one sec of 1121 in fall and one sec of 1104 and one sec of 1122 in spring. R. Krivitsky.

Reinforces the speaking skills learned in RUSSA 1121 and 1122. Homework includes assignments that must be done in the language lab or on the students' own computers.

RUSSA 1121-1122 Elementary Russian through Film

1121, fall; 1122, spring. 4 credits each semester. Prerequisite: for RUSSA 1122, RUSSA 1121. 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 1125-1126 Reading Russian Press

1125, fall; 1126, spring. 2 credits each semester. sec 1 for non-native speakers of Russian; sec 2 for native speakers of Russian. Prerequisite for 1125 sec 1: RUSSA 122 or placement by department; prerequisite for 1126 sec 1: RUSSA 1125 or placement by department; prerequisite for 1125 and 1126 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 2203-2204 Intermediate Composition and Conversation

2203, fall; 2204, spring. 3 credits each semester. *Satisfies Option 1.* Prerequisite: for RUSSA 2203, RUSSA 1122 and 1104, or RUSSA 1122 with grade higher than B, or placement by department; for RUSSA 2204, RUSSA 2203 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, in addition to the textbook.

RUSSA 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 non-language course or thesis work).

RUSSA 3303-3304 Advanced Composition and Conversation

3303, fall; 3304, spring. 4 credits each semester. *RUSSA 3303 Satisfies Option 1.* Prerequisite: for RUSSA 3303, RUSSA 2204 or equivalent; for RUSSA 3304, RUSSA 3303 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. In some years, completing interviews with native speakers of Russian is a component of RUSSA 3304.

RUSSA 3305-3306 Reading and Writing for Heritage Speakers of Russian

3305, fall; 3306, spring. 2-3 credits, variable. Prerequisite: placement by department. Times TBA with instructor.* See starred (*) note at end of RUSSA section. Course may be cancelled if enrollment is insufficient. S. Paperno and V. Tsimberov.

Intended for students who speak grammatically correct Russian 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 3308 Russian Through Popular Culture

Spring. 2-3 credits, variable. Prerequisite: RUSSA 3304 for non-native speakers of Russian; RUSSA 3305 or 3306 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 3309/3310 and RUSSL courses). Conducted in Russian. Times TBA with instructor.* 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 (1970's 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 3309-3310 Advanced Reading

3309, fall; 3310, spring. 4 credits each semester. *Satisfies Option 1.* Sec. 1 for non-native speakers of Russian; sec 2 for native speakers of Russian. Prerequisites: for sec. 1 of RUSSA 3309, RUSSA 2204; for RUSSA 3310, RUSSA 3309 or equivalent; for sec 2 of 3309 and 3310, placement by department. Two meetings per week. 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 4401 History of the Russian Language (also LING 4417) (HA-AS)]

Spring. 4 credits. Next offered 2009–2010. W. Browne.

For description, see LING 4417–4418.]

[RUSSA 4403 Linguistic Structure of Russian (also LING 4443) (KCM-AS)]

Fall. 4 credits. W. Browne.

For description, see LING 4443–4444.

[RUSSA 4413–4414 Advanced Conversation and Stylistics]

4413, fall; 4414, spring. 2 credits each semester. Prerequisites: for RUSSA 4413, RUSSA 3304 or equivalent; for RUSSA 4414, RUSSA 4413 or equivalent. Times TBA with instructor.* 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 4491 Reading Course: Russian Literature in the Original Language]

Fall or spring. 1 credit each semester.

Prerequisite: permission of instructor. Times TBA with instructor.* 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 6601 Old Church Slavonic (also LING 6663)]

Fall. 4 credits. W. Browne.

For description, see LING 6663.

[RUSSA 6602 Old Russian Texts (also LING 6662)]

Spring. 4 credits. W. Browne.

For description, see LING 6662.

[RUSSA 6633–6634 Russian for Russian Specialists]

6633, fall; 6634, spring. 1–4 credits, variable. Prerequisite: four years of college Russian or equivalent. Times TBA with instructor.* 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 6651 Comparative Slavic Linguistics (also LING 6671)]

Fall. 4 credits. W. Browne.

For description, see LING 6671.

* For RUSSA courses marked “Time to be arranged with instructor(*)”, bring your class schedule to the organizational meeting, usually held on the second or third day of the semester, where class meeting times will be chosen so as to accommodate as many students as possible. The date, time, and place of the organizational meeting is announced at russian.cornell.edu, and posted at the Russian Department office (226 Morrill Hall). You may also contact the department office at 255-8350 or e-mail russiandept@cornell.edu.

**For TBA courses taught by Wayles Browne, contact Professor Browne (ewb2@cornell.edu or 255-0712).

Russian Literature

A variety of courses is offered in Russian literature. Readings may be in English translation or in the original Russian or both (see course descriptions). Instruction often encompasses 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. Next offered 2010–2011.

[RUSSL 2207–2208 Themes from Russian Culture # (LA-AS)]

Spring. 3 credits. In translation. Offered alternate years; next offered 2010–2011.

G. Shapiro.

These courses are based on lectures, discussions, and audio-visual presentations and cover various aspects of Russian culture, such as literature, art, architecture, music, religion, philosophy, and social thought. RUSSL 2207 extends through the 18th century, and RUSSL 2208 covers the 19th and 20th centuries.]

[RUSSL 2209 Readings in Russian Prose and Poetry # (LA-AS)]

Fall. 3 credits. Reading in Russian; discussion in English. *Satisfies Option 1.*

Prerequisite: For students with 2+ semesters of Russian language (RUSSA 1121/1122 or equivalent), N. Pollak.

Short classics of the 19th and early 20th centuries, including Pushkin, Lermontov, Tolstoy, Chekhov, Blok, Akhmatova.

Assignments adjusted for native fluency. May be used as a prerequisite for RUSSL 3300–4400 courses with reading in Russian.

[RUSSL 2212 Readings in 20th-Century Russian Literature (LA-AS)]

Fall. 3 credits. Reading, writing, and discussion in Russian. *Satisfies Option 1.*

G. Shapiro.

Designed for students with native background needing a course to satisfy the language requirement. 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. May be used as a prerequisite for RUSSL 3300–4400 courses with reading in Russian.

[RUSSL 2279 The Russian Connection, 1830 to 1867 (also COML 2790) # (LA-AS)]

Fall. 4 credits. In translation. Next offered 2010–2011. P. Carden.

Examines Russian prose of mid-19th century (Lermontov, Tolstoy) against background of European prose (Rousseau, Musset, Stendhal, Thackeray, et al.)

[RUSSL 2280 The Russian Connection, 1870 to 1960 (also COML 2800) (LA-AS)]

Fall. 4 credits. In translation. Next offered 2010–2011. P. Carden.

Examines the Dostoevskian novel against background of European prose (Diderot, Camus, Sarraute, et al.)

[RUSSL 3331 Introduction to Russian Poetry # (LA-AS)]

Spring. 4 credits. Reading in Russian; discussion in English. 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.

A survey of Russian poetry, with primary emphasis on the analysis of individual poems by major poets.

[RUSSL 3332 Russian Drama and Theater (also THETR 3220) # (LA-AS)]

Spring. 4 credits. In translation. Next offered 2010–2011. S. Senderovich.

19th- to 20th-century plays (Gogol, Ostrovsky, Chekhov). Historical period, cultural atmosphere, literary trends.]

[RUSSL 3333 20th-Century Russian Poetry (LA-AS)]

4 credits. Reading in Russian; discussion in English. May be counted toward 12 credits of Russian literature in original language for Russian major. Next offered 2010–2011. N. Pollak.

Close readings of lyrics by major 20th-century poets.]

[RUSSL 3334 The Russian Short Story # (LA-AS)]

Fall. 4 credits. Reading in Russian; discussion in English. 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.

Survey of two centuries of Russian storytelling. Analysis of individual stories by major writers. Emphasis on narrative structure and on related landmarks of Russian literary criticism.

[RUSSL 3335 Gogol # (LA-AS)]

4 credits. Next offered 2010–2011.

G. Shapiro.

Selected works of Gogol are read closely in translation and viewed in relation to his life and to the literature of his time.]

[RUSSL 3337 Films of Russian Literary Masterpieces (LA-AS)]

4 credits. In translation. Next offered 2009–2010. S. Senderovich.

Comparative analysis of American films based on Russian novels: *War and Peace* and *Dr. Zhivago*. Problems of translation between media and cultures.]

[RUSSL 3338 Lermontov's Hero of Our Time # (LA-AS)]

4 credits. Reading in Russian; discussion in English. Next offered 2009–2010. N. Pollak.

Hero of Our Time has been called the first major Russian novel. Close reading, attention to linguistic and literary problems.]

[RUSSL 3350 Education and the Philosophical Fantasies (also COML 3500) # (LA-AS)]

Fall. 4 credits. In translation. P. Carden.

Fundamental issues of education explored through great works: Plato's *Republic*, Rousseau's *Emile*, and Tolstoy's *War and Peace*.

[RUSSL 3367 The Russian Novel # (LA-AS)]

Spring. 4 credits. In translation. Students who read Russian may sign up for a discussion section of the Russian text for 1 credit (RUSSA 4491). N. Pollak.

The rise of the Russian novel in the 19th century; Pushkin, Lermontov, Turgenev, Dostoevsky, Tolstoy, Chekhov.

[RUSSL 3368 20th-Century Russian Literature (LA-AS)]

Spring. 4 credits. In translation. Students who read Russian may sign up for discussion of Russian text for 1 credit (RUSSA 4491). Next offered 2010-2011. G. Shapiro.

Survey of 20th-century Russian prose, including such writers as Bunin, Bulgakov, and Nabokov, as well as Solzhenitsyn, Shalamov, and Voinovich.]

[RUSSL 3369 Dostoevsky # (LA-AS)]

Fall. 4 credits. In translation. Limited to 40 students. Next offered 2009-2010. P. Carden.

A survey of Dostoevsky's major novels: *Notes from Underground*, *Crime and Punishment*, *The Idiot*, and *The Brothers Karamazov*.]

[RUSSL 3373 Chekhov in the Context of Contemporary European Literature and Art # (LA-AS)]

4 credits. In translation. Next offered 2010-2011. S. Senderovich.

Anton Chekhov's stories in the context of the European art of the short story and contemporary paintings. Readings in English translation.]

[RUSSL 3385 Reading Nabokov (also ENGL 3790) (LA-AS)]

Fall. 4 credits. In translation. 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), and examine the two widely read novels that he wrote in Ithaca while teaching literature at Cornell, *Lolita* (1955) and *Invitation to a Beheading* (1957).

[RUSSL 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 4409 Russian Stylistics (LA-AS)]

Spring. 4 credits. Also open to graduate students. Prerequisite: proficiency in Russian or permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. S. Senderovich.

Beyond normative grammar. Introduction to idiomatic Russian (morphology, syntax, vocabulary, phraseology) and genres of colloquial and written language. Development of writing skills.

[RUSSL 4415 Post-Symbolist Russian Poetry (LA-AS)]

4 credits. Reading in Russian; discussion in English. Prerequisite: proficiency in Russian or permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Next offered 2010-2011. N. Pollak.

Verse, critical prose, and literary manifestos by selected early 20th-century Russian poets, including Annenskii, Pasternak, and Mandelstam.]

[RUSSL 4430 Practice in Translation (LA-AS)]

4 credits. Prerequisite: proficiency in Russian or permission of instructors. Next offered 2009-2010. W. Browne and S. Senderovich.

Practical workshop in translation: documents, scholarly papers, literary works (prose and poetry). Mostly Russian to English, some English to Russian.]

[RUSSL 4432 Pushkin # (LA-AS)]

4 credits. Reading in Russian; discussion in English. Prerequisite: proficiency in Russian or permission of instructor. May be counted toward 12 credits of Russian literature in original language for Russian major. Next offered 2010-2011. S. Senderovich.

Selected works by Pushkin: lyrics, narrative poems, and *Eugene Onegin*.]

[RUSSL 4433 Short Works of Tolstoy # (LA-AS)]

4 credits. Reading in Russian; discussion in English. Prerequisite: RUSSL 2209 or 2212 or equivalent mastery of Russian language skills. Next offered 2010-2011. P. Carden.

A selection of short stories and short novels in Russian. Attention to style, themes, idioms. Assignments adjusted to students' language capabilities.]

[RUSSL 4437 A Moralist and a Pornographer (also COML 4370) (LA-AS)]

4 credits. In translation. Limited to 15 students. Next offered 2010-2011. S. Senderovich.

Bestsellers *Doctor Zhivago* and *Lolita* (both October 1958) concerned the sexual exploitation of a teenage girl.]

[RUSSL 4492 Supervised Reading in Russian Literature]

Fall or spring. 1-4 credits each semester. Independent study. Prerequisite: students must find an advisor and submit a plan before signing up. Times TBA with instructor. Staff.

[RUSSL 4493 Anton Chekhov # (LA-AS)]

4 credits. Reading in Russian; discussion in English. Prerequisite: proficiency in Russian or permission of instructor. Next offered 2009-2010. S. Senderovich.

Major works of Chekhov in Russian; focus on style and language. Readings include stories ("Anna on the Neck," "Darling," "Steppe") and plays (*Uncle Vanya* and *Seagull*.)

[RUSSL 4499 The Avant-Garde in Russian Literature and the Arts (LA-AS)]

4 credits. Reading in Russian; discussion in English. Prerequisite: proficiency in Russian or permission of instructor. Next offered 2009-2010. P. Carden.

Literature, theater, and the visual arts in the richly innovative period 1890-1920.]

Graduate Seminars

[RUSSL 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 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.

Hungarian

[HUNGR 1131-1132 Elementary Hungarian]

3 credits. Prerequisite: for 1132: HUNGR 1131 or permission of instructor. This language series (1131-1132) is not sufficient to satisfy the language requirement. Next offered 2009-2010. 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 (1132) teaches more advanced grammar of the language at an intermediate level.]

[HUNGR 1133-1134 Continuing Hungarian]

1133, fall; 1134, spring. 3 credits. Prerequisite: for 1133, HUNGR 1132 or permission of instructor; for 1134, HUNGR 1133 or permission of instructor. G. Nehler.

A conversation and reading course designed to aid the student in all facets of language acquisition: speaking, listening comprehension, reading, and writing. Fourth-semester Hungarian (1134) teaches more advanced instruction of the language at an intermediate level.

[HUNGR 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.

[HUNGR 4427 Structure of Hungarian (also LING 4427) (KCM-AS)]

Fall. For description, see LING 4427.

Polish

[POLSH 1131-1132 Elementary Polish]

1131, fall; 1132, spring. 3 credits each semester. Prerequisite: for POLSH 1132, POLSH 1131 or equivalent. This language series (1131-1132) is not sufficient to satisfy the language requirement. Offered alternate years. Staff.

Covers all language skills: speaking, listening comprehension, reading, and writing.

[POLSH 1133-1134 Continuing Polish

1133, fall; 1134, spring. 3 credits each semester. Prerequisites: for POLSH 1133, POLSH 1132 or permission of instructor; for POLSH 1134, POLSH 1133 or equivalent. Times TBA with instructor.

Offered alternate years; next offered 2009–2010. See double-starred () note at end of UKRAN section. W. Browne.

An intermediate conversation and reading course.]

POLSH 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.

POLSH 3301 Polish through Film and Literature

Spring. 3 credits. *Satisfies Option 1.* Prerequisite: POLSH 1134 or permission of instructor. Times TBA with instructor.** See double-starred (**) note at end of UKRAN section. C. Golkowski.

Language proficiency and insight into Polish culture through videos, films, and contemporary texts. Listening and reading comprehension, conversation, grammar review.

Serbo-Croatian**[SEBCR 1131-1132 Elementary Serbo-Croatian**

1131, fall; 1132, spring. 3 credits each semester. Prerequisite for SEBCR 1132: SEBCR 1131 or equivalent. This language series (1131–1132) is not sufficient to satisfy language requirement. Times TBA with instructor. ** Offered alternate years; next offered 2009–2010. See double-starred (**) note at end of UKRAN section. W. Browne.

Covers all language skills: speaking, listening comprehension, reading, and writing. Includes Bosnian.]

SEBCR 1133-1134 Continuing Serbo-Croatian

1133, fall; 1134, spring. 3 credits each semester. Prerequisite for SEBCR 1133: SEBCR 1132 or equivalent; for SEBCR 1134: SEBCR 1133 or equivalent. Times TBA with instructor.** See double-starred (**) note at end of UKRAN section. Offered alternate years. W. Browne.

An intermediate conversation and reading course.

SEBCR 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.

[SEBCR 3302 Advanced Serbo-Croatian

3 credits. *Satisfies Option 1.* Prerequisite: SEBCR 1134 or permission of instructor. Next offered 2009–2010. Staff.

Includes Bosnian with Croatian and Serbian. Intensive speaking and writing practice; grammar review. Fiction and nonfiction readings; videos reflecting contemporary South Slavic societies.]

Ukrainian**UKRAN 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. Staff.

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

S. Hilgartner, chair (304 Rockefeller Hall, 255-9950); K. Vogel (DUS), R. N. Boyd, P. R. Dear, S. H. Hilgartner, R. Kline, C. Leuenberger, B. V. Lewenstein, M. Lynch, T. J. Pinch, A. G. Power, R. Prentice, J. V. Reppy, M. W. Rossiter, P. J. Sengers, S. Seth, 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

The Department of Science and Technology Studies has revised the major for students applying to the major, effective fall 2008. Students in the Classes of 2009, and 2010 may choose to meet the old requirements or opt for the revised version, which is described here. Information and worksheets for the old requirements are available in the departmental office, 306 Rockefeller Hall (255-6047).

Admission to the major requires successful completion of one S&TS course. First-Year Writing Seminars may count as the prerequisite, but not as part of the major. There are no other prerequisites, but students should plan to fulfill the science PBS and quantitative MQR requirements of the College of Arts and Sciences early in their college careers in order to be in a position to take additional science or engineering courses as outlined below.

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) a tentative plan of courses fulfilling S&TS requirements; and (3) an up-to-date transcript of work completed at Cornell University (and elsewhere, if applicable). 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 higher.)

1. The core course (STS 2011)
2. Three additional 2000-level courses selected from the following list: STS 2021, 2051, 2061, 2331, 2501, 2811, 2821, 2851, 2861, 2871, 2921.
3. Additional S&TS courses to total 34 credit hours in the major. Four of these courses must be 3000 level or above and a minimum of two of these must be 4000 level or higher. STS 1101 and/or 1102 may be used to meet major requirements only if taken before joining the major or during your first two semesters in the major. Only one independent study (STS 3991) of no more than 4 credit hours may be taken to meet major requirements.
4. Science requirement: In addition to the science requirement of the College of Arts and Sciences, Science & Technology Studies majors are required to take an additional two courses in 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 advisor.

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 advisors; 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. 487 of this catalog.

The Minor in Science and Technology Studies

S. Hilgartner, chair (304 Rockefeller Hall, 255-9950); K. Vogel (DUS); R. N. Boyd, P. R. Dear, R. Kline, C. Leuenberger, B. V. Lewenstein, M. Lynch, T. J. Pinch, A. G. Power, R. Prentice, J. V. Reppy, M. W. Rossiter, P. J. Sengers, S. Seth, Emeritus; W. R. Lynn, L. P. Williams. Adjunct faculty: R. W. Miller, H. Shue, Z. Warhaft

The minor in Science & Technology Studies (S&TS) is designed for students who wish to engage in a systematic, interdisciplinary exploration of the role of science and technology in modern societies. The minor 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 minor, students must complete, with a letter grade of C- or above, a minimum of four courses selected from the course offerings listed for the major, excluding first-year writing seminars. The four courses must include STS 2011 and at least one course at the 3000 or 4000 level. No more than one course can be at the 1000 level. 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).

Graduate Field of Science & Technology Studies

S. Hilgartner, (chair), T. Pinch (DGS), R. Boyd, P. Dear, R. Kline, S. Langwick, B. Lewenstein, M. Lynch, T. Gillespie, T. Hinrichs, A. Power, R. Prentice, S. Pritchard, W. Provine, J. Reppy, M. Rossiter, P. Sengers, S. Seth, K. Vogel. Minor Member: C. Leuenberger.

Students may obtain further information about the field and course offerings by contacting the S&TS graduate field office, 306 Rockefeller Hall (255-3810).

First-Year Writing Seminars

Consult the John S. Knight Institute web site for times, instructors, and descriptions: www.arts.cornell.edu/Knight_institute/index.html.

Introductory Courses

STS 1101 Science and Technology in the Public Arena (SBA-AS)

Fall. 3 credits. STS 1101 and 1102 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. J. Reppy.

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.

STS 1102 Histories of the Future (CA-AS)

Spring. 3 credits. Recommended as introduction to field; not required and may not be used to fulfill a major requirement. STS 1101 and 1102 may be taken separately or in any order. 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

STS 2011 What Is Science? An Introduction to the Social Studies of Science and Technology (also SOC 2100) (CA-AS)

Spring. 3 credits; also offered as writing-intensive 4-credit option, by permission only, and limited to 15 students. 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.

S&TS Courses

STS 2051 Ethical Issues in Health and Medicine (also BSOC 2051) (KCM-AS)

Fall. 4 credits. Limited to 150 students. S. Hilgartner.

For description, see BSOC 2051.

STS 2061 Ethics and the Environment (also BSOC 2061, PHIL 2460) (KCM-AS)

Spring. 4 credits. S. Pritchard.

For description, see BSOC 2061.

[STS 2331 Agriculture, History, and Society: From Squanto to Biotechnology (HA-AS)

Fall. 3 credits. Next offered 2009-2010. 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.]

STS 2501 Technology in Society (also ECE/ENGRG/HIST 2500) (HA-AS)

Fall. 3 credits. R. Kline.

For description, see ENGRG 2500.

STS 2811 Science in Western Civilization: Medieval and Early-Modern Europe up to Isaac Newton (also HIST 2810) # (HA-AS)

Fall. 4 credits. P. Dear.

For description, see HIST 2810.

STS 2821 Science in Western Civilization: Newton to Darwin, Darwin to Einstein (also HIST 2820) # (HA-AS)

Spring. 4 credits. STS 2811 is *not* a prerequisite to 2821. P. Dear.

For description, see HIST 2820.

STS 2851 Communication in the Life Sciences (also COMM 2850)

Spring. 3 credits. Staff.

For description, see COMM 2850.

STS 2861 Science and Human Nature (also PHIL 2861) (KCM-AS)

Spring. 4 credits. R. Boyd.

For description, see PHIL 2861.

STS 2871 Evolution (also BIOEE 2070, HIST 2870) (PBS)

Fall. 3 credits. W. Provine.

For description, see BIOEE 2070.

STS 2921 Inventing an Information Society (also ECE/ENGRG 2980, HIST 2920) (HA-AS)

Spring. 3 credits. R. Kline.

For description, see ENGRG 2980.

STS 3011 Life Sciences and Society (also BSOC 3011) (SBA-AS)

Fall. 4 credits. J. Crane.

For description, see BSOC 3011.

STS 3111 Sociology of Medicine (also SOC 3130) (SBA-AS)

Spring. 4 credits. Not open to freshmen. C. Leuenberger.

This course provides an introduction to the ways in which medical practice, the medical profession, and medical technology are embedded in society and culture. We will ask

how medicine is connected to various sociocultural factors such as gender, social class, race, and administrative cultures. We will examine the rise of medical sociology as a discipline, the professionalization of medicine, and processes of medicalization and demedicalization. We will look at alternative medical practices and how they differ from and converge with the dominant medical paradigm. We will focus on the rise of medical technology in clinical practice with a special emphasis on reproductive technologies. We will focus on the body as a site for medical knowledge, including the medicalization of sex differences, the effect of culture on nutrition and eating disorders such as obesity and anorexia nervosa. We will also read various classic and contemporary texts that speak to the illness experience and the culture of surgeons, hospitals, and patients and we will discuss various case studies in the social construction of physical and mental illness.

STS 3221 Lives of Scientists and Engineers (also FGSS 3221)

Spring. 4 credits. M. Rossiter.
This course will explore the lives of a variety of scientists and engineers—American, international, men, women, and minorities—through readings of biographies, autobiographies, and other sources. The goal will be to examine the obstacles overcome, opportunities offered, and choices made; the reasons and rationalization given; and the uses made of idealized biographies in science education, requirement, myth-making, and national prestige. Weekly readings, discussion, and research paper required.

STS 3241 Environment and Society (also DSOC/SOC 3240) (SBA-AS)

Fall and spring. 3 credits. Fall, C. Geisler; spring, G. Gillespie.
For description, see DSOC 3240.

STS 3301 Physical Sciences in the Modern Age (also HIST 3290) (HA-AS)

Spring. 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 electrodynamics, the quantum and relativity theories, science during the world wars, and post-war “big science.” As well as a history of ideas, the course 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*.

STS 3311 Environmental Governance (also BSOC 3311, NTRES 3310) (CA-AS)

Spring. 3 credits. S. Wolf.
For description, see NTRES 3310.

[STS 3431 Biotechnology and the Economy (also BSOC 3431)

Fall. 4 credits. Next offered 2009–2010.
J. Reppy.
In the 30 years since Genetech was founded to exploit recombinant DNA technologies, the biotechnology industry has grown to be a multi-billion dollar industry, employing

perhaps 800,000 workers (not to mention the trillions of microbial “workers” in some industrial applications). This course will survey the industry, with particular attention to biomedical applications. Topics will include the historical emergence of biotechnology as a separate industry in government statistics and popular discourse, the role of venture capital and small firms in industry growth, links to universities, intellectual property rights, and regulatory issues. The focus will be on the U.S. industry in the context of globalized economy. Readings include case studies, government reports, and background readings in innovation studies and emerging technologies.]

STS 3491 Media Technologies (also COMM 3490, INFO 3491) (HA-AS)

Spring. 3 credits. Offered odd-numbered years. T. Gillespie.
For description, see COMM 3490.

STS 3521 Science Writing for the Mass Media (also COMM 3520)

Fall. 3 credits. B. Lewenstein. *Students who take STS 3521 may not receive credit for COMM 2600 or 2630.*
For description, see COMM 3520.

[STS 3541 The Sociology of Contemporary Culture (also BSOC 3541, SOC 3520) (CA-AS)

Fall. 4 credits. Next offered 2009–2010.
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.]

STS 3551 Computers: From the 17th Century to the Dotcom Boom (also COMM 3550, INFO 3551) (HA-AS)

Fall. 4 credits. No technical knowledge of computer use is presumed or required. STS 3551 and 3561 can be taken separately or in any order. J. Ratcliff.

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.

STS 3561 Computing Cultures (also COMM/VISST 3560, INFO 3561) (CA-AS)

Spring. 4 credits. No technical knowledge of computer use presumed or required. STS 3551 and 3561 may be taken separately or in any order. R. Prentice.
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.

STS 3601 Ethical Issues in Engineering (also ENGRG 3600)

Spring. 3 credits. Limited to juniors and seniors only. P. Doing.
For description, see ENGRG 3600.

STS 3811 Philosophy of Science: Knowledge and Objectivity (also PHIL 3810) (KCM-AS)

Fall. 4 credits. R. Boyd.
For description, see PHIL 3810.

[STS 3871 The Automatic Lifestyle: Consumer Culture and Technology (also INFO 3871) (CA-AS)

Spring. 4 credits. Next offered 2009–2010.
P. Sengers.]

STS 3911 Science in the American Polity, 1960 to Now (also AMST 3911, GOVT 3091) (SBA-AS)

Spring. 4 credits. J. Reppy.
This course reviews the changing political relations between science, technology, and the state in America from 1960 to the present. It focuses on policy choices involving science and technology in different institutional settings, such as Congress, the court system, and regulatory agencies. The tension between the concepts of science as an autonomous republic and as just another interest group is a central theme. Topics include the politics of research funding, the role of scientific expertise in the federal government and in the courts, the impact of secrecy in military science, and citizen participation in science policy.

STS 4001 Components and Systems: Engineering in a Social Context (also MAE 4000/4010)

Spring. 3 credits. Offered alternate years.
Z. Warhaft.
For description, see MAE 4000.

STS 4021 Bodies in Medicine, Science, and Technology (also BSOC/FGSS 4021)

Spring. 4 credits. Limited to 15 students.
R. Prentice.
Every day we are barraged with cultural messages telling us to eat better, get more exercise, stop smoking, practice safe sex. These messages make us insecure about our bodies: Am I thin enough, ripped enough, sexy enough? They are also contradictory: Fish makes you smarter; mercury in fish makes you sick. Many of these messages use the language of science and medicine: There are obesity “epidemics” and chocolate “addictions.” Our bodies are described and

treated like machines: transplant surgeons talk about our "spare parts"; computer programmers describe their brains as "wetware." Our sense of our bodies may feel improvised, created on the fly from a collage of scientific, medical, cultural, and advertising snapshots. This course draws from literature in science and technology studies, anthropology, and feminist and gender studies to examine how bodies emerge from the shifting lessons of science, technology, and medicine, as well as how cultural and political concerns express themselves in and through bodies..

[STS 4071 Law, Science, and Public Values (also BSOC 4071) (SBA-AS)]

Spring. 4 credits. Next offered 2009-2010. 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.]

[STS 4091 From the Phonograph to Techno (also SOC 4090) (SBA-AS)]

Spring. 4 credits. Next offered 2009-2010. T. Pinch.

In this seminar, we treat music and sound and the ways they are produced and consumed as sociocultural phenomena. We specifically investigate the way that music and sounds are related to technology and how such technologies and sounds have been shaped by and have shaped the wider society and culture of which they are a part. We look at the history of sound technologies like the phonograph, the electronic music synthesizer, samplers, and the Sony walkman. Our perspective is drawn from social and cultural studies of science and technology. Students are encouraged to carry out a small original research project on their own favorite sound technology.]

[STS 4111 Knowledge, Technology, and Property (SBA-AS)]

Spring. 4 credits. Prerequisite: one course in science and technology studies. Next offered 2009-2010. 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.]

[STS 4120 The Scientific Revolution in Early-Modern Europe (also HIST 4120) (HA-AS)]

Spring. 4 credits. P. Dear.
For description see HIST 4120.

[STS 4121 Science, Technology, and Culture (also COML 4100) (CA-AS)]

Fall. 4 credits. Next offered 2009-2010. A. Banerjee.]

[STS 4181 Confluence: Environmental History and Science and Technology Studies (also BSOC 4181, HIST/SHUM 4811)]

Fall. 4 credits. S. Pritchard.
For description see SHUM 4811.

[STS 4221 New York Women (also FGSS 4220, HIST 4451) (HA-AS)]

Fall. 4 credits. Limited to 15 students. Next offered 2009-2010. M. Rossiter.

Over the centuries New York State has been the site of activity for a great many women of consequence. This course is a one-semester survey of the past and present activities and contributions of rural and urban women in a variety of fields of interest to Cornell students politics, medicine, science, the law, education, business (including hotels), entertainment, communications, government, labor, religion, athletics, the arts and other areas. Weekly readings and discussion and a paper, possibly using local or university archives.]

[STS 4231 Gender and Technology (also BSOC/FGSS/HIST 4231) (HA-AS)]

Spring. 4 credits. S. Pritchard.

Why are some technologies such as cars and computers associated with men and masculinity? How did sewing machines and vacuums become gendered "female"? How do technological artifacts and systems constitute, mediate, and reproduce gender identities and gender relations? How do technologies uphold gender hierarchies and thus social inequalities? This class explores the relationship between gender and technology in comparative cultural, social, and historical perspective. Specific themes include: meanings, camouflage, and display; socializations; industrial work; consumption; the domestic sphere; technologies of war; the postwar workplace; sex and sexuality; and reproductive technologies. Most course material focuses on western Europe and the United States since the late eighteenth century, but the issues raised in this class will prepare students to think about the relationship between gender and technology in other contexts—including our own.

[STS 4241 Medicine, Science, and the Body in Postcolonial Africa (also BSOC 4241)]

Spring. 4 credits. J. Crane.

Growing attention to the global AIDS epidemic and the rise of "global health sciences" programs in the West have recently made health and medicine in Africa a topic of growing interest in international health. At the same time, inequalities in access to resources and education mean that African researchers often remain at the periphery of scientific

knowledge production in global health. This course examines current issues surrounding biomedical practice and research in Africa, paying particular attention to colonial histories, postcolonial power relations, and the role of African clinicians and scientists in shaping health care and medical knowledge.

[STS 4291 Politics of Science (also GOVT 4293)]

Fall. 4 credits. Next offered 2009-2010. R. Herring.]

[STS 4311 From Surgery to Simulation (also BSOC 4311) (SBA-AS)]

Spring. 4 credits. Next offered 2009-2010. R. Prentice.

A cliché among medical professionals says, "If you have a hammer, every problem looks like a nail." In other words, treatment decisions often are dictated by available technologies. This course looks at medical technologies from dissection to X-rays to anti-depressants and the ways they shape how medical professionals look at and practice upon the human body. 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.]

[STS 4331 International History of Science # (HA-AS)]

Spring. 4 credits. Next offered 2009-2010. 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.]

[STS 4341 Science and Empire: The Case of Britain and India]

Spring. 4 credits. Next offered 2009-2010. J. Ratcliff.

What is the historical relationship between global politics and science? This is a subject of volatile debate; it raises difficult questions about the perceived superiority of Western systems of knowledge, and it invites the more fundamental question of what is meant by Western science. Within science studies these are long-standing issues, but their scope has recently begun to change as new resources and perspectives from postcolonial regions are brought to the table. This course will examine the current literature on one specific case: the role of science, technology and medicine in the historical development of relations between Britain and India. We will take the long view, covering the medieval era to the present.]

[STS 4381 Environments and Waterscapes (also AMST/HIST/SHUM 4813, BSOC 4381)]

Fall. 4 credits. A. Sachs.

For description see SHUM 4813.

[STS 4421 The Sociology of Science (also BSOC 4421, SOC 4420)]

Spring. 4 credits. T. Pinch.

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.

STS 4441 Historical Issues of Gender and Science (also FGSS 4440) (CA-AS)

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.

STS 4471 Seminar in the History of Biology (also BIOEE 4670, BSOC 4471, HIST 4150) (PBS)

Summer and fall. 4 credits. Limited to 18 students. S–U or letter grades. W. Provine and G. Gorman.

For description, see BIOEE 4670.

STS 4531 Knowledge and Society (also SOC 4530) (CA-AS)

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.

[STS 4581 Intelligibility in Science (also HIST 4581) (HA-AS)]

Spring. 4 credits. Next offered 2009–2010. P. Dear.

For description, see HIST 4581.]

STS 4660 Public Communication of Science and Technology (also COMM 4660)

Spring. 3 credits. Limited to 15 students. Staff.

For description, see COMM 4660.

[STS 4681 Understanding Innovation (HA-AS)]

Fall. 4 credits. Next offered 2009–2010. J. Reppy.

Ideas about innovation occupy a central place in any description of our era, whether the topic is economic growth, military power, or globalization. The course will explore different ways of understanding the innovation process, the institutions and practices that are meant to foster innovation, and the issues that governments face when they seek to regulate innovations. We will read across a range of literature in economics, history, and science and technology studies.]

[STS 4711 The Dark Side of Biology: Biological Weapons, Bioterrorism, and Biocriminality (also BSOC 4711) (SBA-AS)]

Fall. 4 credits. Next offered 2009–2010. K. Vogel.

For description, see BSOC 4711.]

STS 4751 Science, Race, and Colonialism (also HIST 4640)

Fall. 4 credits. S. Seth.

This course examines the social construction and utilization of scientific conceptions of race in the West. We begin with the existence (or not) of conceptions of biological race in the early-modern period, focusing on early voyages of discovery and so-called “first encounters” between the peoples of the Old and New Worlds. In the second part of the course we will look at early enunciations of racial thought in the late 18th century and at the problems of classification that these raised, before examining the roots of “Scientific Racism.” Part three looks at Darwin, Social Darwinism, and eugenics movements in different national contexts, concluding with a study of Nazi science and the subsequent trials of doctors at Nuremberg. The last part of the course examines recent and contemporary applications of racial thinking, including the debate over the origin of AIDS, race and IQ, and the question of whether doctors should make use of race as a category when researching and prescribing new treatments.

STS 4811 Philosophy of Science (also PHIL 4810, STS 6811) (KCM-AS)

Spring. 4 credits. R. Boyd.

For description, see PHIL 4810.

STS 4831 The Military and New Technology (also GOVT 4837) (SBA-AS)

Fall. 4 credits. J. Reppy.

Military organizations are seen paradoxically as both inflexible, hide-bound institutions and avid proponents of new technology. This course examines changes over time in the attitude of the military toward new technology and analyzes competing explanations for these changes. Have advances in technology altered the traditional notions of how battles are fought and won? Have military needs been a driver of new technology? Special attention will be given to the so-called ‘Revolution in Military Affairs’ and the implications of the rise in asymmetric warfare for future developments in military technology. Readings include Steven Rosen, *Winning the Next War* and Williamson Murray and MacGregor Knox, eds., *The Dynamics of Military Revolution: 1300–2050*.

STS 4951 Social Studies of the Human Sciences (CA-AS)

Fall. 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.

STS 4961 Medicine and Healing in China (also ASIAN 4469, BSOC/HIST 4961) # @ (HA-AS)

Spring. 4 credit. T. Hinrichs.

For description, see HIST 4961.

Independent Study**STS 3991 Undergraduate Independent Study**

Fall, spring. 1–4 credits. No more than 8 hours total of independent study (not including honors) can count toward the S&TS major. Prerequisite: permission of instructor.

More information and applications available in 306 Rockefeller Hall.

STS 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 advisors, 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**STS 6271 Making People Through Expert Knowledge**

Spring. 4 credits. C. Leuenberger.

This seminar explores how the human and social sciences have provided the knowledge and categories we use to make sense of human beings and their behavior. Looking across a range of disciplines—including sociology, psychiatry, psychology, psychoanalysis, anthropology, and economics—we will look at how human beings have become objects of scientific investigation. We will focus on how culture, politics, and the professional environment impact the human sciences and how the use of rhetoric constitutes academic discourse. We will also focus on the social scientific construction of selves, sex, gender, and race.

[STS 6281 Self and Society

Fall. 4 credits. Next offered 2009–2010. 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.]

[STS 6301 Social Theory Information

Fall. 4 credits. Next offered 2010–2011.
R. Prentice.

Sociologist C. Wright Mills challenged his readers to develop their “sociological imagination” to understand the social and historical forces at work in seemingly individual events, such as the receipt of a pink slip, a draft card, or a drug prescription. Within science and technology studies, scholars have documented how social issues can become scientific, technological, or medical, often appearing to leave the social realm naturalized, normalized, or pathologized. This course introduces graduate students to classic texts and concepts in social theory with a focus on how scholars apply such theories to empirical research. It will consider major thinkers and schools of social thought, such as Marx, Weber, Durkheim, Mannheim, Foucault, and the Frankfurt School. It will also consider how a nuanced interplay of theory and empirical data can bring critically important insights to both theoretical and empirical understandings of the world. The course is relevant for students in sociology, history, and anthropology who are interested in social theory.]

[STS 6311 Qualitative Research Methods for Studying Science (also SOC 6310)

Spring. 4 credits. T. Pinch.

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 scientists, from videos, and from detailed examinations of scientific texts. Students gain hands-on experience by conducting a mini-project in which they investigate some aspect of scientific culture.

[STS 6321 Inside Technology: The Social Construction of Technology (also SOC 6320)

Spring. 4 credits. Next offered 2009–2010.
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.]

[STS 6341 Information Technology in Sociocultural Context

Fall. 4 credits. Next offered 2009–2010.
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.]

[STS 6401 Science, Technology, Gender: Historical Issues (also FGSS 6400, HIST 6410)

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.”

[STS 6451 The New Life Sciences: Emerging Technologies, Emerging Politics (also GOVT 6349)

Fall. 4 credits. Next offered 2009–2010.
S. Hilgartner.

The new life sciences (including genetics, genomics, and biotechnology) are highly controversial areas of emerging science and technology. They inspire both hope and anxiety, and are a source of ongoing conflicts. This course will examine the politics of the new biology, both to consider the issues in their own right and to examine the relationships among science, technology, and politics. In particular, the course will focus on three themes—the politics of property, the politics of identity, and the politics of risk—as they pertain to the emerging technologies of life. Topics may include the social shaping biological research; eugenics and genetics; genomic medicine; risk; commercial biotechnology; university–industry relationships; social movements; North–South issues; the Human Genome Project; genetics and race; intellectual property; the debate over human cloning; and the capacity of contemporary societies to manage emerging technologies.]

[STS 6801 Historical Approaches to Science (also HIST 6800)

Fall. 4 credits. Prerequisite: graduate standing. P. Dear.

Examines philosophical, sociological, and methodological dimensions of recent historiography of science. For description, see HIST 6800.

[STS 6811 Philosophy of Science (also PHIL 4810, STS 4811)

Fall. 4 credits. R. Boyd.

For description, see PHIL 6810.

[STS 7001 Special Topic 1: Science Studies and the Politics of Science

Fall. 4 credits. Prerequisites: STS 7111 or permission of instructor. Next offered 2010–2011. 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.]

[STS 7003 Special Topic 3: Issues in the Social and Cultural History of Technology

Spring. 4 credits. R. Kline.

This seminar focuses on different issues in the social and cultural history of technology each semester. Typical issues include Gender and Technology, Rethinking Technological Determinism, Was there an Information Revolution?, Consumerism, and the Military and Technology in the United States. Students read and discuss exemplary books and articles on a topic for the first half of the course, then give presentations on their research papers.

[STS 7111 Introduction to Science and Technology Studies (also HIST 7110)

Fall. 4 credits. T. Pinch.

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.

Independent Study

[STS 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

See "Department of Earth and Atmospheric Sciences."

SERBO-CROATIAN

See "Department of Russian."

SINHALA (SINHALESE)

See "Department of Asian Studies."

SOCIETY FOR THE HUMANITIES

Timothy Murray, Director

Fellows for 2008–2009

Monique Allewaert

Marc Aymes

Samuel Baker

Edward Baptist

Verena Conley

Jennifer Gaynor

William Kennedy

Christine Marran

Manuel Monestel

Christopher Monroe

Frédéric Neyrat

Sara Pritchard

Marcus Rediker

Aaron Sachs

Eric Tagliacozzo

The society annually awards fellowships for research in the humanities. The fellows offer, in line with their research, seminars intended to be exploratory or interdisciplinary. These seminars are open to graduate students, suitably qualified undergraduates, and interested auditors. The theme for 2008–2009 is "Water, A Critical Concept for the Humanities."

SHUM 4811 Confluence: Environmental History and S&TS (also BSOC 4181, HIST 4811, STS 4181/6181)

Fall. 4 credits. Limited to 15 students.
S. Pritchard.

This course uses water to examine the confluence of two fields: environmental history and the social and historical studies of science and technology (S&TS). Although early scholarship has demonstrated the fruitful integration of these fields, a number of historiographical, methodological, and theoretical tensions remain. This class pairs readings that highlight some of these conceptual issues with specific case studies, including scientific investigation of the deep ocean, European river management, flood control in the Netherlands and United States, and the politics of water development in colonial and postcolonial societies.

SHUM 4813 Environments and Waterscapes (also AMST/HIST 4813, BSOC/STS 4381)

Fall. 4 credits. Limited to 15 students.
A. Sachs.

This seminar delves into the humanistic study of the environment. About half of the readings will explore different ways of examining environmental issues in a broad, theoretical framework. The other half will focus on water as a case study, illuminating the ways in which different societies and social groups have both argued about water and found meaning and even inspiration in it. Is the ocean overwhelming or connective? Is a waterfall in a gorge worth more as scenery or as hydro power? To what extent is our spatial reality determined by river systems? This is meant as a comparative, interdisciplinary course, ranging across time and space, and drawing on work in history, science and technology studies, landscape studies, literary criticism, cultural theory, geography, and public policy.

SHUM 4814 Liminality in Maritime Archaeology (also HIST 4814, NES 4914)

Fall. 4 credits. Limited to 15 students.
C. Monroe.

This course examines the relationship of humans to bodies of water throughout world history as it relates to the phenomenon of liminality, or transformative thresholds in physical and social space. Course readings will be diverse in temporal, spatial and disciplinary scope, touching on ancient Near Eastern myth, the Bible, Homer, archaeology, economic theory, the Arabian Nights, and Shakespeare. Transformative and destructive aspects of past attitudes toward maritime activities and peoples will be cataloged in order to build an interpretive model for maritime archaeologists.

SHUM 4815 Histories of Maritime Asia (also HIST 4815)

Fall. 4 credits. Limited to 15 students.
J. Gaynor.

This course will examine maritime history in Asia and the Pacific, but will emphasize materials on Southeast Asia. We will draw on work about surrounding areas in order to push our thinking about how histories of maritime Southeast Asia may be written. Readings will include fine-grained studies of European–Asian maritime interactions in the region, and work on Asians from elsewhere who came to it. Yet our main aim will be to take stock of how historians have engaged the concerns, conditions and practices of Southeast Asians. To this end we will discuss both recent and well-known works on the seas and the entangled histories they mediate in coastal and maritime Southeast Asia.

SHUM 4816 Crossing Oceans of Time (also HIST 4816, NES 4916)

Fall. 4 credits. Limited to 15 students.
M. Aymes.

This course seeks to address the complexity of Turkey's history. Drawing on archival and literary sources, it is conceived of as a workshop in reading, deconstructing and soaking up the flows of this history's *longue durée*.

SHUM 4817 Elements, Atlanticisms, Ecologies (also ENGL 4070)

Fall. 4 credits. Limited to 15 students.
M. Allewaert.

In this course, we will draw on philosophy, science studies, and critical theory to produce a dialogue between the related fields of Atlanticism and ecocriticism. Our goal is to gain an understanding of the structuring assumptions of both of these fields, as well as to explore how each is transformed by being put into dialogue with the other.

SHUM 4818 Literature of Maritime Empire (also ENGL 4071)

Fall. 4 credits. Limited to 15 students.
S. Baker.

This course in the literature of the age of sail will introduce students to the difference that a marine perspective makes to our understanding of how modern aesthetics and geopolitics intersect. Texts will include classic literary works (e.g. Daniel Defoe's *Robinson Crusoe* and Felicia Hemans's "Casabianca"), contemporary histories of the British empire in the period (e.g. David Armitage's *The Ideological Origins of the British Empire* and Linda Colley's *Captives: Britain, Empire, and the World, 1600–1850*), and shorter textual artifacts and scholarly articles arranged to expose students to the various zones and modes of British and subsequently American maritime imperial endeavor (including points of contact and comparison with the French and Spanish empires). Formal writing assignments will include a short book review and a seminar paper.

SHUM 4819 Water Concepts

Fall. 4 credits. Limited to 15 students.
V. Conley.

This seminar will inquire as to how can we use critical writings of the last four decades to consider water as a critical concept—as what can be studied through both theory and practice. We will examine some of the history of water in the human imagination and review several works that focus on how "water" can indeed be a constitutive element of theory itself. We will then look at the changing representation of water in fiction and film. In the context of current dilemmas about the nourishing condition of the planet we will also address the question of the limits of critical theory as well as literatures whose degrees of effective solvency allow them to pass through and about disciplinary boundaries. Readings include Gaston Bachelard, Gilles Deleuze, Félix Guattari, Michel Serres, Etienne Balibar, Veronica Strang, Vandana Shiva, Patrick Chamoiseau, Hélène Cixous, and others.

SHUM 4921 Music Industry and Society

Spring. 4 credits. Limited to 15 students.
M. Monestel.

This course will focus on contemporary popular music and its relations with the music industry and the market. However, it will also cover the historical development of different musical processes, different migration, political and social factors on the origins of the music. The course will explore concepts like standardization, cultural exchange, cultural industry and cultural identities in relation to different contextual frames in and out the U.S.A.

SHUM 4922 Ocean: The Sea in Human History

Spring. 4 credits. Limited to 15 students.
E. Tagliacozzo.

This course looks at the oceans as a canvas for human history. The class moves through a number of different topics and rubrics in respect to the history of the sea (Ancient Seas, Routes, the Age of Discovery, Science of the Sea, and Whaling) before spending individual weeks on each of the world's oceans (the Atlantic, Pacific, Indian Ocean, and the Polar Seas).

SHUM 4923 Renaissance Venice, Queen of Seas (also COML 4923)

Spring. 4 credits. Limited to 15 students.
W. Kennedy.

This interdisciplinary seminar will focus upon the social and economic history of the Venetian Republic; its cultural and educational institutions under the aegis of Renaissance Humanism; the evolution of its art, architecture, music, poetry, drama, and opera; and its unique contacts with the Islamic cultures of the Middle East, central Asia, and north Africa. Readings include texts by Italian historians such as Gasparo Contarini and Francesco Guicciardini, French authors such as Jean Bodin and Philippe Desportes, Turkish writers such as Mustafa Ali and Evilya Celabi, Venetian poets such as Gaspara Stampa and Veronica Franco, and English commentators such as William Shakespeare and Henry Blount, with consideration of paintings by Giovanni Bellini, Titian, and Tintoretto, and music by Adrian Willaert, Cipriano de Rore, and Claudio Monteverdi.

SHUM 4924 The Intertidal Zone

Spring. 4 credits. Limited to 15 students.
F. Neyrat.

The purpose of this seminar consists in testing the concept of liquidation, in order to describe contemporary phenomena of transformation and destruction. We want to analyze the way in which an imaginary of liquids inhabits our representations, and to show the limits of these images by locating the existence of unscathed spaces and ontological cleavages which were not destroyed by the large modern process of destabilization of the world. We'll propose an aesthetics of space that would make it possible to avoid the pitfall of solidity-without-fault and flat liquidity. We will insist on the concepts of limits, transitions and shorelines, in order to answer this ecological question : how to live in an intertidal zone ? Course readings will include works of Deleuze, Nancy, Heidegger, Sloterdijk, Schmitt, and others.

SHUM 4925 Rivers in Human Life and Death

Spring. 4 credits. Limited to 15 students.
E. Baptist.

Throughout human history, rivers have served as both routes and markers, sources of both life and death, the valleys of civilization and the pathways of destruction, boundaries and pathways that break barriers. Novelists and historians have tried to probe their meanings, to search out the pathways by which they travel down to the sea, or to evoke the foreboding with which moderns traveled up their pathways into terras incognitas. Moving both chronologically and thematically, focusing on histories and novels, this course aims to explore the various ways in which rivers have shaped human life, society, and culture. We will also discuss the place of rivers in environmental history, looking at

how they have fared in modernity—the Rhine, the Congo, and the Mississippi will be our major foci here.

SHUM 4926 The Animal/Lit and Crit Theory

Spring. 4 credits. Limited to 15 students.
C. Marran.

Recently the animal has come into focus as a subject of great scholarly attention in the humanities, representing an exciting as well as intellectually varied and stimulating field. It is, in a sense, a time of the animal. But it is also a time for the animala time of unprecedented extinctions and of once unimaginable abuses. In this course we will follow the turn to the animal, asking along the way some fundamental questions: What is an animal? What makes the difference between the human and the animal? How have philosophers and novelists engaged the animal and to what ends? How has the animal been understood differently in colonized and colonizing cultures? Pursuing our questions we will read a variety of theoretical and literary texts from various global regions.

SHUM 4927 The Amistad Rebellion

Spring. 4 credits. Limited to 15 students. M. Rediker.

This course explores a famous event in American and Atlantic maritime history: a successful rebellion waged by 53 enslaved Africans on a Spanish schooner called the *Amistad* that took place in 1839 and became, after a series of legal battles in Connecticut, a major event in the Atlantic-wide struggle against slavery. We will use primary sources to reconstruct the uprising at sea and to probe its causes and consequences, all set against a fiery backdrop of Atlantic slave revolt in the 1830s. We will use secondary sources to study the representations and interpretations of the event in both scholarship and popular culture, giving special attention to Steven Spielberg's 1997 film, *Amistad*.

SOCIOLOGY

K. Weeden, chair (322 Uris Hall, 255-3820), L. Auf der Heide, M. Berezin, M. Brashears, B. Cornwell, M. de Santos, D. Harris, D. Heckathorn, E. Hirsh, E. Lawler, M. Macy, S. Morgan, V. Nee, S. Soule, D. Strang, R. Swedberg, S. Tarrow, S. Van Morgan, E. Wethington, E. York. Emeritus: S. Caldwell, B. C. Rosen

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.

Requirements

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 courses required for the major are divided into the following categories:

- SOC 1101
- SOC 3750
- two research methods courses (SOC 3010 and 3030)
- six additional (i.e., elective) courses in sociology

The 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 A- in all sociology classes, complete SOC 4950 and 4960 (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 advisors' evaluation of the level and the quality of the work completed towards the honors thesis and the quality of the course work. The honors distinction will be noted on the student's official transcript and it will also be indicated on the student's diploma.

Complete information on the major can be found on the department's undergraduate program web page: www.soc.cornell.edu/undergrad. In addition to regularly updated course lists, the web page provides an overview of the discipline of sociology, procedures for declaring the major and applying to the honors program, and strategies for locating research opportunities. The main department web site, www.soc.cornell.edu, provides an overview of the department's faculty members, their research, and the department's affiliated research centers.

Introductory Courses**SOC 1101 Introduction to Sociology (SBA-AS)**

Fall, spring. 3 credits. *Students may not receive credit for both SOC 1101 and DSOC 1010.* B. Cornwell.

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 1104 Race and Ethnicity (SBA-AS)

Fall. 3 credits. L. Auf der Heide.

This course explores race and ethnicity from a sociological viewpoint. Topics will include, but aren't limited to: the social construction of race and ethnicity in the United States over time; historical and contemporary racism, prejudice, and discrimination; the relationships between race/ethnicity and educational achievement/attainment, occupational prestige, income, wealth, and health; racial and ethnic identity; and current national debates regarding race/ethnicity, such as affirmative action and immigration. Throughout the course, we will address these issues in light of contemporary and classical sociological theories.

[SOC 1105 Introduction to Economic Sociology (SBA-AS)]

Fall. 3 credits. Next offered 2009–2010.
V. Nee.

Modern social thought arose out of attempts to explain the relationship between economic development and the social transformations that gave rise to the contemporary world. Classical theorists from Karl Marx and Max Weber to Karl Polanyi focused their writings on emergent capitalist economies and societies. Contemporary social theorists likewise have sought to understand the interaction between capitalism and the social forces reacting against and emerging from modern economic development. From exchange and rational choice theories to network analysis and institutional theory, a central theme in contemporary social thought has been the relationship between the economy and society, economic action and social structure, and rationality and fundamental social processes. This course provides an introduction to social thought and research seeking to understand and explain the relationship between economy and society in the modern era.]

SOC 1150 Utopia in Theory and Practice (SBA-AS)

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 2070 Problems in Contemporary Society (also DSOC 2070) (SBA-AS)

Fall. 4 credits. M. de Santos.

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 2090 Networks (also CS 2850, ECON/INFO 2040) (SBA-AS)

Spring. 4 credits. D. Easley and J. Kleinberg.

For description, see ECON 2040.

SOC 2100 What Is Science? (also STS 2011) (CA-AS)

Spring. 3 credits. T. Pinch.

For description, see STS 2011.

SOC 2150 Organizations: An Introduction (also DSOC 2150) (SBA-AS)

Fall. 4 credits. E. Hirsh.

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 2160 Health Inequality Practicum

Spring. 4 credits. E. York.

What are the benefits and limitations of social science as a tool for identifying the sources and consequences of health inequalities in the United States? This course introduces the approach of social scientific research in the context of contemporary debates about the social and economic sources of health inequalities, the extent of individual responsibility for health outcomes, and the potential of universal health care for addressing these issues. Students will learn to critically evaluate social scientific research and discourse, and will develop their own rigorous and well-informed inquiry of health inequalities.

SOC 2180 American Society (SBA-AS)

Fall. 4 credits. M. Brashears.

This course will explore the nature of American society and community. This will include developing an understanding of historical trends as well as current empirical reality. Special attention will be paid to misconceptions about community life and the American experience. Theoretical explanations for these processes will then be explored and attention will be paid to how they might be validated or falsified. Finally we will consider how American society might continue to develop in the future.

SOC 2202 Population Dynamics (also DSOC 2010) (CA-AS)

Spring. 3 credits. Staff.

For description, see DSOC 2010.

[SOC 2203 Work and Family in Comparative Perspective (SBA-AS)]

Fall. 4 credits. Next offered 2010–2011.
Staff.

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 2206 International Development (also DSOC 2050) (HA-AS)

Spring. 3 credits. Staff.

For description, see DSOC 2050.

SOC 2208 Social Inequality (also DSOC 2090) (SBA-AS)

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 2210 Race, Class, and Gender Research in Practice (SBA-AS)]

Spring. 4 credits. Next offered 2010–2011.
K. Weeden.

What are the promises and limitations of social science as a tool for understanding the sources and consequences of social inequality? This course introduces the underlying logic of social scientific research in the context of contemporary debates about social inequality: e.g., educational testing and tracking, race-based affirmative action, and the roles of intelligence and parental resources in affecting who gets ahead. Its goals are to encourage students to be critical consumers of social scientific data, evidence, and discourse and to develop their own rigorous, informed explanations of social phenomena.]

SOC 2220 Controversies about Inequality (also DSOC/ILROB/PAM 2220, GOVT 2225, PHIL 1950) (SBA-AS)

Spring. 4 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 2250 Schooling and Society

Spring. 4 credits. L. Auf der Heide.
This course will use classical and contemporary theory, as well as recent research, to explore the institution of education. Topics may include: the purpose of education; the changing educational institution; issues of inequality and upward mobility in the education system, and its relationship to inequality in the larger societal context; the school experience for individuals with different demographic characteristics; academic performance and psychological well-being. Finally, we will develop a sociological understanding of current educational policies, such as "No Child Left Behind."

SOC 2460 Drugs and Society (SBA-AS)

Spring. 4 credits. D. Heckathorn.
The course focuses on drug use and abuse as a social rather than as a medical or psychopathological phenomenon. Specifically, the course deals with the history of drug use and regulatory attempts in the United States and around the world; the relationship between drug use and racism/class conflict; pharmacology and use patterns related to specific drugs; perspectives on the etiology of drug use/abuse; AIDS prevention and harm reduction interventions; drug-using subcultures; drug policy, drug legislation, and drug enforcement; and the promotion and condemnation of drug activities in the mass media.

SOC 2480 Politics and Culture (also GOVT 3633) (HA-AS)

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 2500 Aging and the Life Course (also HD 2500)

Spring. 3 credits. E. Wethington.
For description, see HD 2500.

SOC 2560 Sociology of Law (SBA-AS)

Fall. 4 credits. E. York.
This course provides an introduction to the sociological perspective of law and legal institutions in modern society. A key question is the extent to which the law creates and maintains social order. And, what is its role in social change? We will review theoretical perspectives on the reciprocal relationship between law and society, and consider how this relationship is reflected in contemporary legal issues. Empirical research covered in this course will also shed light on how law is manifest in social interactions of actors within legal institutions (including the Supreme Court, law school classrooms, the jury room, and small claims courts), and how individuals experience and utilize the law in everyday life.

SOC 2650 Latinos in the United States (also DSOC 2650, LSP 2010) (SBA-AS)

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 2710 Social and Political Context of American Education (also EDUC 2710/5710, SOC 5710) (SBA-AS)

Fall. 3 or 4 credit option. J. Sipple.
For description, see EDUC 2710.

[SOC 2800 Social Movements (SBA-AS)]

Spring. 3 credits. Next offered 2009-2010.
S. Soule.

This course presents a sociological examination of the emergence and development of social movements and collective action at both the societal and individual levels. Students will learn about the major theoretical perspectives on social movements, as well as several recent and classical empirical works in the area. Students will learn about a variety of different social movements (both contemporary and historic.)

Methods and Statistics Courses

SOC 3010 Evaluating Statistical Evidence (MQR)

Fall. 4 credits. Prerequisite: Arts and Sciences students only. M. Brashears.

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 3030 Design and Measurement (SBA-AS)

Spring. 4 credits. S. Soule.

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 3040 Social Networks and Social Processes (SBA-AS)]

Fall. 4 credits. Next offered 2009-2010.
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.]

SOC 3070 Society and Party Politics (also GOVT 3063) (SBA-AS)

Spring. 4 credits. S. Van Morgan.

This course will focus on the role that society plays in the emergence and functioning of political parties. In addition to investigating different types of party systems, the societal roots of political parties, and the influence of institutions on electoral politics, the course will also examine contemporary debates, such as the relationship between culture and electoral behavior. Case studies will be drawn from a number of Western and non-Western democracies.

Intermediate Courses

[SOC 3110 Group Solidarity (SBA-AS)]

Fall. 4 credits. Next offered 2010-2011.
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 3130 Sociology of Medicine (also STS 3111) (SBA-AS)

Spring. 4 credits. C. Leuenberger.
For description, see STS 3111.

SOC 3180 Contemporary Latin American Societies

Spring. 4 credits. M. de Santos.

This course examines selected aspects of the social landscape of contemporary Latin American societies. We will analyze social, economic, and political changes that have taken place in recent decades. Some of the topics to be covered include: changes in the class structure, gender and race relations; the rise of new social movements and forms of protest in civil society; shifts in economy and state relations and changes in the urban landscapes. Even though cases will be drawn from all over Latin America, this course will be centered in the Southern Cone.

SOC 3190 Contemporary Sociological Theory

Spring. 4 credits. D. Strang.

Introduction to main ideas and lines of research in contemporary sociology, from the emergence of the field in the American academy to the present. We read the work of seminal theorists and researchers such as Robert Merton, Erving Goffman, James Coleman, Harrison White, and Theda Skocpol. Topics include the development of distinctive lines of argument in areas like the study of the face-to-face group, the modern organization, social movements and social revolutions, inequality, and social mobility. The course considers the relationship between intellectual challenges, techniques of social inquiry, and the social context within which ideas are put forward and take hold.

SOC 3240 Environment and Society (also DSOC 3240, STS 3241) (SBA-AS)

Spring. 3 credits. Staff.
For description, see DSOC 3240.

[SOC 3270 Toleration and Fundamentalism (SBA-AS)]

Spring. Next offered 2009–2010.
M. Berezin.

The purpose of this course is to help students to think historically and sociologically about the resurgence of religion as a political issue. In order to cover a wide range of time periods and cultures, this seminar views religion through an institutional framework concentrating particularly on the separation of Church and State which has been the hallmark of modern Western political organization. The seminar asks students first, to think about how the boundary between church and state, sacred and secular was negotiated in various nation-states; and second, how that divide encourages toleration and discourages fundamentalisms of various stripes. The institutional focus will lead us to consider the legal frames, i.e., the laws that govern the boundaries between religion and the polity.]

[SOC 3360 Evolving Families: Challenges to Family Policy (also PAM 3360) (SBA-AS)]

Fall. 3 credits. S. Sassler.
For description, see PAM 3360.

[SOC 3370 Racial and Ethnic Differentiation (also PAM 3370) (SBA-AS)]

Spring. 3 credits. S. Sassler.
For description, see PAM 3370.

[SOC 3410 Modern European Society and Politics (also GOVT 3413) (SBA-AS)]

Fall. 4 credits. S. Van Morgan.
For description, see GOVT 3413.

[SOC 3570 Schooling, Racial Inequality, and Public Policy in America (SBA-AS)]

Spring. 4 credits. Next offered 2009–2010.
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.]

[SOC 3620 Inequality and the Workplace (SBA-AS)]

Fall. 4 credits. E. Hirsh.
The work people do is important for all aspects of their lives, including their earnings, social status, where they live, and opportunities for their children. This course examines the sources, extent, and consequences of workplace inequality across gender, racial, and ethnic lines. While traditional explanations of workplace inequality focus on how differences in workers' skills and qualifications lead to

disparities in income, status, and other work-related rewards, this course emphasizes how characteristics of the workplace—such as hiring practices, pay scales, workforce diversity, and legal context—produce variation in gender, race, and ethnic inequality. The course concludes with a discussion of how public policy can intervene in the perpetuation of workplace inequality.

[SOC 3670 Social Inequalities in Physical and Mental Health (also HD 3570)]

Fall. 3 credits. E. Wethington.
For description, see HD 3570.

[SOC 3710 Comparative Social Inequalities (also DSOC 3700) (SBA-AS)]

Fall. 3 credits. Staff.
For description, see DSOC 3700.

[SOC 3750 Classical Theory (SBA-AS)]

Fall. 3 credits. Staff.
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 3950 Advanced Economic Sociology (SBA-AS)]

Spring. 4 credits. Next offered 2009–2010.
R. Swedberg.

Aims at reinforcing and adding to the insights presented in SOC 1105 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 3970 Israeli-Palestinian Conflict (also GOVT/JWST/NES 3697, HIST 3970) @ (HA-AS)]

Fall. 4 credits. Staff.
For description see NES 3697.

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 4000-level courses is one introductory course plus 3010 (or an equivalent statistics course). Students who are not sure whether their background is sufficient for a particular course should consult the professor.

[SOC 4080 Qualitative Methods (also SOC 5080) (SBA-AS)]

Spring. 4 credits. M. Berezin.
This course aims to acquaint students with the practice of non-quantitative research methods. It does not offer a laundry list of techniques,

rather it asks students to think about how particular methods are more or less suited to the answering of 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 4090 From the Phonograph to Techno (also STS 4091) (SBA-AS)]

Fall. 4 credits. Next offered 2009–2010.
T. Pinch.
For description, see STS 4091.]

[SOC 4100 Health and Survival Inequalities (also DSOC/FGSS 4100) (SBA-AS)]

Fall. 4 credits. A. Basu.
For description, see DSOC 4100.

[SOC 4150 Internet and Society (SBA-AS)]

Spring. 4 credits. M. de Santos.
This course examines how social contexts shape the Internet and how the Internet has changed established institutions. We cover issues such as the "digital divide"; how blogs, news aggregators and online news sites have changed the news media landscape; privacy in the Internet era; and how the Internet has changed and created opportunities for social movements, social identities and communities.

[SOC 4210 Theories of Reproduction (also DSOC/FGSS 4210) (SBA-AS)]

Spring. 4 credits. A. Basu.
For description, see DSOC 4210.

[SOC 4250 Artificial Societies (also SOC 5270) (SBA-AS)]

Spring. 4 credits. Next offered 2010–2011.
M. Macy.

This seminar is an introduction to computer simulation. The course surveys the history of social simulation and introduces students to complexity theory, game theory, and evolutionary models of social change. The remainder of the course (nine weeks) teaches students to program in Delphi and give them simulation programs to modify as a class project.]

[SOC 4460 Economic Sociology (also SOC 6460) (SBA-AS)]

Fall. 4 credits. V. Nee.
This course introduces the field of economic sociology and covers major topics addressed by sociologists studying the intersection of economy and society. We begin with classic statements on economic sociology and then move to the invigoration of the field in recent years, reading works that have been instrumental in this invigoration. Consideration is given to the several variants of "institutionalism" that have informed the sociological study of markets, organizations, and economic exchange.

[SOC 4570 Health and Social Behavior (also HD 4570)]

Fall. 3 credits. Prerequisites: HD 2500, SOC 1101, DSOC 1101, or SOC 2500 and a course in statistics. Letter grades only.
E. Wethington.

For description, see HD 4570.

[SOC 4780 The Family and Society in Africa (also ASRC 4606) @ (SBA-AS)]

Fall. 4 credits. N. Assié-Lumumba.
For description, see ASRC 4606.

SOC 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 8910-8920.

[SOC 4920 Economic Sociology of Entrepreneurship (SBA-AS)]

Fall. 4 credits. Next offered 2010-2011. 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 4950 Honors Research

Fall or spring. 4 credits. Prerequisite: sociology seniors; permission of instructor.

SOC 4960 Honors Thesis: Senior Year

Fall or spring. 4 credits. Prerequisite: SOC 4950.

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 5010 Basic Problems in Sociology I

Fall. 4 credits. V. Nee.

Analysis of theory shaping current sociological research. Examination of several central problems in sociological inquiry provides an occasion for understanding tensions and continuities between classical and contemporary approaches, for indicating the prospects for unifying microsociological and macrosociological orientations, and for developing a critical appreciation of efforts to integrate theory and research.

[SOC 5020 Basic Problems in Sociology II]

Fall. 4 credits. Next offered 2009-2010. D. Heckathorn.

Continuation of SOC 5010. 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 5050 Research Methods I]

Fall. 4 credits. Prerequisite: a first course in statistics and probability. Next offered 2009-2010. Staff.

This course is an introduction to techniques of social inference. We cover research methods,

sources of evidence, model design, and questions of empirical validity.]

SOC 5060 Research Methods II

Spring. 4 credits. E. Hirsh.

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.

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 5080 Qualitative Methods (also SOC 4080)

Spring. 4 credits. M. Berezin.

For description, see SOC 4080.

[SOC 5100 Seminar on Comparative Societal Analysis]

Spring 3 credits. Prerequisite: advanced graduate students throughout social sciences; permission of instructor. Next offered 2009-2010. 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 5180 Social Inequality]

Fall. 4 credits. Next offered 2009-2010. S. Morgan.

This course serves as an introduction to contemporary theories, debates, and models regarding the structure of social classes, the determinants of social mobility, the sources and causes of racial, ethnic, and gender-based inequality, and the putative rise of postmodern forms of stratification. The twofold objective is to both review contemporary theorizing and to identify areas in which new theories, hypotheses, and research agendas might be fruitfully developed.]

[SOC 5190 Workshop on Social Inequality]

Spring. 4 credits. Prerequisite: SOC 5180; sociology Ph.D. students, or permission of instructor. Next offered 2009-2010. K. Weedon.

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 5270 Artificial Societies (also SOC 4250)]

Spring. 4 credits. Next offered 2010-2011. M. Macy.

For description, see SOC 4250.]

[SOC 5280 Conflict and the Nation-State]

Fall. 4 credits. Next offered 2009-2010. 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 politics, 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 5400 Organizational Research

Fall. 4 credits. 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 5710 Social and Political Context of American Education (also AMST 2710/6710, EDUC 2710/5710, SOC 2710)

Fall. 3 or 4 credit option. J. Sipple.

For description, see EDUC 2710.

[SOC 5800 Identity and Interest in Collective Action]

Spring. 4 credits. Offered every other year; next offered 2010-2011. M. Macy.

This research seminar examines the problem of collective action from alternative theoretical perspectives: one centered on shared interests, the other on common identities. The former claims that groups are held together because the members are interdependent and thus benefit from mutual trust and cooperation in a common endeavor. Identity theorists contend that trust and cooperation may also depend on affective and normative ties among participants who share a salient demarcation (including a "shared fate"). We will explore this debate, and its possible resolution,

through an examination of formal theoretical studies (including game theoretic, evolutionary, and agent-based models) as well as empirical research using experimentation and comparative case analysis. We will also examine research on informal social control (including reciprocity and reputation systems), social networks, and mobilizing strategies as mechanisms for reconciling the tension between individual self-interest and collective obligations. The primary goal is to identify, formulate, and launch promising research projects, and to that end, seminar members will be expected to critically engage the literature each week and to write a final paper that advances original research (as a detailed prospectus or, where practical, as a publishable article).]

SOC 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 6050 Political Sociology

Fall. 3 credits. Next offered 2009–2010. S. Soule. This seminar presents the basic approaches to political sociology, with emphasis on the political process in the United States (including the study of both conventional and unconventional politics). Students will learn about explanations for individual participation in both conventional and unconventional politics. Major theoretical and empirical works in this area will be studied.]

SOC 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 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 6090 Special Topics in Methodology

Spring. 2 credits. S. Morgan. After considering alternative modes of explanation in the social sciences, this course offers an introduction to techniques and strategies for estimating causal effects from a counterfactual perspective. For problems where potential outcomes exist because they can be specified for well-defined causal states, alternative data analysis techniques will then be introduced and explained, including matching as stratification, propensity scores as weights in regression analysis, natural experiments as instrumental variable estimators of local average treatment effects, longitudinal data techniques from an interrupted time series perspective, and the front-door criterion for estimating causal effects via the exhaustive modeling of mechanisms. Because the course assumes some familiarity with advanced data analysis techniques, the course is not suitable for students who have not had some training in statistics and data analysis techniques at the graduate level. The course will meet weekly for the first seven weeks of the spring

semester. Students who attend the lectures and participate in the discussion of the readings for the first seven weeks should enroll in the pass–fail 2-credit version of the course. Students who wish to carry on in the remaining weeks of the semester to write a term paper using the techniques should enroll in the graded 4-credit version of the course.

[SOC 6100 The Sociological Classics

Spring. 3 credits. Next offered 2009–2010. R. Swedberg. This course is primarily intended for graduate students who lack a background in the classics as well as for those who are only familiar with elementary works such as *The Protestant Ethic* and *The Communist Manifesto*. The readings and the discussion will primarily be concentrated to Weber's *Economy and Society*, Durkheim's *Elementary Forms of Religious Life* and Marx's *Capital*. Works by Georg Simmel are also part of the reading list. The purpose of the course is to make the student familiar with the concepts, ideas and ways of reasoning that characterize the major works of the classics. The main idea is to lay a foundation for future work in sociology. Each class will be in the form of a seminar with mainly discussion. The requirements include active class participation and a research paper on some aspect of the classics. Each class will be introduced by one or several students, who will suggest topics for discussion. The exact way that this will be done, depends on the participants and their interest.]

SOC 6300 Cultural Sociology

Fall. 4 credits. M. Berezin. Cultural sociology is a flourishing sub-field 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. We begin by reading classics like Durkheim's *Elementary Forms of Religious Life* then move on to contemporary theorists such as Geertz, Bourdieu, Alexander and Swidler. We then read a series of empirically grounded case studies that make culture the basis of the analysis (i.e., Lamont, *Money Manners and Morals*). We will also analyze certain cultural objects such as films, art, etc. to put into practice some of the ideas from the readings. There is no course such as this taught by a practicing cultural sociologist in the university.

SOC 6320 Inside Technology: The Social Construction of Technology (also STS 6321)

Fall. 4 credits. Staff. For description, see STS 6321.

SOC 6350 Network Sampling and Network Structure

Fall. 4 credits. D. Heckathorn. Network sampling methods provide means for drawing probability samples of hidden and hard-to-reach populations. These populations are difficult to sample using standard survey research methods because they lack a sampling frame, that is, an exhaustive list of population members from which the sample can be drawn and constructing a sampling frame is not feasible due to the closed nature of the populations networks or associated factors. Populations with these characteristics

are important to studies of public health (e.g., drug users and commercial sex workers), public policy (e.g., immigrants and the homeless), and arts and culture (e.g., jazz musicians and aging artists).

This course will survey the use of network-based approaches to sample populations and study the structure of social networks. The focus will range from initial work on biased network theory, through various approaches based on snowball sampling, the “random-walk” approach, adaptive sampling, and link-tracing designs, to a principal focus on respondent-driven sampling (RDS), including the analytics underlying that method, operational procedures, recent work extending the method, the potential for use of RDS to study the structure of very large social networks, and open areas in which further work is continuing and alternative formulations are emerging.

SOC 6460 Economic Sociology (also SOC 4460)

Fall. 4 credits. V. Nee. For description see SOC 4460.

SOC 6500 Research Methods in Social Movements

Spring. 4 credits. S. Soule. This seminar presents the dominant research methodologies employed by social scientists studying social movements (surveys, semi-structured interviews, case studies, network analysis, event analysis, participant observation, and historical analyses). In addition to reading about these methods as applied to social movements, we will also discuss the major theories of social movements with an eye toward considering appropriate research designs for empirical examinations of hypotheses derived from these theories. Many historical and contemporary social movements in the United States will be discussed as we examine these methods and theories; for example, the women's movement, civil rights movement, labor movement, suffrage movement, peace movement, homeless movement, environmental movement, to name just some of these.

SOC 6600 States and Social Movements (also GOVT 6603)

Spring. 4 credits. S. Tarrow. For description, see GOVT 6603.

[SOC 6800 Politics of Transnational Contention (also GOVT 6817)

Spring. 4 credits. Next offered 2009–2010. S. Tarrow. For description, see GOVT 6817.]

SOC 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 7780 Solidarity in Groups (also ILROB 7780)

Fall. 3 credits. Next offered 2009–2010. E. Lawler. For description, see ILROB 7780.]

SOC 8910-8920 Graduate Research

8910, fall; 8920, spring. Variable to 4 credits each semester. Prerequisite: graduate standing and permission of faculty member willing to supervise project.

SOC 8950-8960 Thesis Research

8950, fall; 8960, spring. Variable to 6 credits each semester. Prerequisite: permission of thesis supervisor.

SOUTH ASIA PROGRAM

D. Gold, director; A. Banerjee, A. Basu, K. Basu, A. Blackburn, B. Bledsoe, D. Bor, D. Boucher, R. Colle, I. Dadi, L. Derry, S. Feldman, D. Ghosh, D. Gurak, M. Hatch, B. Herath, R. Herring, D. Holmberg, S. Kalantry, R. Kanbur, M. Katzenstein, K. A. R. Kennedy, N. Kudva, S. Kuruvilla, B. Lust, B. MacDougall, M. Majumdar, K. March, L. McCreia, K. McGowan, S. Mohanty, S. Mukherjee, V. Munasinghe, A. Nussbaum, S. Oja, P. Olpadwala, B. Perlus, E. Prasad, K. V. Raman, J. Rigi, A. Ruppel, N. Sethi, S. Singh, D. Sisler, N. Swanson, E. Tagliacozzo, S. Toorawa, R. Travers, M. Walter, M. Weiss, A. Willford. Emeritus: J. Gair, M. Latham, E. Thorbecke, N. Uphoff.

The South Asia Program coordinates research, teaching, and special campus events relating to Afghanistan, 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 Asian concentration, or complete a South Asia minor 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, Tamil, 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

S. Kuruvilla, director (180 Uris Hall); I. Azis, W. Bailey, A. Blackburn, T. Chaloeintarana, A. Cohn, M. Fiskesjo, M. Hatch, F. Logevall, T. Loos, K. McGowan, L. Paterson, T. Pepinsky, J. Siegel, E. Tagliacozzo, K. Taylor, M. Welker, A. Willford, L. Williams, Emeritus: B. Anderson, R. Barker, S. O'Connor, E. Thorbecke, J. Wolff. Lecturers: J. Pandin, H. Phan, 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. Nineteen 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 minor in Southeast Asian 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, linguistics, 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 in the CIS section 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

Faculty: A. Villarejo, chair; R. Archer, S. Bernstein, S. Brookhouse, J. Chu, W. Cross, D. Feldshuh, A. Fogelsanger (director of undergraduate studies in dance), D. Frederickson (director of undergraduate studies in film [on leave spring 2009]), J. E. Gainor (on leave 2008-2009), K. Goetz (on leave 2008-2009), S. Haenni, D. Hall, E. Intemann, J. Kovar, B. Levitt (on leave spring 2009), P. Lillard, R. MacPike, B. Milles (on leave 2008-2009), J. Morgenroth, L. Patti, M. Rivchin (on leave fall 2008), N. Salvato, J. Self (on leave spring 2009), B. Suber, A. Van Dyke (director of undergraduate studies in theatre), S. Warner, H. Yan (director of graduate studies).

Teaching staff: A. Bernstein, L. Boquist, B. Cirmo, B. Komala, E. Lloyd, T. Ostrander, K. Phoenix, C. Seekatz, F. Sellers, J. Tindall.

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, S. Bernstein, S. Brookhouse, W. Cross, D. Feldshuh, J. E. Gainor (on leave 2008-2009), K. Goetz (on leave 2008-2009), D. Hall, E. Intemann, B. Levitt (on leave spring 2009), P. Lillard, R. MacPike, B. Milles (on leave 2008-2009), L. Patti, N. Salvato, A. Van Dyke (director of undergraduate studies), S. Warner, H. Yan (director of graduate studies).

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 2400 and 2410 8 THETR 2500 Introduction to Theatre Design and Technology	4
THETR 2800 Introduction to Acting	3
2. Four laboratory courses distributed as follows:	
THETR 1510 Production Lab I	1-3
THETR 1530, 2530, or 3530 Stage Management Lab I, II, or III	1-4
THETR 1550 Rehearsal and Performance or THETR 1510 in a different area	1-3
THETR 2510 or 3510 Production Lab II or III	1-3
3. Four courses in the area of theatre studies (see "Theatre Studies" section of theatre courses) chosen in the following manner:	
one course must be at 3000 level	
one course must be at 4000 level	
two additional courses at the 3000 or above level	
one of the three courses must be pre-20th century.	
4. Three courses (at least 9 credits) in other theatre courses chosen in consultation with the faculty advisor. Course taken to qualify for admission to the Advanced Undergraduate Theatre Program (described below) may also be used to fulfill this requirement.	
5. Courses in which a student receives a grade below C cannot be used to fulfill the requirements for a Theatre 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 advisors in the spring of their junior year to enroll in the honors programs.

The Advanced Undergraduate Theatre Program

The department offers advanced study in directing, playwriting, design/technology, and stage management to students who qualify on the basis of outstanding achievement in course work. Admission to the AUP is by invitation of the area faculty supervisor and the completion of a recommended "track" of courses or equivalent experience. (For recommended courses of study 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.

Minor in Theatre

The Theatre Minor is divided into three tracks in order to allow students to focus in the area that interests them most within the theatre discipline. The Theatre Studies Track is the most generalized, providing an introductory exposure to performance and production studies, with the remaining courses taken in theatre history, theory and criticism. The Theatre Performance Track is tailored to students who wish to focus their studies in the areas of acting and directing. And the Theatre Production Track is tailored to those students interested in exploring more specifically theatre design and technology.

Requirements:

Theatre Studies Track

1. THETR 2400 or 2410: Introduction to World Theatre I or II
2. THETR 2800: Introduction to Acting
3. one production studio course
4. one theatre studies course at any level
5. one 3000-level theatre studies course
6. 1-3 credits of THETR 1510, 2510, or 3510: Production Laboratory I, II, or III

Theatre Performance Track

1. THETR 2400 or 2410: Introduction to World Theatre I or II
2. THETR 2800: Introduction to Acting
3. three acting or directing courses
4. 1-3 credits of THETR 1510, 2510, or 3510: Production Laboratory I, II, or III

Theatre Production Track

1. THETR 2400 or 2410: Introduction to World Theatre I or II
2. THETR 2500: Fundamentals of Theatre Design and Technology
3. any three production studio courses
4. 1-3 credits of THETR 1510, 2510, or 3510: Production Laboratory I, II, or III

Courses in which a student receives a grade below a C cannot be used to fulfill the requirements for the Theatre Minor.

Information on current courses that can be used to satisfy requirements of the above minors can be obtained at 223 Schwartz Center, or online at www.arts.cornell.edu/theatrearts/academics/theatre/TheatreMinorRequirements.asp.

Independent Study, Internships and Honors

THETR 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 223 Schwartz Center.

THETR 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 4950 Honors Research Tutorial

Fall. 4 credits. Prerequisite: honors students in theatre.

First of a two-semester sequence (the second is THETR 4960) for seniors engaged in an honors project.

THETR 4960 Honors Research Tutorial

Spring. 4 credits. Prerequisite: honors students in theatre.

Second of a two-semester sequence (the first is THETR 4950) for students engaged in an honors project.

THETR 7210 Independent Study for Graduate Students in Theatre

Fall and spring. 1-4 credits. Staff. Independent study in theatre allows graduate 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 223 Schwartz Center.

First-Year Writing Seminars

Consult the John S. Knight Institute brochure for times, instructors, and descriptions.

Theatre Studies

THETR 2150 The American Musical (also AMST 2105, ENGL 2150, MUSIC 2250) (LA-AS)

Fall. 3 credits. N. Salvato. The musical is a distinct and significant form of American performance. This course will consider the origins, development, and internationalization of the American musical and will emphasize the interpenetration of the history of musical theatre with the history of the United States in the 20th century and beyond. We will investigate how political, social, and economic factors shape the production of important American musicals—and how in turn musicals shape expressions of personal identity and national ideology. Key texts include *Oklahoma*, *Guys and Dolls*, *West Side Story*, *Hair*, and *Rent*.

THETR 2230 The Comic Theater (also CLASS 2651, COML 2230) # (LA-AS)

Spring. 3 credits. J. Rusten. For description, see CLASS 2651.

THETR 2360 Public Voice and Civic Gesture (also DANCE 2450, VISST 2360)

Fall. 1 credit. B. Suber. For description, see DANCE 2450.

THETR 2400 Introduction to World Theatre I—Antiquity through 1500 @ # (LA-AS)

Fall. 4 credits. S. Warner. A survey of practices, literatures, and themes of theatrical performance in Africa, America, Asia, and Europe from antiquity through 1500.

Examines case studies from ancient Egypt, Greece, Rome, the Near East, India, China, Japan, and England, continuing up to the age of European imperialism. Looks at issues of masking and identity, storytelling and ritual, stage and society, tradition and modernity. Lectures are combined with periodic student projects.

THETR 2410 Introduction to World Theatre II—NeoClassical to the Present # (LA-AS)

Spring. 4 credits. N. Salvato.
Survey of global performance from around 1600 to the present. 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 theatricality; avant-garde innovations; colonial expansion and marginalization; intercultural and transactional exchanges. Lectures are combined with periodic student projects.

THETR 2730 Opera (also MUSIC 2241) # (LA-AS)

Fall. 3 credits. R. Harris-Warrick.
For description, see MUSIC 2241.

THETR 2770 Shakespeare (also ENGL 2270) # (LA-AS)

Fall. 4 credits. B. Correll.
For description, see ENGL 2270.

[THETR 2780 Desire (also COML/ENGL/FGSS 2760) (LA-AS)]

Spring. 4 credits. Next offered 2009–2010.
E. Hanson.]

[THETR 3130 Special Topics in Drama and Performance (also ENGL 3760, FGSS 3130)]

Fall. 4 credits. Next offered 2009–2010.
S. Warner.
An intensive study of a particular dramatist, period, form or problem in drama and/or performance. Topics, prerequisites and formats will vary from year to year.]

[THETR 3190 Music, Dance, and Light (also DANCE 3590, VISST 3519) (LA-AS)]

Spring. 3 credits. Attendance at dance concerts and music concerts required. Next offered 2009–2010. A. Fogelsanger and E. Intemann.]

[THETR 3260 Queer Performance (also FGSS 3250) (LA-AS)]

Spring. 3 credits. Limited to 15 students. Next offered 2009–2010. S. Warner.
What constitutes queer performance? What is queer's relationship to lesbian and gay? What is performance's relationship to theatre? Is sexuality all we mean by queer?

THETR 3350 Modern Western Drama, Modern Western Theatre: Theory and Practice (also ENGL 3350, VISST 3735) (LA-AS)

Spring. 4 credits. N. Salvato.
This course investigates drama and the cultural contexts of its performance from the mid-19th century to the mid-20th century in Europe and the United States. We will consider such artistic movements as expressionism, symbolism, naturalism, futurism, constructivism, surrealism, and dadaism. The course will conclude with an emphasis on Brecht's epic theater, Artaud's theater of cruelty, and a few of their more contemporary descendants.

[THETR 3360 American Drama and Theatre (also AMST 3360) (LA-AS)]

Spring. 4 credits. Prerequisite: permission of instructor. Limited to 25 students. Next offered 2009–2010. N. Salvato.
This course explores major American playwrights from 1900 to 1960, introducing students to American theater as a significant part of modern American cultural history. Our focus will be to consider the ways in which theater has contributed to the construction and deconstruction of a national identity. We will pay special attention to the social, political, and aesthetic contexts of the time period and discuss the shifting popularity of dramatic forms, including melodrama, realism, expressionism, absurdism, and the folk play, in the American theater canon. Authors include: O'Neill, Glaspell, Odets, Rice, Hellman, Hughes, Hurston, Hansberry, Miller, Williams, and Albee, among others.]

THETR 3370 Contemporary American Theatre (also AMST/ENGL 3370) (LA-AS)

Spring. 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 3450 The Tragic Theatre (also CLASS 3645, COML 3440) # (LA-AS)]

Fall. 4 credits. Limited to 40 students. Next offered 2009–2010. F. Ahl.
For description, see CLASS 3645.]

[THETR 3720 Medieval and Renaissance Drama (also ENGL 3720) # (LA-AS)]

Spring. 4 credits. Next offered 2009–2010.
M. Raskolnikov.
For description, see ENGL 372.]

[THETR 3750 Studies in Drama and Theatre: "Enemies, A 'Love' Story?" (also ENGL 3750) (LA-AS)]

Spring. 4 credits. Next offered 2009–2010.
P. Lorenz.]

THETR 4030 Ritual, Play, Spectacle, Act: Performing Culture (also THETR 6030) (LA-AS)

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 4040 Mythology and Postmodern Performance (also THETR 6040, VISST 4504/6504) (LA-AS)

Fall. 4 credits. Limited to 15 students.
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 4200/6200 Parody (also ENGL/FGSS 4270/6370) (LA-AS)]

Spring. 4 credits. Next offered 2010–2011.
N. Salvato.
This course examines a number of recent imitative texts in order to distinguish the rich variety of political agendas and aesthetic rationales for postmodern parody.]

[THETR 4260 Adaptation: Text/Theatricality (also VISST 4260) (LA-AS)]

Spring. 4 credits. Prerequisite: permission of instructor. Next offered 2009–2010.
B. Milles.
Mounting a script into a show is a process of adaptation from page to stage. 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 4310 Theory of the Theatre and Drama (also COML 4050, GERST 4310, THETR 6310) # (LA-AS)

Fall. 4 credits. H. Yan.
This course is a survey of dramatic theory and theories of theatrical representation from Aristotle to the present. Although covering a span of over two thousand years, the point will be to focus our analysis on a smaller number of key representative texts from the European, American, and postcolonial traditions. In so doing we will seek to develop

a close reading of each text, while at the same time exploring both their reception within the context in which they emerged as well as their importance in the ever-evolving process of the institutions of theatre and drama over greater periods of time. Participants will be expected to read carefully the primary and background texts assigned for each session and come to class prepared to raise and answer questions about the material at hand.

[THETR 4360 The Female Dramatic Tradition (also FGSS 4330) (LA-AS)]

Spring. 4 credits. Next offered 2009–2010. 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 4400 Romantic Drama (also ENGL 4440/6440, THETR 6440) (LA-AS)]

Fall. 4 credits. Next offered 2009–2010. R. Parker.

For description, see ENGL 4440.]

[THETR 4450 Text Analysis for Production: How to Get from the Text onto the Stage (also ENGL 4751, VISST 4545)]

Spring. 4 credits. Limited to 15 students. Prerequisite: THETR 2500 or 2810 or 3980, or permission of instructor. Next offered 2009–2010. 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 4460 Shakespeare in (Con)text (also ENGL 4210, VISST 4546) # (LA-AS)]

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 4470 Hamlet: The Seminar (also ENGL 4820) # (LA-AS)]

Fall. 4 credits. Limited to 15 students. Prerequisites: THETR 2400, 2410, 2420 or equivalent and permission of instructor. Next offered 2009–2010. 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 4830 Seminar in Comparative 20th-Century Anglophone Drama (also COML 4890, ENGL 4601) (LA-AS)]

Fall. 4 credits. Recommended: some knowledge of classical and avant-garde theories of drama and theatre. Next offered 2009–2010. B. Jeyifo.

For description, see ENGL 4601.]

THETR 5800 Problems in Asian Art: Dancing the Stone: Body, Memory, and Architecture (also ARTH 5850, ASIAN 5581, VISST 5280)]

Spring. 4 credits. K. McGowan.

For description, see ARTH 5850.

THETR 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 6040 Mythology and Postmodern Performance (also THETR 4040)]

Fall. 4 credits. Limited to 15 students. 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 6050 Camp, Kitsch, and Trash (also ENGL 6510, FGSS 6050)]

Fall. 4 credits. Next offered 2010–2011. N. Salvato.

This seminar investigates histories of taste; the traffic between popular culture and “high art”; and the relationships among material artifacts, identity politics, and community formations.]

[THETR 6060 Passionate Politics (also FGSS 6040)]

Fall. 4 credits. Next offered 2009–2010. S. Warner.

Complete Course Title: Passionate Politics: Affect, Protest, Performance. This course explores the relationship between affect, performance and political engagement. What role have emotions played in social movements? In the success or failure of political leaders? How do affects such as shame, pride, fear, anger, alienation, compassion, sentimentality, boredom, disgust

and paranoia inspire us to act or to refrain from acting? What role do race, class, gender, and sexuality play? Readings may include Plato, Seneca, Augustine, Weber, Durkheim, Freud, Adorno, Jameson, Tompkins, Fanon, Berlant, Ahmed, Ngai, and Massumi.]

THETR 6270 Studies in Shakespeare: Shakespeare and Marlowe (also ENGL 6270)]

Fall. 4 credits. B. Correll.

For description, see ENGL 6270.

THETR 6300 Melodrama, Modernism, and Modernity (also ENGL 6300)]

Fall. 4 credits. N. Salvato.

This course examines the history of melodrama and the various theories, often sharply divergent, that have developed about and around it. Along with the practitioners and critics of melodrama, we ask: Should melodrama be understood as a specific genre, a set of related genres, or as a mode of expression (typically characterized as excessive) that crosses media and periods? Why might melodrama be distinctively modern, and how ought we to define modernity? Is there a pre-modern or early modern melodrama? At the same time that we seek answers to these questions, we will trouble the commonly held assumption that melodrama is incompatible with literary and theatrical modernism(s) and will rather identify the complex ways in which modernist and melodramatic expressions are imbricated with and implicated by each other. Key authors may include playwrights Euripides, Pixerecourt, Colman, Aiken, Shaw, Artaud, Brecht, Stein, Williams, Shepard, and Ludlam; novelists Dickens, Balzac, and James; and theorists Bentley, Booth, Brooks, Elsaesser, Lowe, Singer, and Williams.

THETR 6310 Theory of Theatre and Drama (also COML 6051, THETR 4310)]

Fall. 4 credits. H. Yan.

This course is a survey of dramatic theory and theories of theatrical representation from Aristotle to the present. Although covering a span of over two thousand years, the point will be to focus our analysis on a smaller number of key representative texts from the European, American, and postcolonial traditions. In so doing we will seek to develop a close reading of each text, while at the same time exploring both their reception within the context in which they emerged as well as their importance in the ever-evolving process of the institutions of theatre and drama over greater periods of time. Participants will be expected to read carefully the primary and background texts assigned for each session and come to class prepared to raise and answer questions about the material at hand.

[THETR 7030 Theorizing Film

Fall. 4 credits. Next offered 2009–2010. T. Murray.]

THETR 7100 The Pedagogy of Theatre

Fall. 4 credits. Corequisite: 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 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 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 2800 Introduction to Acting (LA-AS)

Fall or spring. 3 credits. Limited to 16 students per sec. Preregistration and registration only through roster in department office, 223 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 2810 Acting I (LA-AS)

Fall or spring. 3 credits. Limited to 14 students per sec. Prerequisites: sophomore standing and above; THETR 2800 and audition. Registration only through roster in department office, 223 Schwartz Center.

Practical exploration of the actor's craft through exercises in physical and psychological action, improvisation and scene study.

THETR 2820 Standard American Stage Speech (LA-AS)

Fall. 3 credits. Limited to 10 students. Prerequisites: THETR 2800 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, Chekhov, Moliere, etc.

THETR 2840 Speech and Dialects for Performance (LA-AS)

Spring. 3 credits. Limited to 10 students. Primarily for department majors. Prerequisites: THETR 2810 and permission of instructor. A. Van Dyke.

Development of speech and dialects in dramatic text.

THETR 3800 Acting II (LA-AS)

Fall. 3 credits. Limited to 12 students. Prerequisite: THETR 2810 and audition. M. Dreyer.

Continuation of Acting I. Special consideration is given to a physical approach to characterization.

THETR 3810 Acting III: Advanced Scene Study (LA-AS)

Spring. 3 credits. Limited to 10 students. Prerequisite: audition. Strong preference given to those who have taken THETR 4460. Staff.

Focuses on advanced problems for the stage. Monologues and scenes are drawn from Shakespeare and classical sources.

[THETR 3840 Commedia: A Contemporization of Physical Acting Styles and the Comic Approach (also VISS 3850) (LA-AS)]

Fall. 3 credits. Limited to 10 students. Prerequisite: THETR 2810 and permission of instructor. Next offered 2009–2010. 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 3850 Advanced Studies in Acting Techniques (LA-AS)

Fall or spring. 3 credits; may be repeated for credit. Limited to 8 students. Prerequisites: THETR 2810, audition, and permission of instructor. M. Dreyer.

Movement for Actors: This class will explore how the body is used to communicate both onstage and off. We will examine centers, gesture, rhythm and tempo and find new ways to combine various elements of physical expression in order to create character. Students can expect to end the semester more physically fit and with a strong understanding of the tools an actor can use to physicalize a role.

THETR 3860 Solo Performance

Fall. 4 credits. Prerequisites: THETR 2800, 2810, and permission of instructor. B. Levitt.

THETR 386 was designed to explore the evolution and performance of material from nonscripted texts and focus on the performance of those texts by the solo performer. Material may be drawn from newspapers, novels, poetry, nonfiction, biography, autobiography, and interviews.

[THETR 4810 Senior Seminar in Theater Exploration]

Spring. 3 credits. Prerequisites: 3000-level acting course and/or senior theater student by permission of instructors. Next offered 2009–2010. B. Levitt and A. Van Dyke.

This seminar will re-explore and summarize the techniques taught in acting and theater classes relating to performance and serve as a culminating experience for those undergraduates whose major study of interest during their four years at Cornell has been in the performance side of Theatre Arts.]

Directing**THETR 1770 Student Laboratory Theatre Company**

Fall or 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 4980. 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 3980 Fundamentals of Directing I (also VISS 3798) (LA-AS)

Fall. 3 credits. Limited to 9 students. Prerequisite: permission of instructor. Special consideration given to students who have completed THETR 2800 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 4980 Fundamentals of Directing II (LA-AS)

Spring. 4 credits. Limited enrollment. Prerequisite: THETR 2800 and 3980, and permission of instructor. Recommended: THETR 2500 and 2810. 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 4990 Practicum in Directing

Fall or spring. 1–4 credits. Prerequisites: THETR 2400, 2500, 2800, 3980, 4980, 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 assist direct a faculty or guest director.

Playwriting**[THETR 3480 Playwriting (LA-AS)]**

Fall. 4 credits. Limited to 12 students. Prerequisite: permission of instructor. Next offered 2009–2010. B. Milles.

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 3490 Advanced Playwriting (LA-AS)]

Spring. 4 credits. Prerequisite: THETR 3480 or permission of instructor. Next offered 2009–2010. B. Milles.

Continuation of THETR 3480. An intensive writing class. Students are encouraged to explore a rich creative landscape culminating in the completion of a full length play. Focus is on the clarification of dramatic action with emphasis on conflict, theatrical language and refining the visual impulse.]

[THETR 4970 Seminar in Playwriting

Fall or spring. 1–4 credits. Prerequisite: THETR 3480 and 3490 and permission of instructor. Next offered 2009–2010. Staff. Extension of THETR 3480 and 3490. 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 2500 Fundamentals of Theatre Design and Technology (LA-AS)**

Fall and spring. 4 credits. Limited to 12 students. Not open to first-semester freshmen. Registration only through department roster in 223 Schwartz Center. Highly recommended: concurrent enrollment in 1 credit of Production Lab (THETR 1510 or 2510). Students required to purchase materials that instructors specify (approx. cost \$50). S. Lambert, 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 2540 Theatrical Makeup Studio

Spring. 3 credits. Limited to 10 students. Prerequisite: permission of instructor. Registration only through department roster in 223 Schwartz Center. 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 1550) 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 3190 Music, Dance, and Light (also DANCE 3590, VISST 3519) (LA-AS)

Fall. 3 credits. Limited to 12 students. Attendance at dance concerts and music concerts required. Next offered 2009–2010. 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 3410 CAD Studio for Theatre Design

Spring. 3 credits. Prerequisite: THETR 2500 and 3400 and permission of instructor. Registration only through department roster in 223 Schwartz Center. Experience in theatre production and graphic communication helpful but not essential. S. Brookhouse and staff. Students will utilize commercially available computer assisted design software to explore the process of designing scenery, costume and lighting for the live theatre. AutoCad,

Vectorworks and Photoshop are some of the applications utilized.

THETR 3430 Costume History: From Fig Leaf to Vanity # (LA-AS)

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 3620 Lighting Design Studio I (also DANCE 3660, VISST 3620) (LA-AS)

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 3640 Scenic Design Studio (LA-AS)

Fall. 3 credits. Limited to 10 students. Prerequisite: THETR 2500 and 3400 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). S. Lambert. 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 3650 Automated Lighting and Control

Fall. 3 credits. Limited to 8 students. 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 3660 Costume Design Studio (LA-AS)

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 3680 Sound Design and Digital Audio (also DANCE 3680, MUSIC 3431) (LA-AS)

Spring. 3 credits. Prerequisite: permission of instructor. Recommended: some experience with audio/video recording or editing. W. Cross. 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 3690 Interactive Performance Technology (also DANCE 3560, MUSIC 3441) (LA-AS)

Fall. 3 credits. Prerequisite: laptop computer and MAX/MSP and Jitter software required, see www.cycling74.com for student software pricing. Lab performance at end of semester. W. Cross and A. Fogelsanger. Introduction to the multimedia programming platforms MAX/MSP/Jitter and their application to computer-interactive dance (interactive dance technology). Intended to bring together programmers and dancers. Each student will create software patches and movement pieces, and collaborate with others on a final project focusing on the input, manipulation, and output of movement, sound, video, graphics, and lighting in live dance performance. Topics include digital audio/video processing, MIDI control, sensor use, electroacoustic music, history of computer technology and dance up to the present, gestural expression, choreography, composition, design, and aesthetics. Includes 2-hour lab. There will be assigned online readings.

THETR 3710 Costume Design Studio II (LA-AS)

Fall. 3 credits. Limited to 10 students. Prerequisite: THETR 3660, or THETR 2500 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 4620 Lighting Design Studio II (also DANCE 4660, VISST 4563) (LA-AS)

Spring. 4 credits. Limited to 6 students; may be repeated for credit. Prerequisite: THETR 2500 or 3620 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 4640 Scene Design Studio II (LA-AS)

Spring. 3 credits. Prerequisite: THETR 3640 or permission of instructor. Students are required to purchase materials that instructor will specify (approx. cost \$50). Staff. 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 2560 Technical Production Studio II

Spring. 3 credits. Limited to 6 students. \$30.00 materials fee. Prerequisite: THETR 2500 or permission of instructor. Additional hands-on time in prop and paint shops required, to be discussed. C. Seekatz 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 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 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 3540 Stagecraft Studio

Fall. 3 credits. Prerequisite: THETR 2500 or permission of instructor. Highly recommended: concurrent enrollment in at least 1 credit of THETR 1510 or 2510. R. Archer.

Exploration of the techniques and practice of theatre operation, scenic construction, stage mechanics, rigging, painting, and model building.

THETR 3560 Costume Construction Studio

Spring. 3 credits. Highly recommended: concurrent enrollment in at least 1 credit of THETR 1510 or 2510. Lab fee: \$100 (paid in class). R. MacPike.

Project/lecture/discussion class in costume research, patterning, cutting, construction, and fitting.

THETR 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 FSAD, 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 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 3700 complements this course.

THETR 2530 Stage Management Laboratory II

Fall and spring. 1-5 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 3700 complements this course.

THETR 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 AUP production under the supervision of the faculty production manager. THETR 3700 complements this course.

THETR 3700 Stage Management Studio

Fall. 2 credits. Prerequisite: THETR 2500 or 2800 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 1530, 2530, and 3530 complement this course.

THETR 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 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, R. MacPike.

Provides practical experiences in theatrical production. Students can work on scenery, costumes, properties, lighting, or stage crew.

THETR 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, W. Cross, and R. MacPike.

Practical experience in theatrical production, as a light board operator, sound board operator, video operator, follow-spot operator, sound technician, head dresser or scenery/props special project.

THETR 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, D. Hall, E. Intemann, and S. Bernstein.

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 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. Bernstein, D. Hall, W. Cross, 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 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 223 Schwartz Center.

THETR 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 4950 Honors Research Tutorial

Fall or spring. 4 credits. Prerequisite: honors students in theatre.

First of a two-semester sequence (the second is THETR 4960) for seniors engaged in an honors project.

THETR 4960 Honors Research Tutorial

Fall or spring. 4 credits. Prerequisite: honors students in theatre.

Second of a two-semester sequence (the first is THETR 4950) for students engaged in an honors project.

THETR 7210 Independent Study for Graduate Students in Theatre

Fall and spring. 1-4 credits.

Independent study in theatre allows graduate 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 223 Schwartz Center.

Film

Faculty: A. Villarejo, D. Fredericksen (director of undergraduate studies in film; on leave spring 2009), S. Haenni, A. Hiss, L. Patti, M. Rivchin (on leave fall 2008).

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, including Africana studies, anthropology, Asian studies, comparative literature, English, German studies, government, history, psychology, Romance studies, and FGSS. 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. However, 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 both 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).

Students who do not wish to major in film may elect to minor in film under the new guidelines approved by the College of Arts and Sciences. Details of this new option are

described below. If interested, consult with Don Fredericksen, director of undergraduate studies in film. In addition, students should be aware that the college has a five-course minor in visual studies, which can be taken independently of, or in conjunction with, a major in film. Students interested in the visual studies minor should contact the undergraduate coordinator, Jessica Smith, in the Department of Art History and Visual Studies.

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 3750 and 3760)—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 advisor. 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 3750 and 3760. Within the "core" required courses, FILM 2740, Introduction to Film Analysis, is to be taken during the sophomore year. **Note: Prospective majors must earn a grade of B (not B-) or higher in FILM 2740 to be accepted into the major. Students may not enter the major until they have completed FILM 2740 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 3240, 3770, 3830, 4220, 4770, 4780, 4930. *Enrollment in each of these courses is limited by the nature of the work and by facilities.* Enrollment in FILM 4220, 4770, 4780, and 4930 depends on the quality of previous work in FILM 3770 and/or 3830; enrollment is not guaranteed. Majors *without* a strong interest in production can complete the production requirement with one course: FILM 3770, after they have taken FILM 2740 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 2740 Introduction to Film Analysis (offered every fall semester) 4

FILM 3750 History and Theory of Commercial Narrative Film (offered alternate fall semesters (prerequisite for film majors: FILM 2740)) 4

[FILM 3760 History and Theory of Documentary and Experimental Film (offered alternate fall semesters; next offered fall 2009) (prerequisite for Film majors: FILM 2740)] 4

FILM 3770 Introduction to 16mm and Digital Filmmaking (offered fall 2008, fall 2009 and spring 2010; not offered spring 2009) 4

2. *One* of the following theatre courses:

THETR 2500 Fundamentals of Theatre Design/Technology (offered every semester) 4

THETR 2800 Introduction to Acting (offered every semester) 3

THETR 3980 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 advisor) by other departments:

[FILM 2650 Studies in Film Analysis: Hitchcock's Films (offered fall 2009.) 4]

FILM 2760 Survey of American Film (offered fall 2008) 4

[FILM 3290 Political Theory and Cinema (Next offered 2009–2010.) 4]

[FILM 3050 (also AMST 3050) Americans Abroad (offered alternate years; next offered 2009–2010) 4]

[FILM 3440 American Film Melodrama (next offered 2009–2010.) 4]

[FILM 3460 Film Noir (next offered 2009–2010.) 4]

FILM 3690 Fast-Talking Dames and ad Ladies: 1940s and Now (offered yearly; offered fall 2008) 4

[FILM 3790 Modern Documentary Film (offered alternate spring semesters; offered spring 2010) 4]

FILM 3830 Screenwriting (offered spring 2009) 4

FILM 3930 International Film of the 1970s (offered fspring 2009) 4

FILM 4220 Cinematography (offered spring 2009) 3

[FILM 4550 History of Modern Polish Cinema (next offered fall 2009) 4]

[FILM 4730 Film and Spiritual Questions (offered alternate spring semesters; next offered spring 2010) 4]

[FILM 4740 Jung, Film, and the Process of Self-Knowledge (offered alternate years; offered spring 2011) 4]

FILM 4750 Seminar in the Cinema I (offered most years; offered fall 2008 and fall 2010; topic varies; may be repeated for credit) 4

[FILM 4760 Seminar in the Cinema II (offered spring 2011; topic varies; may be repeated for credit) 4]

[FILM 4770 Intermediate Film and Video Projects: Documentary and Experimental Workshop (offered alternate years; offered fall 2009) 4]

FILM 4780 Intermediate Film and Video Projects: Narrative Workshop (offered alternate years; offered fall 2008) 4

FILM 4930 Advanced Film and Video Projects (offered spring 2009 and spring 2010) 4

4. 15 credits of related course work inside or outside the Department of Theatre, Film and Dance, as approved by the major advisor. The courses chosen to fulfill this requirement should reinforce each 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.

- Students must earn at least a B (not B-) in FILM 2740 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.
- Course work in production cannot exceed 20 credit hours.

Film Minor

The Film Minor serves students in other majors who wish to undertake, and have noted on their transcripts, some substantial study in film. The one path excluded from the minor is the one in film production; in this regard the film minor differs from the theatre and dance minors. The film program is not able to accommodate further demands upon the current film production faculty, facilities, and equipment. It is the judgment of the film faculty that minors need to have a general knowledge of film analysis/theory and film history, thus the prescribed courses in requirements one and two. In addition film minors will choose three elective courses from history, theory, and criticism of film.

To be accepted into the film minor, you will need to contact Don Fredericksen, director of undergraduate studies in film studies.

Requirements:

- FILM 2740 Introduction to Film Analysis
- Either FILM 3750, History and Theory of Narrative Film, or FILM 3760, History and Theory of Documentary and Experimental Film
- Three additional film courses, chosen from the list of film courses suitable for satisfying requirement three in the film major, excluding—except in very special and limited cases—FILM 3770, Introduction to 16mm and Digital Filmmaking; FILM 4220, Cinematography; FILM 4770 and FILM 4780, Intermediate Film and Video Projects I and II; and FILM 4930, Advanced Film and Video Projects. Freshman Writing Seminars focused on film cannot be used to satisfy this requirement.
- To enter the minor, a student must earn a C or higher in FILM 2740. (To enter the film major a student must earn a B or higher in this course.)
- The film minor students cannot be accommodated in the film production sequence (FILM 3770, 4220, 4770, 4780, and 4930), given current demands upon those courses by the film majors. This restriction does not apply at the moment to FILM 3830, Screenwriting, although were demand to overwhelm this course, it would have to be restricted as well.

For more information, visit our web site at www.arts.cornell.edu/theatrearts/academics/film/FilmMinorRequirements.asp or go to room 223 at the Schwartz Center for the Performing Arts.

Computing in the Arts Undergraduate Minor

A minor in Computing in the Arts with an emphasis on film is available both to film majors and to students majoring in other subjects. For more information, see "Computing in the Arts Undergraduate Minor"

under "Departments, Programs and Courses" in the "College of Arts and Sciences" or www.cis.cornell.edu/ComputingArts/.

Honors

Students who have maintained a GPA of 3.7 in their film major courses, and an average of 3.2 in all courses, may elect to work for honors in film during their senior year. They must consult with their advisor *in the spring of their junior year* about the honors program in film. Honors projects are possible in filmmaking, screenwriting, and film analysis (history, criticism, theory). Projects in filmmaking require a written analytical component related to the creative work.

The Advanced Undergraduate Filmmaking Program

Through FILM 4930 coursework, the department offers advanced study in filmmaking to students who qualify on the basis of outstanding achievement in film studies and film production courses. Contact Marilyn Rivchin for details.

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 2740 and 3750 are prerequisites. Inquiries should be addressed to Professor Fredericksen, Cornell's liaison with the center.

[FILM 2650 Studies in Film Analysis: Hitchcock's Films (also ENGL/FGSS 2630) (LA-AS)]

Fall. 4 credits. Next offered 2009–2010. L. Bogel.]

[FILM 2740 Introduction to Film Analysis: Meaning and Value (also VISST 2174/6174) (LA-AS)]

Fall. 4 credits. Limited to 40 students. Graduate students must enroll in FILM 6740. 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, art cinema, documentary, and personal film modes. Prospective film majors must enroll in their sophomore year.

[FILM 2760 Survey of American Film (also AMST 2760, VISST 2300) (LA-AS)]

Fall. 4 credits. Required film screenings; discussion once a week. S. Haenni. For description, see AMST 2760.

[FILM 2930 Middle Eastern Cinema (also JWST/NES 2793, VISST 2193) @ (LA-AS)]

Fall. 4 credits. D. Starr. For description, see NES 2793.

[FILM 3050 Americans Abroad (also AMST 3050)]

Spring. 4 credits. Next offered 2009–2010. S. Haenni.

For description see AMST 3050.]

[FILM 3240 Animation Workshop: Experimental and Traditional Methods (LA-AS)]

Summer. 3 credits. Cost for equipment: \$150. Next offered 2009–2010. M. 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.]

[FILM 3250 Animation History and Practice (LA-AS)]

Summer. 3 credits. Limited to 12 students. Equipment fee: \$150.00. M. Tomlinson.

Beginning with the pre-history of animation, optical toys and magic lantern projections, and continuing through a century of animation history to contemporary work, this course investigates the history of animation from around the world, through a variety of hands-on production projects, as well as lectures, discussions, research, and screenings. Combining tactile and digital methods, students create weekly collaborative and individual animated films, incorporating lessons from the historical work studied.

[FILM 3290 Political Theory and Cinema (also COML 3300, GERST 3550, GOVT 3705) (CA-AS)]

Spring. 4 credits. G. Waite.

For description, see GERST 3550.

[FILM 3430 Inter/National Cinema (CA-AS)]

Spring. 3 credits. L. Patti.

The terms transnational and global are frequently invoked to describe the contemporary internationalization of cinema. This course will analyze global cinema in relation to national cinemas. We will examine the major theories of national cinema, investigating the complicated local, regional, and international investments of particular national film industries. We'll then explore the history of international co-productions, positioning these extra-national industrial arrangements with respect to national film histories. Finally we'll consider current formations of global cinema, assessing the status of the nation as an industrial, political, and aesthetic influence in contemporary film. Our wide-ranging survey of cinematic traditions will emphasize the roles of language, technology, and stardom in the cinemas of the U.S., Italy, India, China, Cuba, Mexico, Canada, Senegal, Iran, and France, among others.

[FILM 3440 American Film Melodrama (also AMST/ENGL 3440, FGSS 3450, VISST 3645) (LA-AS)]

4 credits. Recommended: some background in film analysis. Offered alternate years; next offered 2009–2010. S. Haenni.

Melodramatic styles and themes from the early 20th century to the present; melodrama as a "mode of excess" which registers ideological contradictions and powerfully affects film audiences.]

[FILM 3460 Film Noir (also AMST/VISST 3480) (LA-AS)]

4 credits. Recommended: some course work in film. Next offered 2009–2010. S. Haenni.

Hollywood films of the 1940s–1950s known for their stylishness and commentary on the dark side of American life, and "neo-noir" from the 1970s to the present.]

FILM 3690 Fast-Talking Dames and Sad Ladies: 1940s and Now (also ENGL/FGSS 3690) (LA-AS)

Fall. 4 credits. L. Bogel.
For description, see ENGL 3690.

FILM 3750 History and Theory of the Commercial Narrative Film (also VISST 3175) (LA-AS)

Fall. 4 credits. Prerequisite for film majors FILM 2740. 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 3760 History and Theory of Documentary and Experimental Film (also VISST 3176) (LA-AS)]

Fall. 4 credits. Highly recommended: FILM 2740. Offered alternate years; next offered 2009–2010 and 2011–2012. A. Villarejo.
Analyzes canonical works in documentary film to World War II, and canonical works in the avant-garde/experimental/personal film tradition(s) in Europe and the United States from the 1920s to the present.]

FILM 3770 Introduction to 16mm and Digital Filmmaking (LA-AS)

Fall, 2008; spring, 2010. 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 2740 (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. A. Hiss and 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 3790 Modern Documentary Film (LA-AS)]

Spring. 4 credits. Recommended: previous completion of FILM 3760. Next offered 2009–2010. D. Frederickson.
An intensive consideration of canonical documentary films from 1945 to the present. Emphasis is on the documentary film as an artistic and rhetorical form with a distinct history and set of theoretical questions.]

FILM 3812 Edge Cities: Celluloid New York and Los Angeles (also AMST 3812)

Spring. 4 credits. S. Haenni and M. Woods.
For description, see AMST 3812.

FILM 3830 Screenwriting (LA-AS)

Spring. 4 credits. Limited to 12 students. Prerequisite: completed application, writing sample, and permission of instructor. Students must go to 223 Schwartz Center to apply. A. Hiss.
This course explores the fundamentals of traditional Hollywood and independent screenplays.

FILM 3930 International Film of the 1970s (also AMST/VISST 3930) (LA-AS)

Spring. 4 credits. Recommended: some background in film analysis. S. Haenni.
The seventies saw 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. This course considers how the social, political, and cultural upheavals of the late '60s (the student movement, Watergate, Vietnam, terrorism, etc.) affected film aesthetics, narrative, and style. Topics may include the "new" Hollywood and the reworking and rejuvenation of American film genres (neo-noir, western, horror film, road movie); European art cinema; the emergence of non-Western cinemas (esp. African), and film subcultures (such as black independent film and blaxploitation). Screenings are guided by readings in film criticism and film history.

FILM 4200 Liveness: Media, Performance, and Theory (also FILM 6200) (CA-AS)

Fall. 4 credits. A. Villarejo.
For description, see FILM 6200.

FILM 4220 Cinematography (LA-AS)

Spring. 4 credits. Limited to 8 students. Pre- or corequisite to FILM 4930. Prerequisite: permission of instructor. Letter grades only. Equipment fee: \$150. Advanced camera and lighting techniques, designed for students who have taken at least FILM 3770 and/or advanced photography courses or computer animation courses. The course may also include a section devoted to acting and directing for the camera; consult the instructor, M. Rivchin.

Students work on a series of tests, short exercises, and scene projects using sync and non-sync 16mm cameras, digital video cameras, camera movement apparatus, lighting instruments, 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 4300 Topics in American Studies: The Cinema and the American City (CA-AS)]

Fall. 4 credits. Weekly screenings TBA. Next offered 2009–2010. 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. 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 will 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 will explore how gender, racial, ethnic, class and sexual identities are negotiated in the modern, cinematic city. Screenings will 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 will be guided by readings in film and urban theory and history.]

[FILM 4550 History of Modern Polish Film (LA-AS)]

Fall. 4 credits. Prerequisite: some film analysis or European history course work. Next offered 2009–2010. D. Frederickson.
Analysis of Polish film from 1945 to the present, within the context of Poland's postwar history.]

[FILM 4730 Film and Spiritual Questions (LA-AS)]

Spring. 4 credits. Limited to 20 students. Offered alternate years; next offered 2009–2010. D. Frederickson.
The use of film as a medium for the expression of spiritual questions. Special attention is given to the work of Andrey Tarkovsky, the Russian film director and theorist.]

[FILM 4740 Jung, Film, and the Process of Self-Knowledge (LA-AS)]

Spring. 4 credits. Limited to 20 students. Offered alternate years; next offered 2010–2011. D. Frederickson.
"Know thyself" is one of the oldest and most enduring imperatives of the human spirit. This seminar details the Jungian approach to this imperative and then tests its critical capacities with respect to films.]

FILM 4750 Seminar in Cinema I (also AMST 4750) (LA-AS)

Fall. 4 credits. D. Frederickson.
Topic for fall 2008: Close analysis of fourteen films of Ingmar Bergman in the contexts of European art cinema and Bergman's creative biography from the 1940s to his death in 2007.

[FILM 4760 Seminar in the Cinema II (LA-AS)]

Fall or spring. 4 credits. Offered occasionally; next offered spring 2011.]

[FILM 4770 Intermediate Film and Video Projects: Documentary and Experimental Workshop (also VISST 4770) (LA-AS)]

Fall. 4 credits. Limited to 8 students. Prerequisites: FILM 3770 as minimum production; priority given to those who have taken FILM 3760, 3790, or 3860 and permission of instructor based on project proposals. Equipment fee: \$150 (paid in class). Film projects costs: \$300–\$1,500; video: \$100–\$400. Next offered 2009–2010. 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.]

FILM 4780 Intermediate Film and Video Projects: Narrative Workshop (LA-AS)

Fall. 4 credits. Limited to 8 students. Prerequisites: FILM 3770 as minimum in production; priority given to those who have taken FILM 3750 or 3830: THETR 3980 or 4130, and permission of instructor based on proposals. Equipment fee: \$150 (paid in class). Film projects costs: \$500–1,500; video: \$100–200. Staff.

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 narrative-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 4850 Undergraduate Internship
Summer. 1-3 credits.

To be eligible to enroll and receive credit for an internship, students must either be majors or minors in the department. Students are responsible for arranging their own internships. 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 4930 Advanced Film and Video Projects (LA-AS)

Spring. 4 credits. Limited to 6-8 students. Permission only. Prerequisite: minimum FILM 3770, priority given to those who have taken 3240, 4770, or 4780. Recommended: FILM 3830 and THETR 3980. 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 6200 Liveness: Media, Performance, and Theory (also FILM 4200)

Fall. 4 credits. A. Villarejo.

This graduate seminar returns to a core, foundational, defining facet of media and performance—that is, liveness—in the context of philosophical accounts of “life.” “Liveness,” is the ontological condition of performance itself. “Performance implicates the real through the presence of living bodies.” Phil Auslander’s rejoinder, that “liveness” is a secondary effect of mediated culture or mediation, proposes a different coupling of technologies and bodies, but one that nonetheless takes “liveness” as a profound structuring ideology of cultural practice. Similarly, “liveness” is at the basis of the transmission technologies of modern media such as television: the simultaneity of the event and its transmission distinguishes television and live streaming from other technologies of capture and recording. Recent scholars, including Phil Rosen, have challenged these distinctions by emphasizing the documentary nature of most image-production, in which “life” is reproduced by the very ontological residue of photographic models. “Life,” as well as death, inheres in images, in other words, regardless of whether they stream or transmit instantaneously.

What is this life that is constituted/disseminated/conjured/contested through media and performance? What are the historical and theoretical models for these forms of life? And what conception of “life itself” undergirds the presence felt as “liveness”? In this seminar, we will follow

philosopher Giorgio Agamben’s invitation to think further about the potential character of life, exploring “liveness” across a number of sites: television, cinema, performances, courts, operating theatres (if possible at Weill Cornell Medical School), and media art.

FILM 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 2740, graduate students read and discuss primary sources in film theory in weekly group tutorials.

FILM 7220 Independent Study in Film for Graduate Students

Fall or spring. 1-4 credits. Staff.

Related Courses in other Departments

Not all courses are offered in 2008-2009. Consult instructors.

AMST 2020 Popular Culture in the United States, 1945 to the Present

Spring. 4 credits. Altschuler.

AMST 4306 American Art and the Machine

Spring. 4 credits. Meixner.

ANTH 2432 Media, Culture, and Society

Fall 3 credits. Boyer.

ASIAN 3387 Literature and Film of South Asia

Fall. 4 credits.

ASIAN 4410 Chinese Film

Spring. 4 credits. Gunn.

ASIAN 4436 Topics in Indian Film

Spring. 4 credits. Gold.

COMM 1300 Visual Communication

Spring. 3 credits. Scherer.

COMM 3490 Media Technologies

Spring. 3 credits. Gillespie.

COMM 4220 Psychology of Television

Fall. 3 credits. Shapiro.

ENGL 3702 Desire and Cinema

Spring. 4 credits. Hansen.

ENGL 4690 Paranoid Style in Contemporary American Fiction and Film

Spring. 4 credits. Attel.

ENGL 4702 Documentary Record, Writing, and Film

Fall. 4 credits. Braddock.

ENGL 6600 Cinematic Desire

Spring. 4 credits. Hansen.

FGSS 3590 Consuming Passions: Media, Space, and the Body

Spring. 3 credits. Jeffer.

GOVT 4809 Politics of '70s Film

Spring. 4 credits. Kirshner.

ITAL 2950 Cinematic Eye of Italy

Fall. 3 credits. Righi.

MUSIC 3421 Scoring the Moving Image Using Digital Technology

Spring. 4 credits. Ernste.

PSYCH 3050 Visual Perception

Fall. 4 credits. Cutting.

VISST 2000 Introduction to Visual Studies

Spring. 4 credits. Fernandez.

Dance

Faculty: J. Chu, A. Fogelsanger (director of undergraduate studies in dance), E. Intemann, J. Kovar, J. Morgenroth, J. Self (on leave spring 2009), 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 capoeira, 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 16 academic credits (2 each semester) in technique courses. Students may also satisfy the physical education requirement by taking dance technique courses or other movement 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 1250.

Major in Dance Requirements

Prerequisites: 2 credits in category I below and one course in category II below.

Prerequisites count towards the 40 credits fulfilling the major.

The major: 40 credits (towards which the prerequisites for the major count) are required of all students majoring in dance as follows:

- I. 6 credits: six 1-credit movement courses chosen from Dance Technique (DANCE 1200, 2200, 2210, 2220, 2240, 3210, 3220, 4210, and 4220), Explorations (DANCE 2410, 3410), Improvisation (DANCE 2480), Indian Dance (1320), World Dance Techniques (1300), and other courses approved by the dance faculty. The 6 credits must include at least 2 from Dance Technique courses, and at least 2 from Explorations and Improvisation courses. Any two of these courses taken to satisfy

the university's Physical Education requirement may be counted toward the major, thus decreasing the number of academic credits possibly to as low as 38. Movement courses taken for 0 academic credits do not count towards the major.

- II. 14 credits: Dance composition (DANCE 2500, 3500) and history/theory (DANCE 3141, 4080).
- III. 2 credits: 1 credit of performance (DANCE 1250) and 1 credit of production (DANCE 1610, 1630, 2610, or 2630).
- IV. 18 credits: selected from Dance and related fields, including: at most two additional 1-credit movement courses beyond those required in category I; at most four credits in DANCE 1250, 1610, 1630, 2610, 2630, and 3240 beyond those required in category III; and at most two courses outside of Dance, which may include courses on sound, music, light, world movement forms, design, performance and visual studies, and must be approved by the dance faculty. Otherwise any Dance courses may be used to satisfy category IV.

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.

A partial list of courses from outside Dance that may be used to satisfy part IV of the major requirements includes MUSIC 1105, 1201, 1202, 1301, and 1302; and THETR 2500 and 3840.

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 advisor in the spring of their junior year about the honors program in dance.

Minor in Dance Requirements

The Dance Minor is open to any student in the university, including those outside the College of Arts and Sciences, with the approval of the Director of Undergraduate Studies in Dance.

1. DANCE 2500 Beginning Composition (3 credits).
2. DANCE 3141 History (4 credits).
3. Other DANCE courses totaling a minimum 11 credits.

In all courses used for the Dance Minor that offer letter grades, 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 Minor. For additional information please go to 223 Schwartz Center.

Computing in the Arts Undergraduate Minor

A minor in Computing in the Arts with an emphasis on dance is available both to dance majors and to students majoring in other subjects. For more information, see "Computing in the Arts Undergraduate Minor" under "Departments, Programs and Courses" in the "College of Arts and Sciences," or contact the Director of Undergraduate Studies in Dance, danceprogram@cornell.edu.

Information is also online at www.cis.cornell.edu/ComputingArts/.

Theatre, Film and Dance Summer Study in Rome and/or Paris/Dublin

Many of the dance courses are also offered during a summer program in Rome, Paris, and Dublin. For more information see www.arts.cornell.edu/theatrearts/academics/dance/roma2.pdf.

Dance Technique

Students may register for any Western dance technique course (DANCE 1200, 2200, 2210, 2220, 2240, 3210, 3220, 4210, and 4220) 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 2480), Explorations in Movement and Performance (DANCE 2410), World Dance Techniques (DANCE 1300), and Indian Dance (DANCE 1320) may be taken for 0 or 1 academic credit, which does not count as part of the 2 credit per semester and 16 credits total limit above.

Students also have the option to receive physical education (PE) credit for most of 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 1200), World Dance Techniques (DANCE 1300), Dance Improvisation (DANCE 2430), Explorations in Movement and Performance (DANCE 2410), and Indian Dance (DANCE 1320) 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 223 Schwartz Center 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 2200, 2210, 2220, 2240, 3210, 3220, 4210, and 4220) 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 2240, 3210, 3220, 4210, and 4220) may be taken with an additional 1-credit academic component, Writing Dance Criticism (DANCE 3240). Students may also receive credit for performing in two ways, by being cast in a faculty-choreographed dance (DANCE 1250), and by dancing in student-choreographed works made for composition courses (DANCE 1500). Any two 1-credit dance courses 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 1200 Dance Technique I (also PE 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. Kovar; spring, B. Suber.

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 1250 Dance Rehearsal and Performance

Fall, spring, and summer. 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. Faculty. Includes the study, development, and performance of roles in departmental dance productions.

DANCE 1300 World Dance Techniques

Spring. 0 to 1 credits. Faculty.

Study and practice of basic movement vocabulary and dances in performance traditions outside of the European and American concert genres of ballet and modern dance. Specific form to be studied will vary. No previous experience in dance is necessary. May be repeated for credit.

DANCE 1500 Dance Performance Workshop

Fall and spring. 1 credit. Attendance at dance concerts is required. May be repeated. May not be taken simultaneously with a dance composition course (DANCE 2500, 3500, 3510, 4500 or 4510) S-U grades only. Fall, J. Morgenroth; spring, J. Chu.

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 2200 Dance Technique II (also PE 1181)

Fall. 0 to 1 credit; may be repeated. S-U grades only. Satisfies PE requirement if taken as PE. Attendance at dance concerts required. J. Self.

Introductory dance technique intended for students with some dance training. Material covered includes attention to rhythm, design, and movement expression.

[DANCE 2210 Dance Technique II/ Classical (also PE 1182)]

Spring. 0 to 1 credit; may be repeated. Satisfies PE requirement if taken as PE. Attendance at dance concerts required. S-U grades only. Next offered 2009-2010. 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 2220 Dance Technique II/Modern (also PE 1183)

Spring and summer. 0 to 1 credit; may be repeated. S-U grades only. Satisfies PE requirement if taken as PE. Attendance at dance concerts required. J. Morgenroth.

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 2240 Dance Technique Workshop (also PE 1188, VISST 2540)

Spring and summer. 0 to 1 credit; may be repeated. Satisfies PE requirement if taken as PE. Attendance at dance concerts required. S-U grades only. Requirements include attendance at performances with written responses. Spring, J. Kovar; summer, B. Suber and J. Chu.

Spring 2009 Topic: Dancing to Music. "Music produces a kind of pleasure which human nature cannot do without." This course will take a journey through movement using music as its driving force. The rhythms of International, Trance, didgeridoo, percussion, and other World Music, both live and recorded, will be used to create a receptivity to the flow of energy within the body and to channel it into movement. Explorations will include structured improvisation, solo and partner work, group choreography, as well as movement games inspired by modern dance and Tai Chi. Beginners and those with prior dance experience are welcome.

DANCE 2410 Explorations in Movement and Performance (also PE 1191)

Spring. 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 2430 Hip-Hop, Hollywood, and Home Movies: Exploring Movement and Media (also VISST 2430)

Fall and summer. 3 credits. Permission of instructor. Letter grades. Requirements include attendance at performances with written responses, selected readings, and home-movie production. J. Self.

This course is a laboratory for generating and exploring contemporary dance forms. Monday sessions are devoted to viewing media and discussion. We will be looking at early B-boy films, recent dance-battle documentaries, classic dance clips from Hollywood films, and other related pieces (Black Dance, Show Dance, Art Dance). Wednesday is a laboratory for trying out movements and creating simple

dance/music videos (home-movies). This course will be of special value for choreographers using popular dance forms and those interested in the history of popular culture. Everyone must be willing and able to improvise dance moves, teach classmates and exchange movement ideas.

DANCE 2450 Public Voice and Civic Gesture (also THETR 2360)

Fall and summer. 1 credit. B. Suber.

This course combines acting and movement techniques encouraging process-oriented work. Focusing on performance in civic spaces, the class works to examine the politics of status and the social role of bodily (including vocal) expression of both performer and audience. Working within the specific context of urban public spaces, the class will question the function of monument and the character of urbanism in relation to individual bodies while understanding how these bodies combine to create a body politic. The class will consider traditional tools of political and social satire, including Commedia dell'Arte. Fundamental in commedia is the exploration of status, the gradations of power and influence and role-playing. Students will create their own texts and movement as well as draw from other textual and visual sources. The class will conclude with a public performance.

DANCE 2480 Dance Improvisation

Fall, spring, and summer. 1 credit. Limited to 12 students. Attendance at dance concerts required. S-U grades only.

J. Morgenroth.

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 3210 Dance Technique III/ Classical (also PE 1184)

Fall, spring, and summer. 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 3220 Dance Technique III/Modern (also PE 1185)

Fall, spring, and summer. 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, faculty; summer, B. Suber and 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 3240 Writing Dance Criticism

Fall and spring. 1 credit; may be repeated. Corequisite: DANCE 2240, 3210, 3220, 4210, or 4220. Attendance at two or three concerts required. Fall, J. Chu, B. Suber, and J. Morgenroth; spring, J. Chu, B. Suber, J. Kovar, and 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 3250 Repertory

Spring. 0 or 1 credit. Prerequisite: permission of instructor. Attendance at dance performances required. 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 3410 Explorations in Movement and Performance II: Masculine, Feminine, or Neutral]

Spring. 0 or 1 credit. Limited to 16 students. Prerequisite: DANCE 2410, 2480, or permission of instructor. Satisfies PE requirement if taken as PE. Attendance at dance concerts required. S-U grades only. Next offered 2009-2010. J. Self.

Continues themes from Explorations in Movement and Performance (DANCE 2410), with special emphasis on the differences and similarities between "masculine" or "feminine" expressions in movement and performance.]

DANCE 4210 Dance Technique IV/ Classical (also PE 1186, VISST 4210)

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. B. Suber.

Advanced and pre-professional Western classical. A continuation of and supplement to DANCE 3210.

DANCE 4220 Dance Technique IV/Modern (also PE 1187, VISST 4220)

Fall and spring. 0 to 1 credits; may be repeated. Satisfies PE requirement if taken as PE. Attendance at dance concerts required. S-U grades only. J. Chu.

Advanced and pre-professional Modern technique. A continuation of and supplement to DANCE 3220.

DANCE 4399 Early Dance (also MUSIC 4511)

Fall. 1 credit. R. Harris-Warrick.

For description, see MUSIC 4511.

Dance Composition**DANCE 2500 Beginning Dance Composition (also VISST 2511) (LA-AS)**

Fall, spring, and summer. 3 credits. Attendance at dance concerts required.

Fall, J. Morgenroth; spring, J. Chu; summer, B. Suber and J. Chu, J. Kovar.

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. Includes informal showing of work.

DANCE 3500 Intermediate Dance Composition I (LA-AS)

Fall, spring, and summer. 3 credits.

Prerequisite: DANCE 2500. Fall, J. Morgenroth; spring, J. Chu; summer, B. Suber and J. Chu.

Intermediate choreographic projects are critiqued in progress by faculty and peers.

Consideration of design problems in costuming and lighting. For full description, see DANCE 2500.

DANCE 3510 Intermediate Dance Composition II (LA-AS)

Fall, spring, and summer. 3 credits. Prerequisite: DANCE 3500. Co- or prerequisite: DANCE 3530. Attendance at dance concerts required. Fall, J. Morgenroth; spring, J. Chu; summer, B. Suber and J. Chu.

Continuation of DANCE 3500. For full description, see DANCE 2500.

DANCE 3530 Music and Choreography (also MUSIC 4512) (LA-AS)

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 4010 Senior Project in Dance

Fall and spring. 3 credits; students receive grade when DANCE 4020 is completed. Prerequisite: DANCE 3510; senior dance majors.

First of a two-semester sequence (the second is DANCE 4020) 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 advisor 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 4020 Senior Project in Dance II

Fall or spring. 3 credits. Prerequisite: DANCE 4010.

Second of a two-semester sequence (the first is DANCE 4010) for senior dance majors.

DANCE 4500 Advanced Dance Composition I (LA-AS)

Fall and spring. 3 credits. Prerequisite: DANCE 3510. Attendance at dance concerts required. Fall, J. Morgenroth; spring, J. Chu.

Students work on advanced choreographic problems, to be presented in performance. Work in progress is critiqued by faculty members on a regular basis. For full description, see DANCE 2500.

DANCE 4510 Advanced Dance Composition II (LA-AS)

Fall and spring. 3 credits. Prerequisite: DANCE 4500. Attendance at dance concerts required. Fall, J. Morgenroth; spring, J. Chu.

Continuation of DANCE 4500. For full description, see DANCE 2500.

History, Criticism, and Theory

[DANCE 3120 The Moving Body: Form and Function (PBS supplementary list)]

Fall. 4 credits. Next offered 2009–2010. 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.]

DANCE 3141 History: The Body in Performance (LA-AS)

Fall. 4 credits. Prerequisites: Readings, viewing of videos, and attendance at live performances. Letter grades only. J. Chu.

How does the social production of dance reflect its historical context? What is the meaning of the "beautiful" in dance? Beginning with 16th-century court dances, we will explore how aesthetics have been aligned both with and against politics in various periods and genres of the performing body, looking at dance as insiders' diplomacy and outsiders' rebellion. Is postmodern dance a discourse of its past? What is the contemporary relationship among African, European, and stubbornly American traditions? This course is designed to promote a critical appreciation of dance, its values and its ambitions, by developing an historical and cultural understanding.

DANCE 4000 Senior Paper in Dance

Fall and spring. 4 credits. Prerequisite: DANCE 4080, senior standing. Attendance at dance concerts is required.

Under faculty direction, the students write a senior paper in dance history, criticism, or theory.

DANCE 4080 Seminar in Dance Studies (also VISST 4580) (CA-AS)

Spring and summer. 4 credits. Limited to 15 students. Spring, B. Suber; summer, B. Suber and J. Chu.

Topic for spring 2009: '50s Movie Musicals and Modernism. Utilizing, as a point of departure, films such as *A Star is Born* and *White Christmas*, this seminar will explore modernist spatialities, as defined through body movement and architecture. Rising tensions between popular entertainment and modernist impulses, and between stage, screen, and television, will be examined. Camp as queer sensibility in non-musical films such as *All About Eve*, and semi-musicals such as *Beyond the Valley of the Dolls*, will be related to the movie musical, modern dance, modern architecture, and modern art practices. Also, the class will look to the Hayes Code as arbiter of a surrealist aesthetic from films such as *An American in Paris* to television specials such as *Raquel*, featuring a futuristic, Barbarella-esque, Raquel Welch.

Topic for summer 2009: Performativity in Paris. This course is a critical survey of the history of Western concert dance beginning in the 16th century into the court of Louis XIV, the early 19th-century Romantic period, the Franco-Russian Diaghilev period, and 20th-century modern dance, including the work of Josephine Baker and the African American presence in Paris, and 21st-century form of martial art/dance called *parkour*, developed in the banlieu in the periphery of Paris. Special attention is paid to connections

between the body and material space and place in the built domain of urban Paris. Dance, architecture, and urban development will be studied in tandem as reflections of western ideology, looking to see how these art forms have contributed to, perpetuated, or confronted issues of classicism, modernity, race, class, gender, sexuality, and political and social power.

DANCE 4089 Formalist Aesthetics of Modernism and Postmodernism in Music, Dance, and Painting

Spring. 4 credits. Limited to 15 students. A. Fogelsanger.

This seminar examines the formalist side of the aesthetics of modernism from the idea of absolute music and the rise of abstraction in painting, through atonality, modern dance, minimalism, and postmodernism. Includes readings of Sally Banes, Monroe Beardsley, Walter Benjamin, Hans Bertens, Peter Berger, Italo Calvino, Roger Copeland, Susanne Langer, David Michae Levin, Susan Manning, Leonard Meyer, Yvonne Rainer, Meyer Schapiro, Susan Sontag, and others.

Interdisciplinary Courses

[DANCE 2580 Courses of Action: Producing Performance Locally, Regionally, Globally (LA-AS)]

Fall. 3 credits. Next offered 2009–2010. J. Self.

This course is a hands-on, pro-active course devoted to studying current performance venues on the Cornell campus, and in Tompkins County, New York State, and beyond.]

DANCE 3550 Techno Soma Kinesics: Repositioning the Performing Body in Space through the Lenses of Digital Media (LA-AS)

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 3560 Interactive Performance Technology (also MUSIC 3441, THETR 3690) (LA-AS)

Fall. 3 credits. Prerequisites: laptop computer and MAX/MSP software and Jitter software required, see www.cycling74.com for student software pricing. Lab performance at end of semester. W. Cross and A. Fogelsanger. For description, see THETR 3690.

[DANCE 3570 Media Arts Studio I (also FILM/MUSIC 3910) (LA-AS)]

Fall or spring. 3 credits. Prerequisite: permission of instructor and junior standing, minimum FILM 2770 or 3770, or DANCE 3550. Equipment fee: \$50 (paid in class). Next offered 2009-2010. Participating faculty include M. Rivchin, film; B. Suber, dance. A collaborative interdisciplinary studio course in a variety of digital and electronic media, including art, architecture, music, dance, film, and video.]

DANCE 3580 Ancient/Modern Corporealities (also FILM/ITAL 3270, VISST 3210)

Summer. 4 credits. B. Suber, J. Rhodes, and B. Milles. Held in Rome, this course examines that modern city as it interfaces with its past, by analyzing corporeal/spatial epistemologies through the analyses of films that used Rome as a location, visiting those location sites that extend from the historic center to as far as the suburb LEUR. Topics include examination of the ways in which class relates to social and public space and urban space as performance. Additional course work in film production, performance, and writing allows students to re-inscribe their spatial/corporeal experiences into an alternative exhibition space of the city street or the written page. In addition, each student will be required to produce formal textual documentation and full textual analyses of this process and final performance, installation, or text-based product.

[DANCE 3590 Music, Dance, and Light (also THETR 3190, VISST 3519) (LA-AS)]

Spring. 3 credits. Attendance at dance concerts and music concerts required. Next offered 2009-2010. 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.]

DANCE 4550 Techno Soma Kinesics II: Repositioning the Performing Body in Space through the Lenses of Digital Media (LA-AS)

Spring. 4 credits. B. Suber. Continuation of DANCE 3550. DANCE 4550 expands on principles using more complex and interactive software using MAX/MSP and Jitter, Director, DVD Studio Pro, and Dreamweaver.

Production**DANCE 1610 Dance Production Laboratory I**

Fall and spring. 1-3 credits; may be repeated for credit. Prerequisite: permission of instructor. No experience required. Orientation meeting at 7:30 p.m. first Tuesday of classes each semester in Kiplinger Theatre at Schwartz Center. P. Lillard.

Provides practical experiences in running stage crew or dresser crew for dance.

DANCE 1630 Dance 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 dance production as assistant stage manager for a dance theatre concert under the supervision of the faculty production manager. THETR 3700 complements this course.

DANCE 2610 Dance 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 dance production, as a light board operator, sound board operator, video operator, or head dresser.

DANCE 2630 Dance 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 the dance mainstage concert under the supervision of the faculty production manager. THETR 3700 complements this course.

DANCE 3660 Lighting Design Studio I (also THETR/VISST 3620) (LA-AS)

Fall. 4 credits. E. Intemann. For description, see THETR 3620.

DANCE 3680 Sound Design and Digital Audio (also MUSIC 3431, THETR 3680) (LA-AS)

Spring. 3 credits. W. Cross. For description, see THETR 3680.

DANCE 4660 Lighting Design Studio II (also THETR 4620)

Spring. 4 credits. C. Intemann. For description, see THETR 4620.

Independent Study, Internships, and Honors**DANCE 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 223 Schwartz Center.

DANCE 4050 Honors Research Tutorial I

Fall or spring. 4 credits. Prerequisite: honors students in dance. First of a two-semester sequence (the second is DANCE 4060) for seniors engaged in an honors project. For guidelines, see the director of undergraduate studies in dance.

DANCE 4060 Honors Research Tutorial II

Fall or spring. 4 credits. Prerequisite: honors students in dance. Second of a two-semester sequence (the first is DANCE 4050) for students engaged in an honors project.

DANCE 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.

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 2500 Fundamentals of Theatre Design and Technology

THETR 1510 and 2510 Production Lab I and II (at least 1 credit of each)

Recommended for Scenic Design emphasis:

THETR 3400 Theatrical Drafting and Technical Drawing Studio

THETR 3510 Production Lab III (as design assistant)

THETR 3540 Stagecraft Studio

THETR 3640 Scene Design Studio

Upon admission to the program:

THETR 4510 Production Lab IV (at least 1 credit)

Recommended for costume design or costume shop management emphasis:

THETR 3510 Production Lab III (as design assistant)

THETR 3560 Costume Construction Studio

THETR 3660 Costume Design Studio I

THETR 3710 Costume Design Studio II

Upon admission to the program:

THETR 4510 Production Lab IV (at least 1 credit)

Recommended for Lighting Design or costume shop management emphasis:

THETR 2520 Technical Production Studio I

THETR 3510 Production Lab III (as student electrician)

THETR 3510 Production Lab III (as design assistant)

THETR 3620 Lighting Design Studio I

Upon admission to the program:

THETR 4510 Production Lab IV (at least 1 credit)

Recommended for Sound Design emphasis:

THETR 2510 Production Lab II (as student sound technician)

THETR 2520 Technical Production Studio I

THETR 3510 Production Lab III (as design assistant)

THETR 3680 Sound Design Studio

Upon admission to the program:

THETR 4510 Production Lab IV (at least 1 credit)

Recommended for Technical Direction emphasis:

- THETR 2520** Technical Production Studio I
THETR 2560 Technical Production Studio II
THETR 3400 Theatrical Drafting and Technical Drawing Studio
THETR 3510 Production Lab III (as assistant technical director)
THETR 3540 Stagecraft Studio

Upon admission to the program:

- THETR 4510** Production Lab IV (at least 1 credit)

Recommended for Stage Management emphasis:

- THETR 2530** or **3530** Stage Management Lab II or III—two assignments
THETR 2800 Introduction to Acting
THETR 3700 Stage Management Studio
THETR 3980 Fundamentals of Directing I

Upon admission to the program:

- THETR 4530** Stage Management Lab IV

Directing

Recommended for individuals interested in a directing track:

- THETR 1510** and **THETR 2510** Production Lab I and II (at least 2 combined credits)
THETR 2400/THETR 2410 Introduction to Western Theatre (one semester *only*)
THETR 2500 Fundamentals of Design and Technology
THETR 2800 Introduction to Acting
THETR 3980 Directing I
THETR 4980 Directing II

Playwriting

Recommended for individuals interested in a playwriting track:

- THETR 2400/2410** Introduction to Western Theatre (one semester *only*)
THETR 2500 Fundamentals of Design and Technology
THETR 2800 Introduction to Acting
THETR 3480 Playwriting
THETR 3490 Advanced Playwriting

Students in the advanced undergraduate theatre program may also elect to take FILM 4850 (Undergraduate Internship) in addition to or in place of one production assignment.

TURKISH

See "Near Eastern Studies."

TWI/AKAN

See "Africana Studies and Research Center."

UKRAINIAN

See "Department of Russian."

URDU

See "Department of Asian Studies."

VIETNAMESE

See "Department of Asian Studies."

VISUAL STUDIES UNDERGRADUATE MINOR

Visual studies is a minor 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 minor, drawing on such various disciplines as the history of art, film, literary studies, psychology, theatre, and others. Requirements for the minor include the core course VISST 2000 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 minor, 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 3000 level or above. No more than two courses from the minor may be double-counted toward a student's major. All courses must be taken for a letter grade.

Students interested in pursuing the minor should first discuss it with their current advisors, and then either download the form from the visual studies web site (www.arts.cornell.edu/histart/vstudies.html) or contact the visual studies undergraduate coordinator, Jessica Smith. After completing the form, students should attach a copy of their transcript and submit it to Jessica Smith GM08 Goldwin Smith Hall. Students who have not been in contact with a visual studies advisor will have one selected for them from among the minor'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 2008–2009" 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.

Visual Studies Minor Course List

VISST 1101 Design Studio I (also DEA 1010)

Fall. 3 credits. J. Elliott.
 For description, see DEA 1010.

VISST 2000 Introduction to Visual Studies (also ARTH/COML 2000, ENGL 2920) (LA-AS)

Spring. 4 credits. Requirement for undergraduate concentrators. J. Rickard. 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 2020 Introduction to Feminist Theory (also FGSS 2020) (CA-AS)

Spring. 3 credits. Staff.
 For description, see FGSS 2020.

VISST 2174/6174 Introduction to Film Analysis: Meaning and Value (also FILM 2740/6740) (LA-AS)

Fall. 4 credits. Limited to 40 students. Graduate students should enroll in FILM 6740. D. Fredericksen.
 For description, see FILM 2740.

[VISST 2193 Middle Eastern Cinema (also COML 2293, JWST/NES 2793)]

Fall. 4 credits. Next offered 2009–2010. D. Starr.
 For description, see NES 2793.]

VISST 2300 Survey of American Film (also AMST/FILM 2760) (LA-AS)

Fall. 3 credits. S. Haenni.
 For description, see AMST 2760.

VISST 2430 Hip-Hop Hollywood (also DANCE 2430, PE 1189)

Fall. 3 credits. J. Self.
 For description, see DANCE 2430.

VISST 2511 Beginning Dance Composition (also DANCE 2500) (LA-AS)

Fall, spring and summer. 3 credits.
 For description, see DANCE 2500.

VISST 2645 Renaissance and Baroque (also ARTH 2400) # (HA-AS)

Fall. 4 credits. Each student must enroll in a sec. C. Lazzaro.
 For description, see ARTH 2400.

VISST 2744 Gamelan in Indonesian History and Cultures (also ASIAN 2245, MUSIC 1341) @ (LA-AS)

Fall and spring. 3 credits. No previous knowledge of musical notation or performance experience required. Staff.
 For description, see MUSIC 1341.

VISST 3175 History and Theory of Commercial Narrative Film (also FILM 3750) (LA-AS)

Fall. 4 credits. Fee for screening expenses: \$10 (paid in class). S. Haenni.
 For description, see FILM 3750.

[VISST 3305 Visual Perception (also PSYCH 3050)]

Fall. 4 credits. Limited to 20 students. Prerequisite: PSYCH 2050 or permission of instructor. Next offered 2009–2010. J. Cutting.

For description, see PSYCH 3050.]

VISST 3342 Human Perception: Application to Computer Graphics, Art, and Visual Display (also COGST/PSYCH 3420, PSYCH 6420)

Fall. 3 or 4 credits; 4-credit option involves term paper. Prerequisite: PSYCH 1101 or permission of instructor. PSYCH 2050 strongly recommended. D. Field.
For description, see PSYCH 3420.

[VISST 3519 Music, Dance, and Light (also DANCE 3590, THETR 3190)

Spring. 3 credits. Next offered 2009-2010.
E. Intemann and A. Fogelsanger.
For description, see DANCE 3590.]

VISST 3560 Computing Cultures (also COMM 3560, INFO/STS 3561)

Spring. 4 credits. P. Sengers.
For description, see STS 3561.

VISST 3620 Lighting Design Studio I (also DANCE 3660, THETR 3620)

Fall. 4 credits. E. Intemann.
For description, see THETR 3620.

[VISST 3650 History and Theory of Digital Art (also ARTH 3650, INFO 3660)

Fall. 4 credits. Next offered 2010-2011.
M. Fernandez.
For description, see ARTH 3650.]

VISST 3655 The House and the World: Architecture of Asia (also ARTH 3855) @ (HA-AS)

Spring. 4 credits. K. McGowan.
For description, see ARTH 3855.

VISST 3662 Impressionism in Society (also ARTH 3760) # (CA-AS)

Spring. 4 credits. Not open to freshmen.
Recommend: ARTH 2400. L. Meixner.
For description, see ARTH 3760.

VISST 3696 Arts of Southeast Asia (also ARTH 3850) @ # (CA-AS)

Fall. 4 credits. K. McGowan.
For description, see ARTH 3850.

[VISST 3735 Modern Western Drama, Modern Western Theatre: Theory and Practice (also ENGL/THETR 3350)

Fall. 4 credits. Next offered 2009-2010.
N. Salvato.
For description, see THETR 3350.]

VISST 3740 Painting 19th-Century America (also AMST/ARTH 3740) # (CA-AS)

Fall. 4 credits. Recommended: ARTH 2400. L. Meixner.
For description, see ARTH 3740.

VISST 3798 Fundamentals of Directing I (also THETR 3980) (LA-AS)

Fall. 3 credits. Limited to 10 students. Prerequisite: permission of instructor. Special consideration given to students who have completed THETR 2800 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 3980.

VISST 3812 Edge Cities: Celluloid New York and Los Angeles (also AMST/ARCH/FILM 3812)

Spring. 3 credits. S. Haenni and M. Woods.
For description, see AMST 3812.

[VISST 3850 Commedia: A Contemporization of Physical Acting Styles and the Comic Approach (also THETR 3840)

Fall. 4 credits. Next offered 2009-2010.
B. Milles.
For description, see THETR 3840.]

VISST 3870 Literature and Film of South Asia (also ASIAN 3387, COML 3860) @ (CA-AS)

Spring. 4 credits. A. Banerjee.
For description, see COML 3860.

[VISST 3930 International Film of the 1970s (also AMST/COML/FILM 3930)

Fall. 4 credits. Next offered 2009-2010.
S. Haenni.
For description, see FILM 3930.]

VISST 4200 Proseminar (also ARTH 4100/6100) (HA-AS)

Spring. 4 credits. Limited enrollment. Prerequisite: History of Art majors only. I. Dadi.
For description, see ARTH 4100.

VISST 4220 Dance Technique IV/Modern (also DANCE 4220, PE 1187)

Fall. 1 credit. By placement only; no pre-enrollment. Attendance at dance concerts required. J. Chu.
For description, see DANCE 4220.

VISST 4607 The Museum and the Object (also ARTH 4107) (CA-AS)

Fall. 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. K. McGowan.
For description, see ARTH 4107.

VISST 4621 The Multicultural Alhambra (also ARTH 4311, NES 4511)

Spring. 4 credits. C. Robinson.
For description, see ARTH 4311.

VISST 4625 Rasta, Race, and Resistance (also ARTH 4525, ASRC 4526)

Fall. 4 credits. P. Archer-Straw.
For description, see ARTH 4525.

VISST 4641 Comparative Modernities (also ARTH 4690/6690, COML 4910) @ (CA-AS)

Fall. 4 credits. I. Dadi.
For description, see ARTH 4690.

VISST 4761 Art and Social Histories (also ARTH 4761) (CA-AS)

Fall or spring. 4 credits. Permission of instructor required. Auditing not permitted. Not open to freshmen. L. Meixner. Topic for Fall 2008: Caricatures, Political Cartoons, and Laughter. Topic for Spring 2009: The Long 19th Century. For description, see ARTH 4761.

VISST 4800 Advanced Seminar in American Literature: Gender and Visual Culture in Women's Literature (also AMST/ENGL/FGSS 4790, ARTH 4979) (LA-AS)

Fall. 4 credits. S. Samuels.
For description, see ENGL 4790.

VISST 5060 Contemporary African Diaspora Art (also ARTH 5505, ASRC 6500)

Spring. 4 credits. C. Finley.
For description, see ARTH 5505.

VISST 6174 Intro to Film Analysis (also FILM 2740/6740)

Fall. 4 credits. D. Fredericksen.
For description, see FILM 2740.

[VISST 6466 Media Theory: Film and Photography (also GOVT 6665)

Fall. 4 credits. Next offered 2009-2010.
D. Rubenstein.]

[VISST 6619 Translation in Theory (also ASIAN 6619, COML 6160)

Spring. 4 credits. Next offered 2009-2010.
B. deBary.
For description, see ASIAN 6619.]

[VISST 6625 Race, Gender, and Crossing Water (also ENGL 6650)

Spring. 4 credits. Next offered 2010-2011.
S. Samuels.
For description, see ENGL 6650.]

WELSH

See "Department of Linguistics."

WRITING PROGRAM

See "John S. Knight Institute for Writing in the Disciplines."

YIDDISH

See "Department of Near Eastern Studies."

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See "Africana Studies and Research Center."

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For Arts and Sciences Biology faculty see "Biological Sciences."

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